

Guidelines for the development of

Joint-use

School-Community

Libraries

QUEENSLAND GOVERNMENT

Department of Education, Queensland, 1996

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These guidelines are not intended to be prescriptive, but to guide and support community-based decision making. Therefore, they are presented as questions or propositions, requiring exploration and resolution.

The Working Party is grateful to all those who contributed to the development of these guidelines. We appreciate the way the Reference Group assiduously applied their expertise in their critical analysis of the various drafts.

The Western Australian Department of Education, Curriculum Studies, generously provided a copy of the guidelines for joint-use libraries in use in that State and advice on their operation.

The South Australian Department of Education and Children's Services provided resources and facilitated research into the models in operation in that State. The advice provided by officers of the Public Libraries Automated Information Network and by members of the School Community Libraries Committee of South Australia was of great value.

**Joan Jenkins for
The Working Party**

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Introduction

Departmental position

In January 1991, the School Curriculum Resource Services and Related Support Services Review noted that the Department of Education's position on school-community libraries over the past fifteen years has been consistently cautious.

The department's caution has been based on experience which indicates that acute problems can arise in the development of school-community libraries. This experience has led to concern that no client sector that might be involved should be disadvantaged. It is essential that planning and consideration be executed thoroughly, and all important issues are resolved prior to approval.

It is also important to realise that, contrary to widely held belief, there are few, if any, savings in recurrent operational costs to be made by instituting a joint-use library.

The department's Facilities Development Branch, in the Facilities and Services Directorate, has been investigating the potential for joint use of school facilities. A number of ad hoc approaches have been made to the department in recent times, and discussions are currently under way in a number of other regions with approaches being made about specific sites. These approaches tend to emphasise facilities provision rather than discussion about ongoing provision of jointly owned, funded and managed libraries.

Cabinet position

Following a recommendation from the Minister for Justice and Attorney-General and Minister for the Arts, Cabinet established an Interdepartmental Committee to review public library subsidy (Decision No.03311, Submission No.03191 – 15 November 1993) with a reporting date of March 1994.

One of the terms of reference for the Committee was:

Options for cooperation between regional public libraries and school libraries.

In its report in a chapter entitled 'Options for Cooperation between Community Libraries and School Libraries', the Interdepartmental Committee noted:

While there is a degree of cooperation between school and public libraries in Queensland, the Committee considers there is potential for greater cooperation, particularly in coordinated or integrated (joint) delivery of services.

The Committee stressed that a major benefit of joint-use libraries is the provision of services not viable in other circumstances, the optimal configuration of joint-use libraries may vary from location to location, there is a need to develop policies and guidelines for the development of joint-use libraries, and community-based planning is important.

The report of the Interdepartmental Committee recommended:

...consideration be given to the development of policies and guidelines for assessment and development of joint-use school-community libraries by the Department of Education in consultation with the Library Board, the Local Government Association of Queensland and the Office of Cabinet for consideration by Cabinet by September 1994.

Cabinet noted the recommendation. In March 1995 the department's State Studies Management Forum approved development of guidelines for the establishment of joint-use school-community libraries.

To facilitate the development of guidelines acceptable to all parties, the working party included a member of the staff of the Public Libraries Division, State Library of Queensland, and a reference group including representatives of all relevant groups was formed.

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1. Joint-use libraries

Joint-use libraries are more than a shared building. Libraries generically have the function of providing access to resources, information and services to meet the needs of their target clientele, by collecting, organising, preserving and making available collections of books and other materials, and by temporarily acquiring or accessing resources, collections and information held in other libraries.

The role of the school resource centre is to provide opportunities for all students to learn and practise skills and strategies needed to function effectively in an information rich, rapidly changing society.

The public library has multiple roles in the services and facilities it offers to a wide range of community groups and individuals. The services and particular roles that are emphasised by a public library will depend upon the needs of its community.

There is considerable overlap in the roles of school and public libraries, and such overlap may result in enhanced services in a joint-use library. (See Table 1.)

The term 'joint-use library' is in common usage as an all-inclusive name for a library where services are provided to two or more distinct groups of users from a single physical facility. A definition based on a broad understanding of the term can include not only school and public library participation, but also participation by TAFE, tertiary or other P-12 institutions.

These guidelines address only those joint-use libraries that are partnerships between a school under the jurisdiction of the Department of Education, Queensland, and a local government.

The term joint-use is used to describe a number of levels of cooperation. (See Table 2.)

For the purposes of these guidelines a joint-use library is defined as a library in which two or more distinct groups of users have equal priority in the same premises and which is jointly owned, funded and managed by cooperative agreement between two or more separate authorities, such as Levels 4,5 and 6 in Table 2.

The establishment of a joint-use library is appropriate where such a level of cooperation will enable the delivery of:

- substantially better service to both or all groups of users, or
- at least an equal service with some cost savings.

The underlying motivation for entering into a joint-use library venture is crucial to the ultimate and ongoing success of that venture. While an efficient and effective joint-use library or sharing of facilities may result in financial savings, particularly in capital costs, if cost-cutting is the main motive, the risk of failure is likely to increase. The main motivation for investigating the feasibility of developing a joint-use library in a community should be the desire for improved services.

Table 1: Roles of school resource centres and public libraries

Role	School Resource Centre	Public Library
Formal education curriculum materials and services centre	<ul style="list-style-type: none"> provides resources and services to meet curriculum needs. 	<ul style="list-style-type: none"> assists individuals of all ages in meeting educational objectives established during their formal courses of study at primary, secondary, post-secondary, tertiary, vocational or open learning institutions.
Resource-based teaching and learning centre	<ul style="list-style-type: none"> teachers and teacher-librarians collaborate to provide students with learning contexts, processes and skills as well as opportunities for personal growth and fulfilment. teachers and teacher-librarians collaborate to tailor information resources and learning activities to the needs and abilities of each child to achieve appropriate learning outcomes. provides teachers with the support they need to develop information-literate students. 	
Early childhood introduction to learning	<ul style="list-style-type: none"> encourages young children, either in preschool or early childhood classes, to develop an interest in reading and learning through materials and activities targeted to their interests and developmental stage. 	<ul style="list-style-type: none"> encourages young children to develop an interest in learning through services for children, and for parents and children to learn together.
Professional development centre	<ul style="list-style-type: none"> supports teachers in formal and informal professional development. 	<ul style="list-style-type: none"> supports council staff in formal/informal professional development.
Independent learning centre	<ul style="list-style-type: none"> supports students in independent inquiry and study, either independent of their formal studies, or in fulfilment of elective options, such as projects. 	<ul style="list-style-type: none"> supports individuals of all ages pursuing a sustained program of learning independent of any educational provider.

Popular materials library	<ul style="list-style-type: none"> • supports development of literacy skills by including current, high-demand, high-interest materials appropriate to the age and ability range of the students at the school. 	<ul style="list-style-type: none"> • features current, high-demand, high-interest materials in a variety of formats for people of all ages.
Reference library	<ul style="list-style-type: none"> • provides access to reference materials. 	<ul style="list-style-type: none"> • actively promotes timely, accurate and useful information for community residents.
Community activities centre	<ul style="list-style-type: none"> • is a central focus point within the school for student work displays and special events. 	<ul style="list-style-type: none"> • is a central focus point for community activities, meetings and services.
Community information centre		<ul style="list-style-type: none"> • is a clearing house for current information on community organisations, issues, and services.
Public workplace	<ul style="list-style-type: none"> • provides a comfortable place outside the classroom for students and teachers to read, think or work. 	<ul style="list-style-type: none"> • provides a comfortable place to go when people need a place outside their own home to read, think or work.
Access to global electronic resources	<ul style="list-style-type: none"> • provides access to electronic resources (e.g. the Internet), either independently or with assistance from resource centre staff. 	<ul style="list-style-type: none"> • provides a means by which members of its community can access information from a wide variety of databases, either independently or with assistance from a librarian.

Table 2: Options for cooperation and partnership between school and community libraries

Levels	School-based joint-use libraries	Public-library-based joint-use libraries
1.	School resource centre offering some community service without any input from local government or state public library authority.	Public library offering some curriculum-oriented service without any input from local schools and/or the Department of Education.
2.	School resource centre offering limited community service with marginal input from local government.	Public library offering limited curriculum-oriented service with marginal input from local schools and/or the Department of Education.
3.	Joint library provided by educational authority with significant input from local government and/or state public library authority.	Joint library provided by the local government and/or public library authorities with significant input from local schools and/or the Department of Education.
4.	Joint library on school premises provided on the basis of fully shared input by educational and public library authorities.	Joint library on local government premises provided on the basis of fully shared input by educational and local government and/or public library authorities.
5.	Joint library provided on third party premises (neither school nor local government) on the basis of fully shared input by educational and local government and/or public library authorities.	
6.	Integrated community library, that is, a library that is part of a complex of education, recreation, health, social welfare and cultural facilities available to the whole community.	

2. Issues to consider

Possible advantages

1. Finance

- Cost-efficient use of public money will result, such as:
 - staff costs may be shared between authorities;
 - resource acquisitions may be coordinated to provide savings by avoidance of unnecessary duplication, such as reference material;
 - there may be savings in operating costs.
- Improved services and resource collections are possible because of combined budgets.
- Sharing a building will save money.

2. Human resources

- Access to more professional staff is possible.
- The public has access to information literacy specialists.
- Access to more than one system for support services; for example professional development is possible.
- Members of the public may volunteer to assist with the school's education program.
- Members of the school staff may volunteer to assist with the public library's program.

3. Management

- Collaboration will provide a greater pool of expertise to enable sound management.
- Marketing and promotion can be combined, resulting in greater awareness throughout the community.

4. Physical facilities

- All members of the community will be able to fulfil their library and information needs at the same location.
- Extended hours for all resources will be possible.
- The joint facility provides a cultural focus point.
- A better quality of facility is possible.
- Vandalism could be reduced because of increased use by adults at night.

5. Library resources

- The school will have greater access to information on community services.
- Location of the local archival and local studies collection together will be convenient for the school.
- Greater flexibility in providing and obtaining resources and making innovations is possible.
- A better collection in terms of quantity and quality is possible.
- Students will have access to some State public library resources and services.
- Combined electronic information access will provide better access to information.
- Some cost savings in acquisitions for school-age clients will result.

6. Users

- Students will benefit from a larger pool of adult role models.
- Students from across the district will have a convenient common site to access information resources.
- An increased awareness and understanding of current education practice by the local community could have positive outcomes.
- Community use could encourage the development of positive attitudes in students towards school.
- Students will be more likely to develop lifelong learning habits.
- The mix of ages and purposes can produce a dynamic learning community.

Possible drawbacks

1. Finance

- Improved services are likely to result in an increased demand for staff, resulting in increased staffing costs.
- Apportioning equitable financial contributions may be difficult.

2. Human resources

- The success of the joint-use library is dependent on the commitment and enthusiasm of the principal, the chief librarian, the chief executive officer and the teacher-librarian. The appointment of staff should recognise this.
- Contractual responsibilities should be clear.
- Staffing standards must be specified in the agreement and honoured by both parties.
- Industrial issues resulting from different salaries, working conditions and union representation may arise.
- A firm commitment by both parties to appropriate replacement staffing in the event of leave, sickness and resignation is necessary.
- A community that is entitled to the services of a public librarian should not be disadvantaged by a joint agreement. Teacher-librarians appointed must be prepared to accommodate the needs of the public users.

3. Management

- Dual reporting requirements and relationships will increase the management complexity.
- Requirements regarding quality assurance inspections by both the Department of Education and either the State Library or the Independent Library Service must be clear.
- The Country Lending Service requirements concerning adding resources on a quarterly basis, provision of statistics, standardised housekeeping policies and procedures and undertaking training courses will need to be allowed for in staffing provision.
- Multiple audits to satisfy the accountability requirements of the contributing parties may prove onerous.

4. Physical facilities

- Locating the library in the centre of the school could be inconvenient for the public.
- Locating the library at the edge of the school could be inconvenient for teachers and students.
- Schools are usually located away from main roads and central business districts, which could reduce visibility and accessibility for the public and require additional staff time in marketing services.
- School resource centre and public library standards are different.
- Vehicle access to schools will need to be addressed.
- Easy access for people with disabilities is crucial.

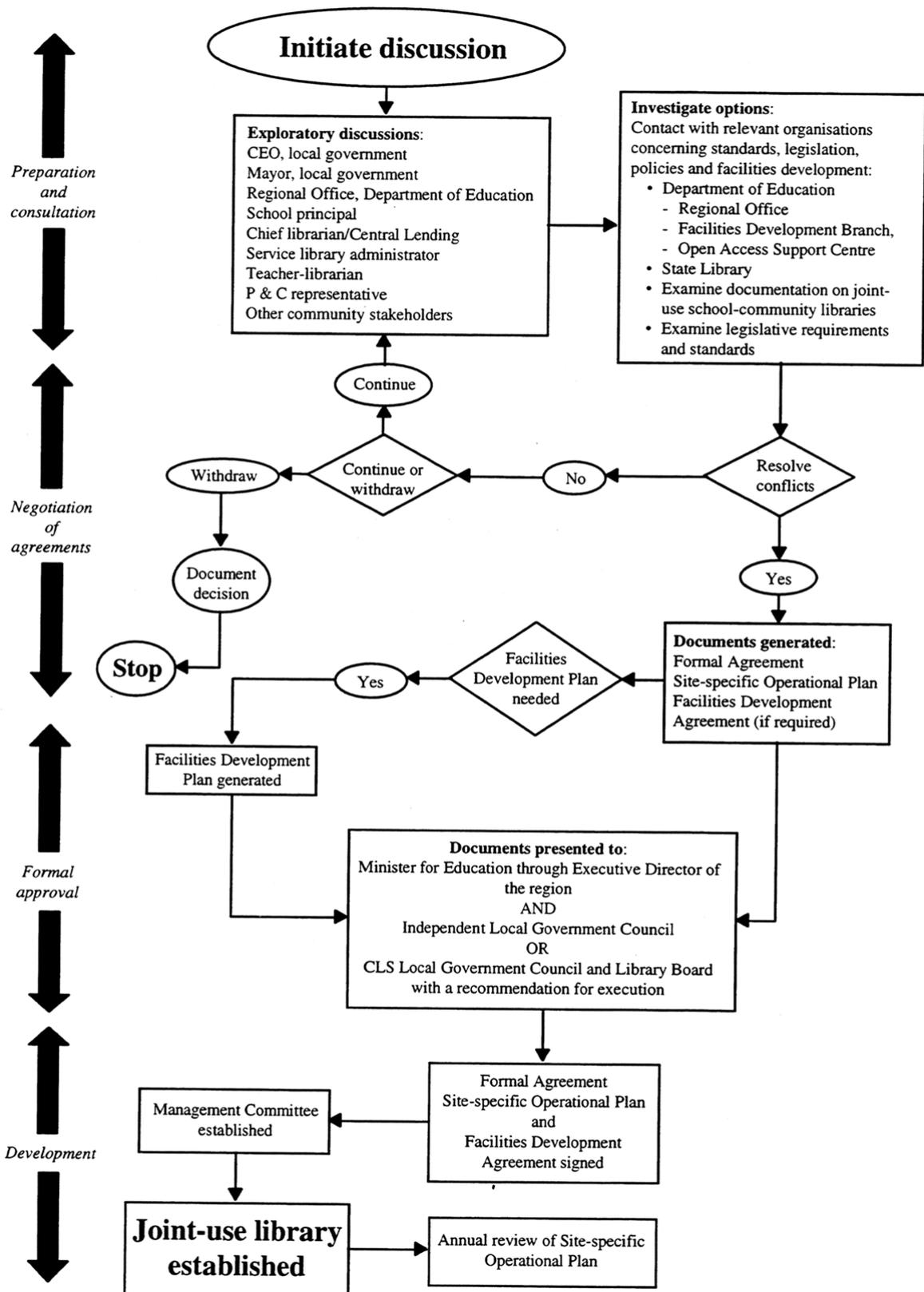
5. Library resources

- Special attention is required to ensure that the public has access to resources for mature readers and that students do not have access to inappropriate material.
- Careful planning is necessary to ensure that curriculum resources are available when needed.
- Different cataloguing and classification systems will need to be considered and resolved.
- Different automation systems will need to be examined and coordinated.
- Increased demands on public library stock, including the possibility of interlibrary loans by teachers and students, will result in an increased workload for staff.
- Increased vandalism of resources could result.
- Any savings in resource acquisitions for adults will be minimal.

6. Users

- Members of the public may have to overcome negative feelings about entering a school building.
- The public may find noise levels high.

3. Community-based development of a joint-use library



4. Developing a Formal Agreement

The Department of Education, Queensland, recognises that there is a need for a genuine partnership between those with a commitment to education.

Joint development, with a local government, of facilities and services is encouraged subject to execution of a suitable agreement consistent with relevant legislation and the approval of the Minister for Education.

The Minister for Education is empowered to enter agreements for joint development of facilities with a local government under Section 5 of the *Education (General Provisions) Act, 1989*. The Minister for Education is empowered to form or to participate in the formation of, or manage a corporation, partnership or an association in order to further education under Section 4 of the *Education (General Provisions) Act, 1989*; or for any other object or purpose not inconsistent with the *Education Act 1989* which the Minister considers to be appropriate.

The *Local Government Act 1993* (36.1) empowers local government:

- (a) to enter into contracts;
- (b) to acquire, hold, deal with and dispose of property;
- (c) to make charges for services and facilities it supplies;
- (d) to do other things necessary or convenient to be done in the exercise of its jurisdiction.

The Library Board of Queensland functions to control, maintain and manage the State Library of Queensland. Functions of the Board include (*Libraries and Archives Act 1988*, No.29, Section 21):

- (a) to promote the advancement and effective operation and coordination of public libraries of all descriptions throughout the state;
- (b) to provide advice, advisory services and other assistance concerning matters connected with libraries to Local Authorities or other public authorities;
- (c) to advise the Minister concerning matters under this Act and to discharge such other functions as the Minister from time to time directs.

The agreement entered into by the local government and the Minister is a legally binding document. It should be developed collaboratively during the planning phase. It must identify the parties to the agreement and set out the terms and conditions and rights and responsibilities of each party in the areas of policy, management, funding, staffing, ownership and maintenance. Until this agreement is executed, no development of a joint-use school-community library should commence. Execution of a Formal Agreement is dependent on the development of the Site-specific Operational Plan and the Facilities Development Agreement.

Table 3: Developing a Formal Agreement

Decisions	Considerations and implications	Recommendations
Who are the parties to the agreement?	<ul style="list-style-type: none"> • Generally, the signatories to the agreement will be the Minister for Education and the Chief Executive Officer of the local government concerned. • If State Library of Queensland stock is involved, the Chairman of the Library Board of Queensland would also be a signatory. 	
Who will be responsible for the management of the joint-use school-community library?	<ul style="list-style-type: none"> • The most senior officers of the school and of the local government will usually be responsible. 	<ul style="list-style-type: none"> • The agreement should specify who is responsible. • A management committee that reports to the responsible officers should be formed.
Who will administer the resources?	<ul style="list-style-type: none"> • Unless a separate corporation is formed for the purpose of running the joint-use library, practical arrangements for administration are required. 	<ul style="list-style-type: none"> • The Formal Agreement should cover this issue in the broadest terms, with details specified in the Site-specific Operational Plan.
What conditions of ownership of land, buildings, furnishings, fixtures and fitting will apply?	<ul style="list-style-type: none"> • If an existing building is to be used, conditions for joint use will need to be decided. • If construction, extension, alteration or refurbishment is required, the agreement should provide for the funding and for the development of plans. 	<ul style="list-style-type: none"> • The ownership, responsibility, maintenance provisions and funding for the premises in which the joint-use library will operate should be outlined in broad terms in a Formal Agreement. • These issues should be covered in detail in a separate Facilities Development Agreement.

Table 3 – *Continued*

Decisions	Considerations and implications	Recommendations
What funding will be made available for the development and ongoing running of the joint-use library?	<ul style="list-style-type: none"> • By what formula or other means will the total budget and the contribution of each party be set? • The annual budget commitments for developing, staffing, operating and stocking the joint-use library need to be clear. • Some contributions may be in kind. 	<ul style="list-style-type: none"> • The Formal Agreement should cover the issue of funding in some detail, in particular describing how each party will contribute and how the amount will be arrived at.
How will the budget be prepared and approved?		
How will policy be formulated?	<ul style="list-style-type: none"> • Funding criteria, such as entitlement to subsidy, may influence policy. 	<ul style="list-style-type: none"> • Policy should be developed by the Management Committee and endorsed by the responsible parties.
How will disputes be arbitrated?	<ul style="list-style-type: none"> • A process for resolving disputes will be required. 	<ul style="list-style-type: none"> • The Formal Agreement should establish a process for arbitrating disputes and name an individual who will make the final binding ruling where disputes cannot be amicably resolved by the two parties.
What provision will be made for dissolution?	<ul style="list-style-type: none"> • The process by which the joint-use agreement can be voided or dissolved should be developed prior to the Formal Agreement being executed. • How the assets will be dealt with in the case of dissolution may depend partly on agreement and partly on prior ownership. 	<ul style="list-style-type: none"> • The Formal Agreement must establish the process for dissolving the agreement and for the allocation of joint and other assets.

5. Developing a Facilities Development Agreement

Reference to relevant school and public building standards is essential throughout.

Table 4: Developing a Facilities Development Agreement

Decisions	Considerations and implications	Recommendations
In the case of a new building, what design will be used?	<ul style="list-style-type: none"> • The Manager, Facilities Development Branch of the Department of Education, should be notified. • The existing school resource centre design is unsuitable because of community requirements for additional stock and meeting areas. • A site-specific design may be negotiated. • An adjustment to an existing design may be negotiated. • School standards may not meet public library building standards. • Workplace Health and Safety issues may be different for facilities used regularly at night. • Social justice requirements may be different for public libraries. 	<ul style="list-style-type: none"> • Savings may be used to effect improvements in other categories identified by the Planning Committee.
Where will the building be located on the site?	<ul style="list-style-type: none"> • The following considerations are important for a public library: <ul style="list-style-type: none"> - high visibility - easy access for people with disabilities - parking facilities - access from a road - ease of entry to the library. • Students need: <ul style="list-style-type: none"> - convenient access - safety from traffic. 	<ul style="list-style-type: none"> • An alternative public access point may be required.

Table 4 – *Continued*

Decisions	Considerations and implications	Recommendations
In the case of an existing building, what alterations are required to meet needs and standards?	<ul style="list-style-type: none"> • The specific needs of all users must be taken into account. 	
What refurbishment, redesign and new fittings will be necessary?	<ul style="list-style-type: none"> • Current technology is needed to provide for student learning. • A toy library may be required. • More display stands may be needed. • Community services requirements should be addressed. 	
Will airconditioning be installed?	<ul style="list-style-type: none"> • Public library stock may be required to be housed in airconditioned premises. • Local climatic conditions should be considered. 	<ul style="list-style-type: none"> • Funds saved on the building could be used to aircondition the premises.
How will costs be apportioned?	<ul style="list-style-type: none"> • Per capita allocations or a fixed proportion are options to consider. 	
What signposting will be provided to facilitate community access?		<ul style="list-style-type: none"> • Adequate signage should be provided.

6. Developing a Site-specific Operational Agreement

The Site-specific Operational Agreement incorporates the details of day-to-day administration of the joint-use library. It must be negotiated and prepared prior to the execution of the formal agreement, and regularly reviewed and updated thereafter.

Table 5: Developing a Site-specific Operational Agreement

5A. Management

Purchase of equipment and other assets

Decisions	Considerations and implications	Recommendations
How will decisions be made concerning the purchase and/or replacement and repair of equipment and furniture?	<ul style="list-style-type: none"> Both parties may have contracts in place for supply of equipment and furniture. 	
What practical arrangements will be made for ordering, receiving and settling accounts for furniture, equipment, stationery, library materials and other items required for or by the library?	<ul style="list-style-type: none"> It may be impractical to set up separate procedures and bank accounts for the joint-use libraries. Departmental and local government standards, procedures and requirements may differ. 	<ul style="list-style-type: none"> To ensure adequate budgetary controls, one party should be nominated to provide purchasing and account-settling services on behalf of the joint-use library.
How will the administrative costs of ordering, receiving and settling accounts for furniture, equipment, stationery, library materials and other items required for or by the library be apportioned and accounted for?	<ul style="list-style-type: none"> If one party is acting on behalf of the joint-use library in these matters, that service may be regarded as an in-kind contribution. 	<ul style="list-style-type: none"> Methods of arriving at administrative costs and of accounting for those costs should be agreed on and documented in full.

Risk minimisation

Decisions	Considerations and implications	Recommendations
What provision will be made to ensure the security of staff working in the library?	<ul style="list-style-type: none"> The physical location of the joint-use library may have particular implications for staff security. 	<ul style="list-style-type: none"> At least two people should be rostered for night-time duties. Access to a telephone is necessary.

Table 5 – *Continued*
 5A. *Management (cont.)*

Decisions	Considerations and implications	Recommendations
What provision will be made to minimise risk of damage or destruction to or within the joint-use library?	<ul style="list-style-type: none"> • The department's School Watch program covers school properties. • The council may have a contract with a security firm. • Electronic surveillance or an alarm system may be required. 	
What provisions will be made to minimise theft and damage or destruction of library materials?	<ul style="list-style-type: none"> • Depending on source, all stock may not be able to be 'bugged' adequately. • An indenture would be required between the Department of Education and the Library Board of Queensland relating to central library stock. 	<ul style="list-style-type: none"> • A library security system is advisable.

Marketing

Decisions	Considerations and implications	Recommendations
How will the differing costs and requirements for marketing the joint-use library to the public library users as opposed to school students be reconciled?	<ul style="list-style-type: none"> • Public libraries normally promote library use in the community. 	
What marketing strategies will be employed?	<ul style="list-style-type: none"> • Funding constraints will impact on marketing. • Apportionment of funding for marketing will reflect the emphasis that public libraries place on promoting their programs and services to the community. 	

5A. Management (cont.)

Evaluation

Decisions	Considerations and implications	Recommendations
How will the services and operation of the joint-use library be evaluated?	<ul style="list-style-type: none"> Reporting requirements 	
Who will be responsible for collecting and collating performance data?		

Reporting

Decisions	Considerations and implications	Recommendations
What reports are required?	<ul style="list-style-type: none"> Formal reporting requirements of public libraries, of school libraries, of local governments, and of schools 	<ul style="list-style-type: none"> As far as possible, reporting should be streamlined to reduce impost on the joint-use library while ensuring compliance.
Who will be responsible for reporting?		

Review and forward planning

Decisions	Considerations and implications	Recommendations
How often will the Site-specific Operational Agreement be reviewed?		<ul style="list-style-type: none"> The agreement should be reviewed once a year. The agreement should be reviewed as part of the strategic-planning, budgeting cycle.
Who will be responsible for reviewing the Site-specific Operational Agreement?	<ul style="list-style-type: none"> The Library Management Committee may delegate this role. 	
How will changes be agreed and documented?		<ul style="list-style-type: none"> Changes should be documented in the revised agreement.
How will changes be agreed and documented where these are necessary between formal reviews?		<ul style="list-style-type: none"> Where changes are required between formal reviews, they should be documented by letters exchanged between the parties.

Table 5 – Continued

5B. Staffing

Departmental and public library standards should be adhered to.

Decisions	Considerations and implications	Recommendations
Who will staff the library?	<ul style="list-style-type: none"> • The amalgamation is likely to result in a need for increased professional services. • A mix of the following categories of staff will need to be decided: <ul style="list-style-type: none"> • teacher-librarian(s) • CLS library administrator(s) • public librarian(s) • library technician(s) • teacher aide(s) • library assistant(s) • Volunteers may supplement staffing. • Student and teacher access to services should not be reduced. • Community access to services should not be reduced. • Access to technical support might be necessary depending on the quantity and complexity of technology in use. 	<ul style="list-style-type: none"> • The agreement should be reviewed once a year. • The agreement should be reviewed as part of the strategic-planning, budgeting cycle. • The community should have access to a professionally qualified librarian. Teacher-librarians have both teaching and librarianship qualifications. • Public librarians are qualified to implement the informational, educational and recreational needs of the community. • All staff should provide service to both school and community users; however, the teacher-librarian’s priority is to work with students and teachers. • Conditions of employment should be made explicit to all staff. • Duty statements should be developed. • Where possible, employees should be involved in negotiations. • Existing staff should not be disadvantaged by a change in conditions of employment. • Where the opportunity exists, both a teacher-librarian and a public librarian should be employed.

5B. Staffing (cont.)

Decisions	Considerations and implications	Recommendations
What attitudes are required of staff?	<ul style="list-style-type: none"> • A teacher-librarian appointed to a school-community library should demonstrate a knowledge and appreciation of the provision of information services to the wider community. • A public librarian appointed to a school-community library should demonstrate an appreciation of the learning/teaching role of the resource centre. 	<ul style="list-style-type: none"> • One important selection criterion should be commitment to the philosophy of a joint-use school-community library.
What external support will be available?	<ul style="list-style-type: none"> • Schools may receive support from regional advisers, such as systems advisers. • Public libraries may have access to CLS staff or independent library advisers. 	<ul style="list-style-type: none"> • Support should be available to maintain the highest possible standard of service.
Who will be the employing authority?	<ul style="list-style-type: none"> • The salaries of different employees may be paid by either the local government or the department or both. • Variations to awards may need to be negotiated. • Variations in awards can be a source of divisiveness. 	<ul style="list-style-type: none"> • The pay scale and conditions for employees with identical duty statements should be the same regardless of the employing authority.
Will a Head of Library Services be designated?	<ul style="list-style-type: none"> • Consider links to salary awards. 	<ul style="list-style-type: none"> • Where more than one member of staff has professional qualifications, one of these should be designated as in charge.
What will the chain of responsibility be?	<ul style="list-style-type: none"> • Who will report to the principal? • Who will report to local government? • As part of its agreement with local government, the Library Board requires the right to inspect the library service periodically. • Schools are subject to regional audits. 	<ul style="list-style-type: none"> • Clear lines of responsibility and accountability should be established. • The person in charge of the library has a joint responsibility to the principal and to the Chief Executive Officer.

Table 5 – Continued

5B. Staffing (cont.)

Decisions	Considerations and implications	Recommendations
How will a staffing formula be applied: <ul style="list-style-type: none"> According to size of student/teacher population? According to size of community population? 	<ul style="list-style-type: none"> Consider links to funding. The staffing provisions may change as the populations vary. 	<ul style="list-style-type: none"> <i>Learning for the Future</i> has suggested standards for schools. Standards for Queensland Public Libraries describes staffing standards.
How will staff be rostered to cover opening hours?	<ul style="list-style-type: none"> Teacher-librarians are employed under the teacher's award. Special negotiations would be needed for a departure from these conditions. 	<ul style="list-style-type: none"> Rostering of both local government employees and teacher aides or other school support staff should be a condition of employment.
What arrangements will be made to replace staff on sick leave, special leave or recreational leave?	<ul style="list-style-type: none"> No client group should receive reduced services as a result of the amalgamation. 	
What professional development and training will be provided?	<ul style="list-style-type: none"> The Library Board requires as part of its agreement with local governments that CLS staff in charge of libraries attend a training course at the State Library of Queensland. New roles will need to be defined for staff providing service to the wider community and for the principal of the school. 	<ul style="list-style-type: none"> Collaboration between the public library system and the Department of Education will be necessary to address needs. The establishment of a professional support group should be facilitated.

5C. Facilities maintenance

Decisions	Considerations and implications	Recommendations
Who will be responsible for funding of maintenance?	<ul style="list-style-type: none"> Department of Education staff Local government staff Outside contractors 	
What arrangements will be made for emergency maintenance?	<ul style="list-style-type: none"> Department of Education staff Local government staff Outside contractors 	

5C. *Facilities maintenance (cont.)*

Decisions	Considerations and implications	Recommendations
What arrangements will be made for routine maintenance?	<ul style="list-style-type: none"> • Department of Education staff • Local government staff • Outside contractors 	

5D. Funding

Insurance

Decisions	Considerations and implications	Recommendations
How will the building be insured?	<ul style="list-style-type: none"> • The Department of Education fully self-insures. • Local governments may self-insure up to a specified minimum or carry insurance with full replacement cover. 	<ul style="list-style-type: none"> • The insurable interest of all parties should be identified and specified.
How will the contents be insured?	<ul style="list-style-type: none"> • The department operates a resource replacement scheme which allows for payout at depreciated value in the event of loss of resources or equipment. • Many local governments self-insure up to a specified minimum. • Special insurance requirements may be needed for equipment such as laptop computers on loan to community members. 	<ul style="list-style-type: none"> • The insurable interest of all parties should be identified and specified. • Records relating to the value of the collection, furnishings and equipment should be stored off site.
How will liability be covered?	<ul style="list-style-type: none"> • Local government must insure itself for public liability and professional indemnity. 	<ul style="list-style-type: none"> • An analysis of the insurable interest of all parties should be completed.
In the case of total destruction of a joint-use library, what provisions will be made for negotiation for its replacement?	<ul style="list-style-type: none"> • In the case of destruction of buildings, the department replaces only within level of entitlement. 	<ul style="list-style-type: none"> • In the case of destruction of a joint-use library, the agreement should be regarded as void.

Table 5 – Continued

5D. Funding (cont.)

Valuation of assets

Decisions	Considerations and implications	Recommendations
<p>How will the value of the assets (building, furniture, fixtures and fittings, collection) be apportioned to meet the accounting needs of each of the parties?</p>	<ul style="list-style-type: none"> • Each may have brought existing resources to the joint-use library. • The valuation methodologies of the two parties may differ. • Where one party is providing contributions in kind, rather than cash, a method of taking this into account will have to be agreed on. 	

Depreciation

Description	Considerations and implications	Recommendations
<p>What method(s) will be used to depreciate the assets annually?</p>	<ul style="list-style-type: none"> • The department's resource replacement scheme allows for payout at depreciated value in the event of loss of resources or equipment. • Departmental resources must be valued as an asset and that value requires annual updating and reporting. • Depreciation methods used by local government should be taken into account. • Depreciation methods used by CLS should be taken into account. 	<ul style="list-style-type: none"> • Methods should be as simple as possible to facilitate reporting.
<p>How will the value of assets acquired – including library resources donated – be recorded?</p>	<ul style="list-style-type: none"> • Treasury and departmental standards, requirements and guidelines will need to be adhered to. 	

5D. Funding (cont.)

Purchase of equipment and other assets

Decisions	Considerations and implications	Recommendations
What decisions will be made concerning purchase, replacement, maintenance and repair of furniture and equipment?	<ul style="list-style-type: none"> Both parties may have contracts in place for supply of equipment and furniture. 	

Income

Decisions	Considerations and implications	Recommendations
What must be done to ensure that the joint-use library is eligible for grants, subsidies and allocations of funds?	<ul style="list-style-type: none"> Current standards and requirements for public libraries and departmental and Treasury requirements and standards should be consulted. 	<ul style="list-style-type: none"> The State Library of Queensland, Public Libraries Division, and the department should be consulted at all stages of the development of the joint-use library, and regularly thereafter to ensure that full benefit is obtained from all available sources of funding.
What fees and charges will apply in the joint-use library?	<ul style="list-style-type: none"> Local government by-laws, local government policies, Library Board of Queensland Subsidy Scheme conditions and the current standards for public libraries should be consulted. Copyright and public and educational lending responsibilities must be honoured. 	<ul style="list-style-type: none"> Policies relating to fees and charges, such as fines for overdue items and charges for photocopying issues and services, should be developed for the joint-use library.

Table 5 – *Continued*

5E. Library services

Reference should be made to current standards

Service provision

Decisions	Considerations and implications	Recommendations
<p>What services will be provided?</p>	<ul style="list-style-type: none"> • Teacher-librarians have a major responsibility to contribute to information literacy. • Public librarians have a major responsibility to provide services relating to local studies, literacy and multiculturalism; and for people with disabilities, young people, Aborigines and Torres Strait Islanders. • The level of service provided will have implications for staffing. • Reference services, inter-library loans, on-line data access to IAN and Internet. • Open Learning facilities, desktop publishing facilities, word processing, photocopying, facsimile facilities, laminating services and identification photographic services may be available. 	<ul style="list-style-type: none"> • Services normally available in school resource centres and in public libraries should be provided. • A reader education program responsive to public needs should be developed and implemented.
<p>What borrowing procedures will be used?</p>	<ul style="list-style-type: none"> • Variations in loans will be necessary as the curriculum puts pressures on parts of the collection. 	<ul style="list-style-type: none"> • An efficient booking system will be needed.

Access provision

Decisions	Considerations and implications	Recommendations
<p>What hours will the joint-use library be open?</p>	<ul style="list-style-type: none"> • The Library Board of Queensland has requirements for number, spread and regularity of opening hours. Reference needs to be made to the current standards for public library opening hours. • Commitment to Open Learning practices may influence this. 	<ul style="list-style-type: none"> • The needs of the various client groups should be determined so that appropriate hours are set.
<p>How will the needs of individual students and students in small groups and in class groups be catered for?</p>	<ul style="list-style-type: none"> • The learning and teaching requirements of students will influence their patterns. • Schools committed to resource-based learning will place greater pressure on library services. 	<ul style="list-style-type: none"> • An effective booking system for both library staff and library areas should be in place to support the learning-teaching process.
<p>What arrangements will be made for accommodating the specific needs of other schools, various community groups and/or sectors of the community?</p>	<ul style="list-style-type: none"> • To qualify for the Library Grants administered by the Library Board of Queensland, public libraries must demonstrate progress in meeting the needs of a number of target groups, including Aborigines, Torres Strait Islanders, people of non-English-speaking background and people with disabilities. • Public libraries run special programs targeted at particular user groups, such as summer reading programs, storytelling, playgroup sessions, writers' workshops, literacy courses, exhibitions, displays, group visits. 	<ul style="list-style-type: none"> • Provision for the needs of various community groups and sectors of the community should be itemised. Areas to be addressed would be physical access, collections and services targeted for each group. • Collaboration with representatives of these groups should occur at all stages of planning, implementation and evaluation. • Space to run public library and student activities concurrently is required.

Table 5 – Continued

5E. Library Services (cont.)

Book stock/resources

Decisions	Considerations and implications	Recommendations
How will ownership of the collection be appointed?	<ul style="list-style-type: none"> • Public library stock may not be permanently assigned to the joint-use library. • If the joint-use library is a branch library of a library service provided by local government, there may be an expectation that the book stock is part of a larger pool which is circulated throughout all the libraries in that system. • The book stock may not be owned by local government, but be supplied as part of the Country Lending Service scheme of the Library Board of Queensland. 	<ul style="list-style-type: none"> • The stock should be regarded to be a single collection.
How will the initial library collection be supplied?	<ul style="list-style-type: none"> • Books may be purchased from joint funds. • Existing stocks may be contributed in order to form the basis of the joint-library collection. • Public library book stocks may be the property of local government or may be provided on a circulating basis to local government under the provisions of the Country Lending Scheme of the Library Board of Queensland. 	<ul style="list-style-type: none"> • For a new library, joint purchase of the initial book collection should be considered.
How will ongoing collection development/replacement be achieved?	<ul style="list-style-type: none"> • Contributions to the collection may be in cash or in kind (provision of materials through the Country Lending Scheme). • The impact of the joint-use library on the collection of other branch libraries within a public library system must be considered and adequate provision made. 	<ul style="list-style-type: none"> • Funds to support ongoing collection development needs of the joint-use library should be earmarked within local government's library budget. • Funds to support ongoing collection development and maintenance needs should be earmarked in the school's annual budget.

5E. Library services (cont.)

Book stock/resources (cont.)

Decisions	Considerations and implications	Recommendations
<p>Who will be responsible for developing and updating the collection development policy for the joint-use libraries and for collection development and maintenance?</p>	<ul style="list-style-type: none"> • Providing resources to meet the needs of the curriculum is a priority for schools. • Students and teachers are encouraged to participate in the selection process. • Resource selection guidelines for schools are available. • The provision of library materials through a central library and/or the Country Lending Scheme may restrict the joint-use library's capacity to achieve total control over the composition of its collection. • The differing focus of service for students compared with that for public library clientele must be taken into account. • Independent public libraries are required to have a collection development policy. 	<ul style="list-style-type: none"> • A collection development policy for the joint-use library should be developed collaboratively.

Table 5 – *Continued*

5E. *Library Services (cont.)*

Decisions	Considerations and implications	Recommendations
<p>What arrangements will be needed to cater for various client groups?</p>	<ul style="list-style-type: none"> • The Department of Education has a commitment to social justice principles. • Social justice principles are important for public libraries. • The Library Board of Queensland requires that public libraries demonstrate ongoing improvements in services to a number of target groups, including Aborigines, Torres Strait Islanders, people of non-English-speaking background, and people with disabilities. • A translating service may be required. • Materials in a variety of formats are needed to meet the needs of disabled and disadvantaged clients, and those from non-English-speaking backgrounds. 	<ul style="list-style-type: none"> • The needs of all groups should be addressed in the collection development policy and in practice.

Programs

Decisions	Considerations and implications	Recommendations
<p>What programs will be available?</p>	<ul style="list-style-type: none"> • Schools and public libraries both provide a wide range of programs with some degree of overlap. 	
<p>What events will be celebrated?</p>	<ul style="list-style-type: none"> • A calendar of events of interest to all users will need to be developed. 	<ul style="list-style-type: none"> • Volunteers from the school and the community should be encouraged to fulfil this role.
<p>What groups will use the meeting rooms?</p>		

5F. Information technology systems

Information technology systems issues should be resolved and documented within the Site-specific Operational Agreement. This does not preclude the necessity for decisions relating to information technology systems to be documented in the planning stage of a new facility.

Automation

Decisions	Considerations and implications	Recommendations
<p>What automated software system will be used?</p>	<ul style="list-style-type: none"> • Refer to the department's <i>School Resource Centre Automation Guidelines</i>. • Refer to Standards for Queensland Public Libraries: Technology • Ascertain the current approved/recommended systems for both departmental and public libraries. • Regulations may limit the library to either specific system. • Develop an understanding of the features of both systems. 	<ul style="list-style-type: none"> • Develop site-specific criteria for the needs of the library. • If these criteria are met by an approved system, begin implementation planning. • If criteria are not met by an approved system, develop a recommendation to put to the managing body justifying the purchase of an appropriate system. • Complete a cost analysis of a system conversion.
<p>What information technology infrastructure will be installed and what equipment will be purchased?</p>	<ul style="list-style-type: none"> • Refer to the departmental standards for information architecture. • Refer to Standards for Queensland Public Libraries: Technology • Consult with the departmental Regional Systems Supervisor, the Chief Librarian of the independent libraries, the CEO of the local government council and the Public Libraries Division of the State Library of Queensland, Open Access Support Centre and the relevant user groups. 	<ul style="list-style-type: none"> • Decide the extent of automation, i.e. agreed to software on a stand-alone machine or an agreed-to software network. Develop a topology plan for networking. • Develop a list of equipment compatible with the chosen automated system conforming to departmental and public library standards.

Table 5 – continued

5F. Information technology systems (cont.)

Decisions	Considerations and implications	Recommendations
How will an implementation plan be developed?	<ul style="list-style-type: none"> • Refer to <i>Learning for the Future</i>. • Seek initial advice from experts employed by the Department of Education, the local government and Public Libraries Division. 	<ul style="list-style-type: none"> • Develop a draft implementation plan and seek advice from network and cluster groups. • Complete the final plan, which must have clear objectives, firm timelines and allocated responsibilities.

Networking

Decisions	Considerations and implications	Recommendations
What cabling will be used?	<ul style="list-style-type: none"> • Refer to the department's <i>Information Architecture – Standard Operating Environments: Cabling</i>. • Seek advice from experts employed by local government and Public Libraries Division. 	<ul style="list-style-type: none"> • Develop cabling plan for networking.
Who will lay the cabling?	<ul style="list-style-type: none"> • Refer to the department's <i>Information Architecture – Standard Operating Environments: Cabling</i>. • Seek advice from experts employed by local government and Public Libraries Division. 	

7. Related considerations

Issues for further investigation

The feasibility, opportunities, and the development of guidelines are required if joint-use libraries are incorporating partners other than school resource centres and public libraries, such as:

- joint-use libraries that are a partnership between departmental schools and one or more of the following:
 - independent schools
 - Catholic schools
 - TAFE colleges
 - universities
 - private vocational education providers.

- joint-use libraries that are a partnership between a departmental non-school library and another relevant organisation.

Appendix: Mobile library services

Mobile library services provide the most cost-effective and appropriate service delivery point for smaller population areas when community library needs cannot be met by stationary sites.

Mobile libraries are a microcosm of public libraries, designed to provide a public library service for those people who do not have convenient access to local libraries by means of specially designed and equipped vehicles.

In Queensland, sixteen independent local governments provide mobile library services for their communities. Of these local governments, twelve provide mobile services to Queensland State Government schools.

The following statistics show independent and local government mobile library services to State Government schools. This survey has not recorded bulk loans or interlibrary loan requests provided to the Department of Education through local governments.

Annette Pike
Local Government Services Librarian
State Library of Queensland

Banana Shire Council

Total Mobile Operating Hours	27 pf*
operating hours at school sites	7.15
% of operating hours at school sites	26%
Total number of schools visited	6
schools with school libraries	6
schools where use is primarily by school patrons	1
schools where both school and community patrons use the mobile	Nil
community sites where classes visit the mobile	5
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	P & C paid toward installation of some power poles.
Human resource contribution	Nil
Technology contribution	Nil

Brisbane City Council

Total mobile operating hours	44 pf
Brisbane City Council does not operate a mobile library service to schools.	

Caloundra Shire Council

Total mobile operating hours	48 pf
operating hours at school sites	17
% of operating hours at school sites	35%
Total number of schools visited	8
schools with school libraries	8
schools where use is primarily by school patrons	4
schools where both school and community patrons use the mobile	4
community sites where classes visit the mobile	4
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total

*pf: per fortnight

Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Teacher aides supervise class visits.
technology contribution	Nil

Gatton Shire Council

Total mobile operating hours	6 pf
operating hours at school sites	Nil
% of operating hours at school sites	Nil
Total number of schools visited	Nil
schools with school libraries	Nil
schools where use is primarily by school patrons	Nil
schools where both school and community patrons use the mobile	Nil
community sites visited by schools	2
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Nil
technology contribution	Nil

Gladstone City Council Mobile 2

(No information available for Gladstone City Council Mobile 1)

Total mobile operating hours	22.75 pf
Gladstone City Council does not operate a mobile library service to schools; however, one site is regarded as a joint school-community site.	

Gold Coast City Council Mobile 1

Total mobile operating hours	39.30 pf
operating hours at school sites	14.15
% of operating hours at school sites	36%
Total number of schools visited	11
schools with school libraries	9
schools where use is primarily by school patron's	8
schools where both school and community patrons use the mobile	3
community sites where classes visit the mobile	Nil

Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Nil
technology contribution	Nil

Gold Coast City Council Mobile 2

Total mobile operating hours	42.30 pf
Gold Coast City Council Mobile 2 does not operate a mobile library service to schools.	

Ipswich City Council

Total mobile operating hours	51.40 pf
operating hours at school sites	5.30
% of operating hours at school sites	10%
Total number of schools visited	1
schools with school libraries	1
schools where use is primarily by school patrons	1
schools where both school and community patrons use the mobile	Nil
community sites where classes visit the mobile	Nil
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Nil
technology contribution	Nil

Logan City Council

Total mobile operating hours	37 pf
operating hours at school sites	9
% of operating hours at school sites	24%
Total number of schools visited	6
schools with school libraries	5
schools where use is primarily by school patrons	4
schools visited where both school and community patrons use the mobile	1
community sites where classes visit the mobile	Nil

Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Class visits supervised by teachers.
technology contribution	Nil

Mackay City Council

Total mobile operating hours	49.40 pf
operating hours at school sites	28.30
% of operating hours at school sites	57%
Total number of schools visited	21
schools with school libraries	21
schools where use is primarily by school patrons	20
schools where both school and community patrons use the mobile	1
community sites where classed visit the mobile	Nil
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Nil
technology contribution	Nil

Maroochy Shire Council

Total mobile operating hours	49.30 pf
operating hours at school sites	6.45
% of operating hours at school sites	15%
Total number of schools visited	6
schools with school libraries	5
schools where use is primarily by school patrons	4
schools where both school and community patrons use the mobile	2
community sites where classes visit the mobile	Nil
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total

Education Department	
financial/facility/stock contribution	Used school power at some sites.
human resource contribution	Class visits supervised by teachers.
technology contribution	Nil

Noosa Shire Council

Total mobile operating hours	53.30 pf
operating hours at school sites	7.00
% of operating hours at school sites	13%
Total number of schools visited	3
schools with school libraries	3
schools where use is primarily by school patrons	2
schools where both school and community patrons use the mobile	1
community sites where classes visit the mobile	Nil
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	At some stops, teachers supervise class visit.
technology contribution	Nil

Pine Rivers Shire Council

Total mobile operating hours	47 pf
operating hours at school sites	17.00
% of operating hours at school sites	36%
Total number of schools visited	4
schools with school libraries	4
schools where use is primarily by school patrons	2
schools where both school and community patrons use the mobile	2
community sites where classed visit the mobile	Nil
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Nil
technology contribution	Nil

Redland Shire

Total mobile operating hours	47.30 pf
Redland Shire does not operate a mobile library service to schools.	

Thuringowa City Council

Total mobile operating hours	36 pf
operating hours at school sites	8.30
% of operating hours at school sites	23%
Total number of schools visited	4
schools with school libraries	1
schools where use is primarily by school patrons	3
schools where both school and community patrons use the mobile	4
community sites where classes visit the mobile	1
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Supervised visits
technology contribution	Nil

Townsville City Council

Total mobile operating hours	39.30 pf
operating hours at school sites	5.30
% of operating hours at school sites	13%
Total number of schools visited	4
schools with school libraries	Nil
schools where use is primarily by school patrons	3
schools where both school and community patrons use the mobile	4
community sites where classes visit the mobile	Nil
Total human resources and financial contribution	
Local Government:	
financial/facility/stock contribution	Total
human resource contribution	Total
technology contribution	Total
Education Department:	
financial/facility/stock contribution	Nil
human resource contribution	Nil
technology contribution	Nil

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Glossary

Branch libraries are those other than the main or central library in a multi-branch library service.

Building subsidy is an amount provided to local government for the construction or refurbishment of public library premises subject to Library Board of Queensland standards and approval.

Central public libraries are the 'main' libraries in a multi-branch public library service. They are usually situated in the centre or busiest part of towns. They may provide resources for branch libraries. They should not be considered as suitable for joint-use libraries. Such a decision would probably result in a reduction of services available to the branch libraries.

A **Chief Executive Officer (CEO)** is a manager, in this case of a local government department, and has the role of implementing local government policies and decisions.

The **Chief Librarian** is located in the central library of a system and manages it.

Collection development refers to the process of acquiring and maintaining collections of resources. A formal policy will delineate the purpose and content of the collection as it meets the needs of users.

The **Country Lending Service (CLS)** is an alternative subsidy scheme available to local governments with a population of 20 000 or under. Designed especially to meet the needs of smaller library services, the scheme involves the allocation and rotation of fully processed books and provision of direct services from the Public Libraries Division. CLS libraries are controlled by local government, subject to the terms of an agreement with the Library Board of Queensland.

The **Country Lending Service (CLS) Library Administrator** is the person in charge of a CLS library.

The **Formal Agreement** is a legally binding document agreement between the Minister for Education and the Chief Executive Officer of the local government and, where State Library stock is involved, by the Library Board of Queensland. It sets out the terms and conditions and rights and responsibilities of each party in the areas of policy, management, funding, staffing, ownership and maintenance. It should be developed during the planning phase and executed before any implementation of either the Facilities Development Agreement or the Site-specific Operational Agreement.

Independent library system refers to those library services servicing more populous areas of the State, usually with a population of 20 000 and above. Annual library grants are available to independent libraries subject to meeting standards and conditions laid down by the Library Board of Queensland. These cash grants are earmarked for the acquisition of library materials.

Information technology systems are defined, for the purposes of these guidelines, as any automated tools used, either alone or in a network, to supply and improve services and the processes needed to investigate, implement and integrate the tools into library systems. As technology is constantly being updated, an exhaustive list of tools cannot be provided. Emerging technology should be incorporated into any revision of the Site-specific Operational Agreement.

Interlibrary loan is the term used to describe the lending of a resource from one library to a user of another library. School libraries in Queensland are not usually parties to the National Interlibrary Loan Agreement.

Librarians have graduated from a course that qualifies them for admission to Associateship (professional membership) of the Australian Library and Information Association.

Library assistants are support staff with no formal library qualifications.

Library technicians have undertaken studies that qualify them for admission to library technician membership of the Australian Library and Information Association.

A **mobile library** is a vehicle designed and equipped to extend and facilitate access to a public library service to those people who are located some distance from a library.

Public library services are services provided for the general public by a single local government authority or jointly by local government and another body. A major portion of funding is provided by local government with a contribution from the State Government by subsidy or grant.

School resource centre is the term used to describe the central facility that provides library/resource services, areas for resource-based learning and teaching and access to the school's learning resources.

The **Site-specific Operational Agreement** incorporates the details of day-to-day administration of the joint-use library. It must be negotiated and prepared prior to the execution of the Formal Agreement and regularly reviewed and updated thereafter.

The **State Library of Queensland** functions as a central reference and research collection and as the centre for coordination of library activities in the State. The State Library provides a subsidy or grant to independent libraries.

Teacher aides are staff members hired in non-professional support roles in schools. They may be assigned to provide support in school resource centres.

Teacher-librarians have qualifications in teaching and librarianship. Their training emphasises the integrated nature of these aspects. Teacher-librarians who have completed the Graduate Diploma of Education – Teacher Librarianship are eligible for registration with the Australian Library and Information Association.