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## **REGULATION 2224**

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### **TEACHER LIBRARIAN**

**Immediate Supervisor: School Principal**

#### **A. Qualifications**

The teacher-librarian should have in common with all teachers, the ability to relate well with support personnel, and the ability to work cooperatively with other staff members. In order to effectively recognize the library, select materials, and train support staff, the teacher-librarian should have completed courses or demonstrated competency in the following areas:

- i. Organization of library materials
- ii. Basic reference service
- iii. Support for resource-based learning and teaching
- iv. Selection and evaluation of materials
- v. Young adult literature or children's literature
- vi. Cooperative program planning and teaching
- vii. Information technology

Teachers newly appointed to the position of teacher-librarian must have a teaching certificate and, in addition, within two years of the date of appointment, have obtained one of the following:

- a) a library education teaching area e.g. four courses from a recognized university;
- b) diploma in school librarianship from a recognized university;
- c) Master's degree in library science.

## **B. Function:**

### **1. General Function**

The responsibilities of the teacher-librarian encompass areas including program and instruction, learning resource management and leadership in resource-based learning:

#### **Program and Instruction**

- participating as a teaching partner in helping teachers to address identified learning outcomes through a knowledge of resource-based learning
- working cooperatively with classroom teachers in order to assist students in developing skills in information retrieval and critical thinking so that they may become informed decision-makers and life-long learners
- promoting reading, language development and literature appreciation
- supporting the integration of instructional technology and media literacy and becoming familiar with current technological developments in information retrieval

#### **Learning Resource Management**

- establishing and maintaining effective systems for the selection, acquisition, processing and circulation of resources
- managing the library facilities, services and budget in order that these may contribute to the stated goals of the school district and Ministry of Education
- cooperatively developing school library policies and procedures
- participating in an information network with District schools, the District Resource Centre, the public library and information agencies
- organizing and directing clerical staff, parent and student volunteers in the school library

#### **Leadership in Resource-based Learning**

- providing leadership and promoting strategies for the effective use of a wide variety of learning resources which support and extend the curriculum
- applying skills in evaluating and selecting learning resources to reflect the curricular, informational and recreational needs of the school and its learners
- participating in and contributing to school and District activities which advocate support for school libraries and resource-based learning
- promoting school library programs in the school and in the community

- seeking opportunities for personal growth in school librarianship and participating in collegial networks
- developing the potential of parent and student volunteers

*Greater Victoria School District*

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