



Evidence and practice: evolving a post-graduate program for teacher-librarians

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A Tale of Two Courses

Once upon a time, and for quite a long time, in the small forest of post-graduate courses at Queensland University of Technology nestled the Graduate Diploma in Education (Teacher-Librarianship) - affectionately known as ED25 - which was both attractive and successful. Teachers on the journey to teacher-librarianship clustered on the hillside relishing the challenges of a change of career direction, building knowledges and forming networks anew.

ED25 drew participant interest from Queensland, from across Australia and from the international arena. The course was known to be successful in any number of anecdotal ways, but the most important measure of success could be viewed in the wonderfully reflected glow of the CEQ – the tertiary course benchmark which is administered by the Graduate Careers Council of Australia (GCCA): [that's the Course Experience Questionnaire just in case you are puzzled].

The CEQ seeks new graduates' opinions about the course they have just completed in terms of Good Teaching, Course Goals, Workload and Overall Satisfaction. ED25 rated so well in Good Teaching and Overall Student Satisfaction that it was seen to be the highest rating in the Faculty of Education, the second highest rating in the university and was similarly rated across Australia in comparison to other graduate diplomas ... attractive, successful and recognised by the Australian Library and Information Association.

ED25 course staff tended the course with care and enthusiasm, responsive to the shifting terrain of education and alert to the winds of change across the fields of teacher librarianship. Units were seeded and nurtured, fertilised with current concepts and practices, trimmed to encourage professional growth and pruned to produce the fruits of teacher-librarianship in abundance.

Standing on the post-graduate hillside at the turn into the new century the ED25 course staff felt the competing crosswinds of information and communication technologies, the building breezes of research into learning and teaching, the inflowing airstreams of interdisciplinary engagement and the windswept professional development calls of practising teacher-librarians. The course staff gathered to picnic under the shade of ED25 and to ponder possible futures. They built their reflections into a research project: *'Performing hybridity: impact of new technologies on the role of teacher-librarians'*. The Performing Hybridity study was the 'dynamic lifter' for ED25: engaging with emerging trends, energising career directions, establishing interdisciplinary networks and blossoming into ...

Suddenly the Dean of Education had a cyclonic idea! Voices echoed, *'Learning innovation'* along the hillside. *'Is this the future - across and beyond fields of education'?* 'Learning innovation' became a concept to conjure with as the ED25 course staff caught the updrafts of opportunity and set to work. Strong rootstock, careful grafting and rich humus promoted the growth of ED09 Master of Learning Innovation (Teacher-Librarianship) which integrates units in a course designed to welcome a diversity of educators and allied professionals. The course developers felt confident that the expansive coursework units designed to prepare teachers for roles as teacher-librarians in primary and secondary environments would also provide professional development options for already practising teacher-librarians and other information professionals.

Vibrant shoots on the Master of Learning Innovation (TL) stem include:

- Cyberlearning: information and knowledge in a digital age;
- Knowledge Hubs: information services for dynamic learning;
- Youth Popular Culture and Texts, and
- Designing Spaces for Learning.

This grove of MLI(TL) units shares the hillside with those of another new QUT qualification for information professionals, IT70 Master of Information Organisation. The interrelationship between the two courses expands the options for both educators and information professionals.

So while the tale of teacher-librarianship continues to be told within its own distinctive fields of practice, there are changing, dynamic engagements and diverse collaborations waiting to unfold for participants across the wider landscape of the Master of Learning Innovation.

Explore your 'happily ever after' educator and information professional opportunities at: <http://www.mli-tl.qut.edu.au/> or attend the Evidence Based Librarianship Conference session ***'Evidence and practice: evolving a post graduate program for teacher-librarians'*** on Wednesday 19th October at 1.30pm.