

1. Introduction to the Exemplars

A major goal of the 21st Century education is to help students develop ‘Learning to Learn’ capabilities. To achieve this goal, the school should equip students with information skills and help them develop reading habits. The teacher-librarian (“TL”) plays a pivotal role in promoting reading and nurturing information literacy (“IL”) among students.

To assess how effective TLs in Hong Kong public sector schools (both primary and secondary) have taken up the roles of supporting teaching and learning, the EDB has commissioned CITE of the University of Hong Kong to conduct a research on the factors that promote or impede the successful transformation of TLs’ roles.

A number of schools in Hong Kong have well utilised TL to perform their professional roles. Among these schools, we have identified three primary and three secondary school library programmes, which could act as exemplars, to illustrate what can be achieved. Some of the key success factors include: recognition of the importance of IL and the critical role played by TLs in schools, a well-resourced library and effective reading programmes that has strong support from the Principal/Head of School, and an active and enthusiastic TL who can mobilise resources by networking within and outside the school community. At the same time, the Principal/Head of School also empowers TLs to make decisions and provides them flexibility in their role. In addition, the TL should not be overburdened with subject teaching so that they have sufficient time and latitude to initiate and complete library-related projects. Some distinctive elements of the exemplary schools’ library programmes are outlined below:

a. Canossa Primary School

The TL successfully integrates IL and reading skills into library lessons and other subjects. The school attracts students to use the library by setting up an attractive library and implementing reading programmes in order to develop students’ reading habits.

b. Lam Tin Methodist Primary School

The TL is proactive in establishing collaboration with teachers and the wider school community, creating a mature collaborative culture in the school. The reading programmes are highly valued by both students and parents.

c. King’s College Old Boys’ Association Primary School No.2

The school places great emphasis on developing students’ IL and independent learning capabilities through project learning. The TL’s role as a curriculum resources facilitator is further emphasized through project-based learning.

d. Concordia Lutheran School – North Point (“CLSNP”)

The role of the TL is highly recognized by the school which is why the TL has been involved in many aspects of school development. While the TL has no teaching duties, the school puts great emphasis on positioning her so that she can be closely integrated into the curriculum and school development. As part of the teaching team, the TL participates in academic team meetings and subject panel meetings to spearhead collaborative projects.

e. Lok Sin Tong Yu Kan Hing Secondary School

The school is an exemplar in integrating reading into cross-curricular activities, e.g. the Reading Variety Show, which successfully brings life to books. Being proactive and the middle manager, the TL is best placed to identify potential collaborative opportunities with subject panels.

f. Tuen Mun Catholic Secondary School

The school has a rich reading culture, which is highlighted by a large-scale annual book fair. Students develop a love of books. With an assistant to help manage the daily routine of the school library, the TL has room to plan for collaborations.