

A Study on the Professionalization Development Process and Pathways of the Teacher Librarian Workforce in Australian Primary and Secondary Schools*

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Abstract

As a key link connecting education and teaching with knowledge resources, primary and secondary school teacher librarians are of great significance to promoting improvements in the quality of education through their professional development. The professionalization of Australia's primary and secondary school teacher librarian workforce began relatively early, and its development has gone through four core stages: origin and emergence (1960–1979), initial professional development (1980–2005), institutionalization and standardization (2006–2015), and modern development (2016 to the present). Australia's exploration of the professionalization of primary and secondary school teacher librarians has crystallized practical pathways such as establishing professional organizations, issuing specialized policy guidelines, and promoting the cultivation of professional talent. In the future, China should fully encourage the construction of a professionalization system for primary and secondary school teacher librarians, support innovation in service models and expansion of service areas, and promote the high-quality development of primary and secondary education in China.

Full Text

[Profession & Management]

A Study on the Professionalization Development Process and Pathways of the Teacher Librarian Workforce in Australian Primary and Secondary Schools*

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Abstract As a key link connecting education and teaching with knowledge resources, teacher librarians in primary and secondary schools are of great significance for improving the quality of education through their professional development. The professionalization of Australia's primary- and secondary-school teacher librarian workforce began relatively early. Its development has gone through four core stages: origin and emergence (1960–1979), initial professional development (1980–2005), institutionalization and standardization (2006–2015), and modernized development (2016 to the present). Australia's exploration of the professionalization of primary- and secondary-school teacher librarians has crystallized practical pathways such as the establishment of professional organizations, the issuance of specialized policy guidelines, and the promotion of professional talent cultivation. In the future, China should fully encourage the construction of a professionalization system for primary- and secondary-school

teacher librarians, support innovation in service models and expansion of service fields, and promote the high-quality development of primary and secondary education in China.

[Keywords] primary- and secondary-school teacher librarians; professionalization process; Australia

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0 Introduction

There are many types of libraries, and school libraries are an indispensable category among them. They play an important role in basic education and constitute an organic component of the basic education enterprise. The *Regulations on Primary and Secondary School Libraries (Rooms)* clearly stipulate that libraries are the documentary information centers of primary and secondary schools as well as important venues for school education, teaching, and scientific research. This fully demonstrates the important position, within China's basic education, of information and knowledge services provided by professionalized primary- and secondary-school librarians. Primary- and secondary-school librarians constitute a large workforce, and their competence directly determines the management and service level of primary and secondary school libraries[2]. In 1980, the *Primary and Secondary School Library Manifesto* adopted by IFLA stipulated that primary and secondary school libraries must be staffed with personnel who have received certain education and possess professional qualifications in librarianship[3]. In 2015, IFLA issued the *School Library Guidelines (2nd revised edition)* (*IFLA School Library Guidelines, 2nd revised edition*), whose goal is to ensure that all students and teachers have access to professional and effective school library programs and services[4]. As the main service personnel of school libraries, teacher librarians occupy a pivotal position in improving school library services and enhancing students' information literacy.

Australia is one of the countries where school library services have developed relatively well, and the cultivation of teacher librarians has become a well-developed and distinctive part of Australian library and information education. In Australia, teacher librarians are defined by the Australian Library and Information Association (ALIA) as professionals who are responsible for planning and implementing the goals of school library and information services and who possess qualifications in teacher education and library management[5]. Australia's standardized system for teacher librarians and its model for cultivating professional talent provide an important reference for China in addressing such difficulties as the absence of professional qualifications and the ambiguity of occupational positioning among primary- and secondary-school teacher librarians. Taking

Australian teacher librarians as an important point of reference, this study analyzes their professionalization development process, with the aim of providing a reference for improving primary- and secondary-school library services in China.

1 Related Research

1.1 International research

A review of the literature shows that current research on Australian teacher librarians mainly focuses on the dual roles of professional librarians in school libraries, the educational goals of teacher librarians in the context of social development, and the functions and concrete practices of teacher librarians.

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Carroll M et al.^[6] integrated relevant comprehensive databases on Australian school libraries. Hay L^[7] focused on the sustainable development of the Australian school-library practitioner workforce and, through empirical investigation and policy analysis, emphasized the dual-qualification certification system for teacher librarians, arguing that teacher librarians are professional librarians with a dual disciplinary background. Oddone K et al.^[8], through in-depth interviews with Australian secondary-school teacher librarians, redefined the role of teacher librarians from the traditional “information manager” to “cultivator of global citizenship literacy.” Hider P^[9] attended to the shift in Australian library-science education toward library and information studies, and proposed that the training objective for teacher librarians should change from “library practitioner” to “interdisciplinary talent in the information field.” Hughes H^[10] conducted an empirical study of teacher librarians in schools on Australia’s Gold Coast, giving a detailed account of library staffing in 27 primary and secondary schools on the Gold Coast—including public, private, and special schools—and elaborating the relationship between teacher librarians’ work and students’ reading and writing achievement. Gillespie A M^[11] carried out evidence-based research on teacher librarians and found that teacher librarians who possess solid knowledge of reading education, the ability to select resources, and the capacity for teaching collaboration can more accurately match students’ needs. Lance K C et al.^[12], in a study of school libraries in Colorado, USA, from 2005

to 2011, showed that schools with outstanding teacher librarians had higher student reading scores. A review of the literature shows that the cause of Australian teacher librarians is in a leading position globally: its professionalization began early, its system is well developed, and it has formed a complete closed loop of “policy-institution-talent-practice,” offering experiences of strong reference value.

1.2 Domestic Research

1.2.1 Prospects for the Development Status of Primary and Secondary School Teacher Librarians

Zhang J^[13] investigated the applicability of the IFLA *School Library Guidelines* in China and found that the shortage of professional school librarians affects the development of primary and secondary school libraries in China. Lin Yuhang et al.^[14] surveyed 59 primary and secondary schools in Guangdong and, from the perspectives of quantity, educational qualifications, professional titles, and training, analyzed the weaknesses of school-librarian teams, proposing optimization paths such as establishing safeguards, tiered training, and school-library collaboration.

1.2.2 A Contemporary Re-examination of the Development of Library Professionalization

With the progress of librarianship, the emergence of new situations and new problems requires libraries to develop in the direction of professionalization. Sun Dilu^[15] focused on the theme of the first “Double Triangle” Library Forum —“The Path of Library Professionalization Development against the Background of High-Quality Development” —paid great attention to the professionalization of libraries, and re-examined the connotations and significance of library professionalization. Zhang Jing et al.^[16] advocated a systematic body of professional knowledge; Yu Liangzhi^[17] proposed that systematic norms of professional ethics should be clarified; Li Gang et al.^[18] pointed out that professional practitioners are an important manifestation of the basic connotation of library professionalization.

1.2.3 A Re-understanding of the Professionalization of Primary and Secondary School Teacher Librarians

At present, there is relatively little domestic research on the professionalization of primary and secondary school teacher librarians. Zhang J^[13] found in an investigation that there is a shortage of professional school librarians; Feng Jia et al.^[19] explored the support system for Australian library practitioners. In research on primary and secondary school teacher librarians serving basic education, Liu Cuiqing^[20] examined a series of policy standards for Australian teacher librarians, while Yang Yulin et al.^[21] studied the basic-education value embodied in primary and secondary school library services and the professional

value of libraries. Based on a large body of foreign-language literature and Australian practice materials, this paper provides an in-depth analysis of the training system, work practice, and future development of Australian primary and secondary school teacher librarians.

2 Review of the Professionalization Development Process of Australian Primary and Secondary School Teacher Librarians

History is the best textbook. To fully understand the system of Australian primary and secondary school teacher librarians, studying its history is an important step. The concept of “teacher librarian” appeared relatively late; Australia’s first teacher librarian with a higher-education degree appeared in the 1960s^[22]. Through a review of literature and materials, it is found that the professional development process of Australia’s primary and secondary school teacher-librarian workforce has generally gone through four core stages: origin and germination (1960–1979), the beginnings of professionalization (1980–2005), institutionalization and standardization (2006–2015), and modernized development (2016 to the present).

2.1 Origin and Germination (1960–1979)

In 1966, the Library Association of Australia (LAA) published *School and Children’s Libraries in Australia: a Report to the Children’s Libraries Section of the Library Association of Australia*. The report described the severe situation facing Australian school and children’s libraries and called on the federal government to provide financial support for libraries in educational institutions^[23].

This report drew attention to school library services. In 1966, the School Libraries Committee of the Children’s Libraries Section of the LAA published *Standards and Objectives for School Libraries: a Guide to Minimum Standards and Suitable Objectives*, which described standards for school library services and provided guidance for education authorities, teachers, library administrators, and parents. On the basis of this report, in 1967 the LAA proposed an action plan that included establishing relevant federal bodies and advisory committees, recruiting overseas consultants, establishing model school libraries, and carrying out teacher-librarian training; this marked the beginning of the training of Australian teacher librarians^[23].

2.1.1 Urging the Government to Increase Investment in School Libraries

From August 30 to September 1, 1968, by the Victoria State school ...

...the School Library Association of Victoria and the School Library Association of New South Wales organized the first national conference of teacher librarians at the Australian National University. This meeting promoted the establishment of the Australian School Library Association Inc. (ASLAI)[24]. In the

same year, the federal government announced that it would provide an initial appropriation of 27 million Australian dollars for secondary-school libraries during 1969-1971[25]. In 1974, the federal government began allocating funds to primary-school libraries, thereby launching the school library development program.

2.1.2 Formation of Professional Education for Teacher Librarians

In 1973, the *LAA Handbook* listed and accredited the professional school-librarian courses offered by the Melbourne Teachers' College and the Royal Melbourne Institute of Technology[23]. At the same time, the LAA recommended that students, as far as possible, choose relevant programs at accredited colleges and institutions. Thus, with the support of the LAA system, school libraries initially established a training system covering accredited schools and courses. Previously, school library staff had to first complete an undergraduate degree, then sit the LAA registration examination, and complete training by taking courses in library management or short-term courses provided by state governments. In 1974, the LAA established a Schools Section, specifically responsible for managing school-library funds and providing financial support for teacher-librarian training and primary-school library programs[23].

In 1977, the *LAA Handbook* emphasized the statement concerning librarianship courses. The LAA Board of Examination noted the rapid increase in the number of school library management courses and consistently paid attention to the training standards of these courses. The LAA recognized that librarians must possess qualifications in both education and library management. The Board of Examination held that school-librarian courses should meet corresponding standards, and that only those who had completed course study could obtain professional membership[23]. This indicates that the LAA began to pay attention to the professional characteristics of school librarians and recognized that they should have a dual background in education and librarianship. Therefore, it was necessary to build a specialized curriculum-based training system and establish a standardized, accredited degree system in order to gain social recognition. This provided impetus for the later development of teacher-librarian courses and qualification certification systems.

2.2 Initial Professionalization Development (1980-2005)

2.2.1 Emphasizing the Professional Value of Teacher Librarians

After several years of development, the updated 1982 *LAA Handbook* included a statement on teacher-librarianship courses and indicated that course accreditation was a dynamic process; the LAA would continue to monitor the development of accredited courses. This was the first time that the *LAA Handbook* referred to teacher-librarian management rather than school library management[23], and the status of teacher librarians was thereby greatly enhanced. In 1989, ALIA and the Australian School Library Association (ASLA) jointly

issued the *Statement on Library and Information Services in Schools*[26], stating that it would enhance awareness of the purposes, needs, and educational significance of school library resource services and teacher-librarian services in primary and secondary schools, encourage government agencies to attach importance to school library resource services, and propose solutions to various issues concerning school library resource services and teacher librarians in primary and secondary schools.

2.2.2 Enhancing the Professional Status of Teacher Librarians

In 1994, ALIA and ASLA jointly issued the *Statement on Teacher Librarian Qualifications*, clearly stating that it was necessary to ensure that school libraries were staffed with professionals who possessed qualifications in both school library management and teaching, while also promoting the professional development of teacher librarians nationwide[27]. In 2001, ALIA and ASLA jointly published *Learning for the Future: Developing Information Services in Schools (2nd edition)*, which stated that teacher librarians should be allocated according to a per-capita staffing standard so as to reach the target levels set by schools[28].

In 2003, ALIA and ASLA jointly issued the *Statement on Teacher Librarians in Australia*. This was a fundamental document concerning the cultivation of teacher librarians in Australia, intended to promote teacher librarians' greater role in school education[29]. From that point on, Australia established the direction for the professional development of teacher librarians. Subsequently, relevant policy documents, educational and practical models, and other aspects continued to improve. In reform processes such as educational innovation, digital literacy, and the promotion of children's reading, teacher librarians have played an important role, and their social status has accordingly continued to rise.

2.3 Institutionalization and Standardization (2006-2015)

In 2008, the *Melbourne Declaration on Educational Goals for Young Australians* was officially released, setting the direction for Australian school education over the following decade. The declaration proposed two major goals: to promote equity and excellence in school education, and to cultivate confident, creative, active, and informed citizens[30]. At the same time, the Australian Institute for Teaching and School Leadership issued a new version of the national professional standards for teachers in 2011, making clear that the standards applied to all teachers, including teacher librarians. The standards specified, across four levels—graduate teacher, proficient teacher, highly accomplished teacher, and lead teacher—the knowledge, skills, and dispositions that teachers should possess, thereby providing a basis for professional practice for education practitioners[31]. Driven by a series of educational reforms, Australian teacher librarians, as members of the basic education sector, have played an ever-expanding role, and their social status has also continued to rise.

2.4 Modernization Development (2016–Present)

According to ALIA's survey[32], in 2016, Australia had a total of ...

9,414 primary and secondary schools, and most schools have established libraries. Among them, high-quality school libraries are staffed with professional teacher librarians, providing students with diversified services, including cyber-safety education, small-group inquiry-based learning, and access to electronic resources. In Australia, only those who hold formal teaching qualifications may enroll in ALIA-accredited teacher librarian postgraduate qualification programs. Professional teacher librarians must have both educational and library-management backgrounds. In 2018, in accordance with the United Nations' *Transforming our World: The 2030 Agenda for Sustainable Development*, ALIA issued *Australian Libraries Support the Sustainable Development Goals*, pointing out that Australian school libraries play a major role in achieving the goal of quality education. The status of school libraries in basic education, the importance of information literacy, and the role of teacher librarians in improving educational quality have become increasingly prominent. In 2021, IFLA became a partner of UNESCO's *Programme and Budget for 2022–2025*[33] and the "Information for All Programme" (IFAP)[34]. IFLA's International Advocacy Program (IAP) emphasizes the positive impact of library and information professionals on achieving the Sustainable Development Goals[35].

3 Analysis of Professionalization Practice Pathways for Teacher Librarians in Australia

3.1 Establishing Professional Organizations

At present, Australian teacher librarians have established a complete system for education, employment, and service provision; relevant professional organizations are the key to ensuring their professional development.

3.1.1 Establishing Professional Organizations ASLA serves the field of school library resources and, together with ALIA, acts as a leading organization in the teacher librarian profession. The two organizations have jointly issued a number of documents and industry standards, greatly promoting the development of teacher librarians. ASLA was established in 1969 through the joint efforts of the New South Wales School Library Association, the Victorian School Library Association, and the Canberra School Library Association, and held its first council election at the National Library in Melbourne in the same year. In 1975, ASLA brought together school library associations across the states and territories. At present, each Australian state has an independent school library association, and under the coordination of ASLA and ALIA, a dedicated school library alliance has been established to continuously improve school library services and adapt to the development of information technology in the 21st century.

3.1.2 Clarifying the Functions of Professional Organizations School libraries are the primary workplaces of teacher librarians. As the national representative organization for school libraries, ASLA has contributed to advancing the construction of school library services and cultivating the teacher librarian workforce. Its main functions include: first, formulating national-level professional standards and policies, and participating in the drafting of multiple Australian documents and guidelines related to school libraries and teacher librarians; second, carrying out advocacy and lobbying projects for school libraries; third, organizing professional learning activities, assisting multiple social forces in launching nationwide campaigns to promote school library services, and advocating the revitalization of school libraries; fourth, cooperating with national research institutions to conduct research on school libraries and teacher librarians; fifth, publishing professional resources, such as opening a “Research” column on its official website to publicly release research findings for researchers to access and use; sixth, representing school libraries in national forums and alliance activities, such as the annual ALIA conference.

3.1.3 Promoting Services Provided by Professional Organizations ASLA is committed to promoting the career development of teacher librarians. To this end, it provides various forms of support, including professional research resources and course training. At present, ASLA regularly holds webinars^[36], usually on the first Wednesday of each month, lasting one hour and hosted by experts in relevant fields, so that users can promptly update their knowledge and skills related to teacher librarianship. In addition, ASLA has established multiple awards to recognize outstanding teacher librarians^[37]. These awards are intended to honor teacher librarians who perform excellently in school work and have a positive impact on students’ academic progress and improvement in information literacy, thereby encouraging the development of the profession. By setting examples, these awards have effectively promoted the professional practice of Australian teacher librarians.

3.2 Issuing Specialized Policy Guidelines

In addition to authoritative and well-developed organizations, comprehensive policy guidelines are likewise an important component of the Australian teacher librarian system.

3.2.1 Foundational Definitional Documents The Australian teacher librarian system involves two foundational documents: the *Statement on Teacher Librarian Qualifications* and the *Statement on Teacher Librarians in Australia*. The *Statement on Teacher Librarian Qualifications* aims to ensure the professional standards of school library services and sets out clear requirements for teacher librarians: first, they must possess an educational background and professional competence equivalent to those of classroom teachers; second, they must hold formal qualifications related to education, library management, or knowledge, information, and technology management; third, they must obtain

library management qualifications before applying to become professional members of ALIA; and fourth, they must persist in participating in professional learning. The *Statement on Teacher Librarians in Australia* emphasizes giving full play to the important role of teacher librarians in school education, enhancing understanding across sectors of school library resource services and the work of teacher librarians, encouraging government departments to attach importance to the development of school library resources, and providing professional advice on school library management and services.

3.2.2 Authoritative Laws and Acts In Australian law, the provisions most closely related to the professional development of teacher librarians are the *Australian Education Act 2013*[³⁸] and the *Child Care Act 1972*[³⁹]. The *Australian Education Act 2013* focuses on school education reform, clarifies the federal government's financial support for primary and secondary schools, and sets requirements for the quality of school education,

...to promote the development of basic education. In the process of achieving these educational goals, teacher librarians play an important role. Because their services primarily target children at the basic-education stage, laws concerning children's rights and education are also closely related to their professional practice. As a federal law, the *Child Care Act 1972* addresses pre-school children, supports research related to children's growth, and helps improve children's literacy. This aligns with the principal functions of teacher librarians; improving the teacher-librarian system can more effectively advance the implementation of this goal.

3.2.3 Practical Guidelines

ALIA has worked with various organizations to formulate a number of guiding documents to support the professional development of teacher librarians in Australia. The *Standards of Professional Excellence for Teacher Librarians*[²²] and the *Evidence Guide for Teacher Librarians in the Highly Accomplished Career Stage*[⁴⁰], for example, clearly demonstrate the core content of this practice-guidance system.

In 2004, ALIA, together with teacher librarians, school administrators, policy-makers, and experts in education and librarianship, jointly developed the *Standards of Professional Excellence for Teacher Librarians*. This standard clarified the goals that Australian teacher librarians should pursue and defined the professional knowledge, skills, and professional commitments required to reach a level of excellence. In 2014, ASLA issued the *Evidence Guide for Teacher Librarians in the Highly Accomplished Career Stage*, which may be regarded as a supplement to the preceding standards document. It divides the professional development of teacher librarians into the proficient, highly accomplished, and lead stages, lists in detail the competency levels and specific functions for each stage, and provides corresponding examples of evidence.

3.2.4 Relevant School Library Policies

The environment is an important foundation supporting discipline development and professional advancement. From the policy guidelines issued by ALIA and ASLA, it can be seen that the release of documents related to teacher librarians is often accompanied by the updating and publication of school library service documents. At present, Australia has issued a comprehensive range of school library service documents, including the *Statement on School Library Resource Provision*[41] and the *Statement on School Library Centre Funding*[42]. These documents have strengthened the government's awareness of the needs and educational value of school library resource services, ensured that school libraries receive sufficient funding and resource support, and provided guidance for relevant practices in information technology.

3.3 Promoting the Cultivation of Professional Personnel

The disciplinary nature of teacher librarians determines that they are inseparable from the development of school libraries. In the school library service policy series revised by ASLA in 2016, teacher librarians are mentioned throughout. This indicates that, in the process of building the talent team, the continuous cultivation of professional personnel and discipline development by higher education institutions constitute an important guarantee for advancing professionalization; reforms in school library services have also further promoted the overall development of the teacher-librarian workforce.

3.3.1 Establishment of Professional Degree Programs

Among Australian institutions offering professional degrees in Teacher Librarianship, Charles Sturt University is the most renowned. The university has decades of experience in information and library education; more than half of Australia's experts engaged in research in this field come from the university, and it is highly professional in cultivating information professionals. Based on information published on the university's official website[43], the degree-program arrangements for Teacher Librarianship at Charles Sturt University are summarized in Table 1.

Table 1 presents the basic training information for the Master of Education in Teacher Librarianship at Charles Sturt University. Its admission requirements include an educational bachelor's background, highlighting the importance attached to the identity of teacher-librarian educators. The Teacher Librarianship curriculum is delivered online, while only lectures, examinations, and internships are conducted offline, aiming to facilitate students' work-integrated learning, directly apply knowledge to workplace practice, and at the same time save educational resources.

Table 1 Degree Program Arrangements for Teacher Librarianship at Charles Sturt University

Degree name	Master of Education (Teacher Librarianship)
Affiliated college	School of Education
Mode of study	Online learning
Program duration	1 year full-time; 2 years part-time
Admission requirements	Hold a Bachelor of Education degree or an equivalent qualification under the Australian Qualifications Framework (AQF); hold a bachelor's degree awarded by an authorized institution or an AQF-equivalent qualification, possess a professional teaching qualification (such as a Graduate Diploma or Master of Education), and meet the prescribed English-language proficiency requirements
Curriculum arrangement	6 compulsory courses and 2 elective courses; spend 10-12 hours per week completing assignments and reading tasks, conduct individual or group research learning, and participate in lectures and examinations, etc.
Social practice	2 weeks of professional internship and 4 days of visits to information institutions, accumulating theoretical knowledge and practical experience

3.3.2 Curriculum Arrangement

Curriculum arrangement is the core component of teaching. The Master of Education in Teacher Librarianship at Charles Sturt University requires students to complete 6 compulsory courses (48 credits) and 2 elective courses (16 credits), with content covering

professional knowledge and skills, adopts a model that combines classroom teaching with social practice, and emphasizes the cultivation of the ability to apply knowledge. The specific course categories are shown in Table 2.

Table 2 Categories of Master's Courses in Teacher Librarianship Education at Charles Sturt University

Category	Courses
Required courses	Teacher Librarianship; Curriculum Resources; The Leading Teacher Librarian; Description and Analysis of Educational Resources; Introduction to Educational Research; Professional Placement Experience and Practice Report
Elective courses	Curriculum Literature; Dynamic Information Environments; Digital Humanities in Teaching Environments; Social Networking for Information Professionals; Preservation of Information Resources; Information Organization and Records; Literature in Digital Environments

Among these courses, the foundational course “Teacher Librarianship” and the practical course “Professional Placement Experience and Practice Report” are core subjects, reflecting the strong emphasis in the training program on foundational theory and practical experience. Most required courses are oriented toward education, while courses related to information literacy are mainly arranged as electives. This is consistent with the university’s degree orientation, which places emphasis on cultivating the educational skills of teacher librarians.

3.3.3 Professional Training

ALIA regularly publishes industry education guidelines, providing guidance for students, educational institutions, and practitioners in the field of library and information studies^[44]. The education guidelines clarify the significance and principles of the professional development of teacher librarians, and propose diversified forms of development such as conferences and seminars. At the same time, a series of implementation plans have been formulated, including: first, offering flexible teacher-librarian courses scheduled during less busy teaching periods; second, establishing scholarships to support teacher librarians in continuing their studies; and third, providing internship opportunities to deepen professional understanding. Diversified measures can improve the quality of the professional development of teacher librarians. For in-service personnel, they can further enhance professional competence and service quality; for students who have not yet entered the profession, they help familiarize them with the employment environment and work practice and strengthen professional competence; for students who have not yet received education in teacher librarianship, they help them understand the content of the profession and alleviate concerns about employment prospects, thereby attracting more talent to join the field.

4 Research Implications

4.1 Improve the Top-Level Design of Professional Development

4.1.1 Establish a Sound Government Support System In the professional development of teacher librarians in Australia, government support has always been an important driving force. The federal government provides regular funding for public and private schools, and plays a nationally leading role in coordinating relevant actors such as the federal, state and territory, regional governments, and primary and secondary schools, as well as in improving educational outcomes. At the policy level, documents such as the *Melbourne Declaration on Educational Goals for Young Australians* and national professional standards for teachers have been issued, providing direction for the professional development of teacher librarians. At the practice level, initiatives such as the “National Assessment Program—Literacy and Numeracy” (NAPLAN)^[45] have been implemented to promote the implementation of policies. In China, the institutional design for the professional development of primary and secondary school teacher librarians likewise emphasizes cross-level coordination and the guarantee of a policy system. In terms of top-level design, the *Outline of the Plan for Building China into a Leading Country in Education (2024–2035)* clearly proposes strengthening the construction of school libraries and identifies them as an important vehicle for promoting high-quality and balanced basic education and implementing reading initiatives for young students^[46]. The *Regulations for Primary and Secondary School Libraries (Rooms)* formulate specific standards in areas such as resource allocation, staffing, and management norms, providing operational guidance for librarians in fulfilling their duties.

4.1.2 Promote Empowerment by Diverse Forces Although schools are the direct management units of teacher librarians, under the current system, matters such as resource allocation and team building are mostly decided by local governments and education departments. In addition to the federal government and local education departments, institutions such as Australia’s Department of Employment and Workplace Relations and the Australian Communications and Media Authority also provide support for school libraries. These departments have made positive contributions in areas such as national literacy, research on school libraries and teacher librarians, the promotion of digital literacy, and the implementation of national cybersecurity programs, thereby promoting the professional development of teacher librarians. Reading initiatives for young students are not solely the work of education departments, but rather a systematic project requiring coordinated participation from all sectors of society^[47]. In advancing the professional development of primary and secondary school teacher librarians, China can draw on Australia’s successful experience. Local education departments can carry out reading-promotion activities in primary and secondary school libraries, guide the offering of information-literacy courses, and promote the implementation of relevant regulations^[48]; relying on the National Smart Education Public Service Platform, they can inte-

grate science-education resources and, at the same time, provide digital-literacy training to enhance primary and secondary school teacher librarians' abilities in curriculum integration and resource development, thereby building a broad platform for their professional development.

4.2 Give Full Play to the Leading Role of Authoritative Institutions

4.2.1 Build a Collaborative Governance Mechanism ALIA and ASLA are the leading associations for the professional development of teacher librarians in Australia. The two have issued multiple policies concerning school libraries and teacher librarians, led or jointly participated in large-scale school-library and children's reading-promotion activities, and established special funds and professional awards to commend outstanding teacher librarians. ALIA and ASLA are deeply involved in the professional development of teacher librarians. The policies they issue, the advocacy actions they promote, and the research they conduct indicate the direction of industry development, standardize industry practice, and provide solid research-data support for studies in the field. In China, an attempt could be made to have the Library Society of China take the lead, integrate various education associations, and establish an association for the exchange of primary and secondary school teacher librarians, so as to promote the construction of library resources and improve services[49]; establish a national professional committee for primary and secondary school teacher librarians to undertake responsibilities such as standard setting, qualification certification, and professional training; and promote the establishment of local branches, forming a nationwide industry-governance network and realizing closed-loop management of "policy formulation—practice guidance—supervision and evaluation."

4.2.2 Promoting the development of industry standards In 2019, the American Library Association, the American Association of School Librarians, and the Council for the Accreditation of Educator Preparation jointly issued the *School Librarian Preparation Standards (2019)*. As the authoritative framework for the preparation of school librarians in the United States, these standards construct a competency system that is learner-centered, integrates teaching and management, and highlights leadership and equity, ensuring that graduates are competent for the teaching, management, and leadership responsibilities of school libraries[50]. ALIA has formulated the *Professional Excellence Standards for Teacher Librarians* and the *Guidelines for Teacher Librarian Practice at the Proficient Stage*, providing standardized guidance for the work practice of local teacher librarians. In China, documents such as the *Outline of the Plan for Building China into an Education Powerhouse (2024-2035)* and the *Opinions on Accelerating the Advancement of Education Digitalization*[51] all attach great importance to the development of primary and secondary education. Based on concrete practice in frontline schools, China may refine and formulate service standards for primary and secondary school libraries and skill

standards for teacher librarians, clarifying the competency requirements for primary and secondary school teacher librarians in resource development, reader services, information-literacy instruction, and other areas, so as to promote the standardized and professional development of the industry.

4.3 Promoting professional education for the primary and secondary school teacher-librarian workforce

4.3.1 Establishing a dual-qualification entry system Most states in the United States require school librarians first to obtain a teaching certificate in another subject and then to acquire librarian certification[52]. In Australia, teacher librarians usually must hold a postgraduate qualification related to teacher librarianship. A qualified primary or secondary school teacher librarian should be a compound professional possessing both educational and library-management capabilities. Drawing on the dual qualification requirements of “education + library” in the United States and Australia, China could implement a “teacher + librarian” dual-qualification entry system for primary and secondary school teacher librarians, specifying that newly appointed librarians must simultaneously hold a teaching certificate and a professional qualification certificate related to libraries; for current in-service personnel, professional transformation of the workforce can be gradually achieved through continuing education, special training, and other means.

4.3.2 Optimizing talent-training pathways In Australia, the training of library and information professionals is divided into three categories: library technicians are trained at the vocational-education stage; librarians and information specialists are trained at the undergraduate and postgraduate stages; and teacher librarians are trained at the postgraduate stage[44]. At present, some Chinese scholars have proposed that library science education be carried out in normal universities and corresponding teacher-education majors be established, so as to cultivate compound librarian professionals with both educational-teaching abilities and professional library literacy. The curriculum system of this major integrates core knowledge of education and library science, strengthens practical teaching such as educational practicum and library internships, and helps graduates quickly become competent in their positions[53]. At the same time, attention should be paid to improving the professional skills of in-service personnel. Drawing on Australia’s flexible online learning model, resources such as MOOCs and micro-courses should be developed to meet the learning needs of in-service staff.

Notes:

LAA (the Australian Library Association) was the predecessor of ALIA (the Australian Library and Information Association). It was renamed in 1989, with the aim of incorporating “information” into the scope of the profession.

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Analysis of the Current Status and Strategies for the Acquisition of Original English Printed Books in “Double First-Class” Universities

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Abstract Against the background of the “Double First-Class” initiative, the acquisition of original English printed books holds significant strategic importance in supporting the development of first-class disciplines. To understand the current status of book procurement, optimize procurement mechanisms, and improve collection quality, this study, based on the acquisition data of “Double First-Class” universities, employs statistical analysis and comparative research to conduct an in-depth examination from six dimensions: university distribution, procurement sustainability, disciplinary structure, publishers’ disciplinary expertise, the proportion of new and old books, and procurement reference information. The study identifies several problems in the current acquisition of original English printed books, including uneven distribution among acquiring universities, prominent resource discontinuity, an imbalanced disciplinary structure, a high concentration of publishers, and significant disparities in the quality of procurement reference conditions. Accordingly, it is necessary to strengthen top-level design and optimize the funding allocation mechanism for “Double First-Class” discipline construction; improve procurement precision and enhance disciplinary linkage effects; rigorously control resource selection at the source

and establish a disciplinary publishing matrix; and strengthen in-depth content revelation and quantitative evaluation of academic value. These measures aim to comprehensively enhance library procurement efficiency and collection quality, thereby providing a solid foundation of English book resources for the development of first-class disciplines.

Keywords “Double First-Class” ; Discipline development; Book acquisition; Original English printed books; Acquisition status

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A Study on the Professionalization Process and Path of Teacher-Librarians in Australian Primary and Secondary Schools

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Abstract As a key link connecting education and teaching with knowledge resources, the professional development of teacher-librarians is of great significance for promoting the improvement of education quality. Australia took an early start in building a professional team of primary and secondary school teacher-librarians, and its development process includes four core stages: Origin and Germination (1960–1979), Initial Professional Development (1980–2005), Institutionalization and Standardization (2006–2015), and Modernized Development (2016 to present). Australia’s exploration in the professionalization of primary and secondary school teacher-librarians has culminated in the establishment of professional organizations, the issuance of specialized policy guidelines, and the promotion of professional talent training. In the future, China should fully encourage the construction of a professional system for primary and secondary

school teacher-librarians, support the innovation of service models and the expansion of service areas, and drive the high-quality development of primary and secondary education in China.

Keywords Primary and secondary school teacher-librarians; Professionalization; Australia

Note: Figure translations are in progress. See original paper for figures.

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