

Hong Kong Library Education & Career Forum 2021
2021 香港圖書館教育及職業講座

Careers in School Libraries 學校圖書館的就業狀況

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President

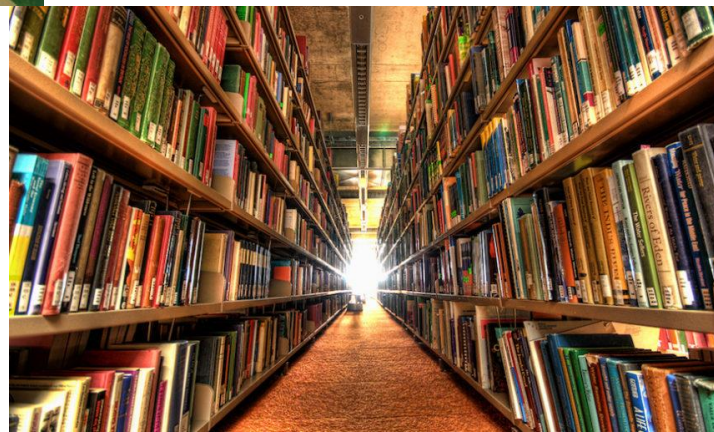
Hong Kong Teacher-Librarians' Association
香港學校圖書館主任協會會長

What do you think about school libraries?

Static vs Dynamic
Life-related
Vitality



靜態 vs 動態
生活相關
生命力

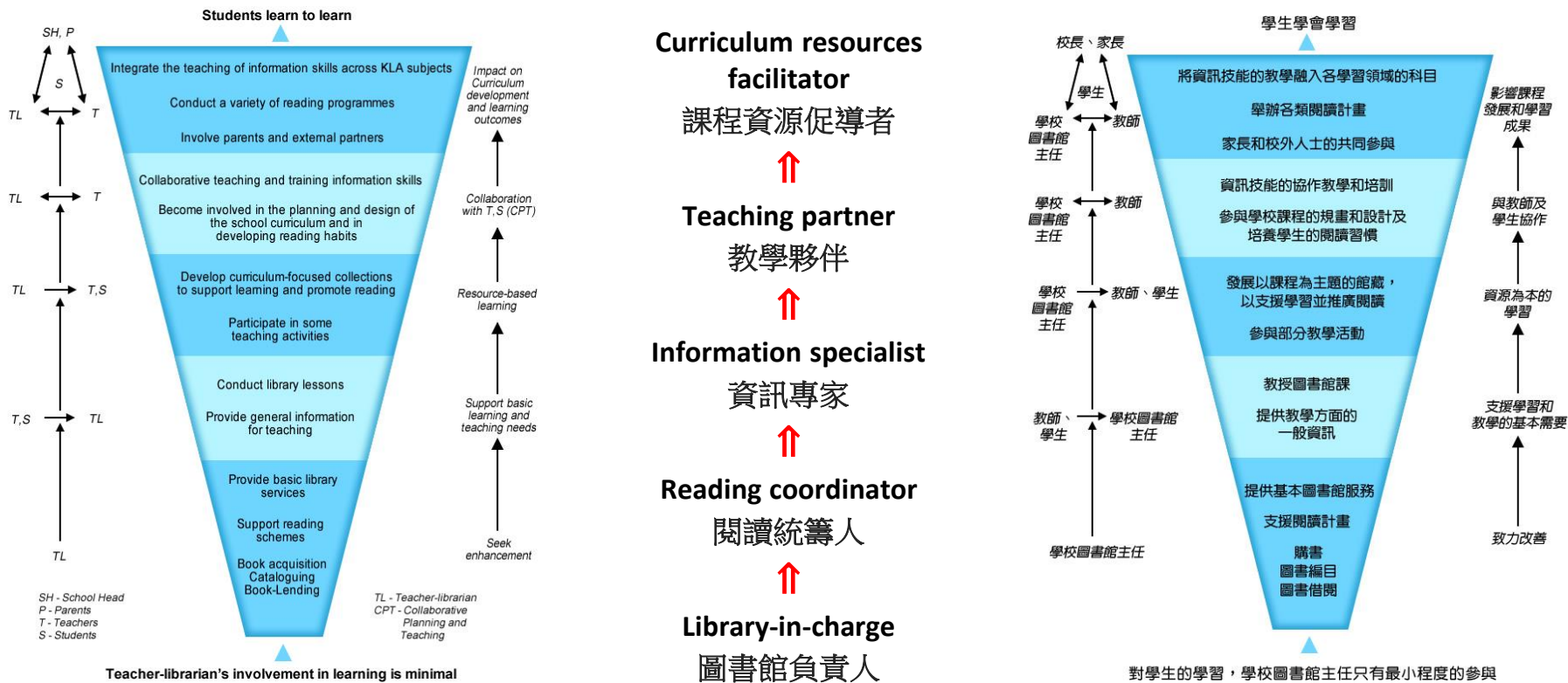


What are the important characters of teacher-librarians?

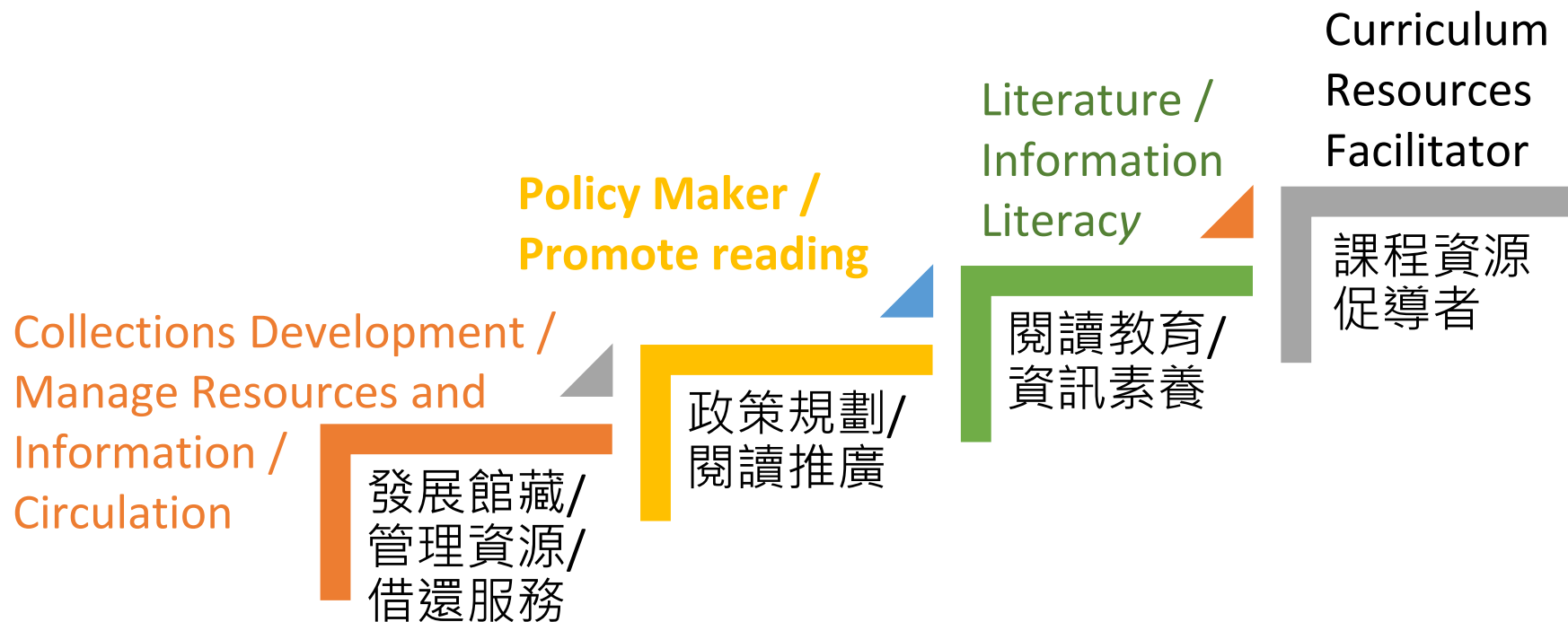
Love to read and
Collaborative



What the teacher-librarians should do in shcool libraries?



Expected Duties of Teacher-Librarians



對圖書館主任職責的期望

Appointment : CODE OF AID FOR PRIMARY SCHOOLS 小學資助則例

- Teacher-librarian **post** in Aided Primary Schools:
 - a **regular post**(固定職位) in addition to the normal teaching
 - the service of a teacher-librarian is counted as **teaching experience**(教育經驗) for promotion purposes
 - school may deploy a teacher **at the AM/PSM rank** 【助理教席(AM)/小學學位教師職位(PSM)】 to fill the teacher-librarian post
- For **appointment** as a teacher-librarian:
 - a teacher should have a **minimum of two years' teaching experience** and
 - preferably the **relevant professional qualification** in librarianship.
- A teacher-librarian is **required**, where appropriate, to complete:
 - a part-time day-release **training course**
 - or **other professional training course** organised by the Education Bureau

Appointment : CODE OF AID FOR SECONDARY SCHOOLS 中學教育則例

- Secondary Teacher-librarian **post** in Aided Primary Schools:
 - a non-graduate teacher to be in charge of the school library on a full-time basis
 - For **appointment** as a teacher-librarian:
 - The non-graduate school librarian should have a minimum of two years' post-qualification teaching experience, and
 - School librarians are required to attend a two-year part-time day release training course on first appointment;
 - A suitable qualified teacher librarian should be employed for appointment to the graduate post.
- (EDB, 2009, p.32-33)

Remark: **Graduate Teacher Posts in Aided Secondary Schools(教育局通告第11/2019號「資助學校教師職位全面學位化」)**

- school may deploy the teacher-librarian at the GM(學位教師)/SGM(高級學位教師) rank

Training Programmes for Newly Appointed Teacher-librarians

新入職學校圖書館主任培訓課程（中、小學）



Education Bureau

The Government of the Hong Kong Special Administrative Region



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Professional Development Programme for Teacher-librarians

A. [Training Requirements for Both In-services and Newly Appointed Teacher-librarians](#) CHI

B. Training Programmes for Newly Appointed Teacher-librarians

- [3-day Induction Course \(2020\)](#)
- [Diploma Course in Teacher Librarianship \(2021-23\) and Induction Course for Newly Appointed Teacher-Librarians \(EDB CM No.097/2021\)](#) 

Careers in School Libraries

HKTLA research about Library Resource Allocation and Reading Performance, 2020 ([link](#))

([Appendix](#): HKTLA有關學校圖書館資源調配及閱讀情況調查報告2020)



HKTLA Website



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HKTLA就圖書館資源調配及圖書館工作之意見及閱讀情況調查報告
2020

by [香港學校圖書館主任協會 \(Administrator\)](#) on 16 Jul 2020 11:00 AM

本會於2020年4月與香港出版學會合辦「有關學校圖書館資源調配及閱讀情況調查報告2020」(發佈會版本及詳細版本),就有關調查結果及現時學校圖書館推廣閱讀工作概況,本會提出以下建議:



HKTLA Facebook

Hong Kong Teacher-Librarians' Association, 2020

第九屆 世界華語學校圖書館論壇 ([Link](#))-學校圖書館職業展望

主題：數碼時代圖書館動態及知識交流

(27-28/7)

世界華語學校圖書館論壇

[首頁](#) [第九屆華語論壇](#) [報名](#) [歷屆論壇](#) [聯絡我們](#) [English](#) [簡體](#)

世界華語學校圖書館論壇

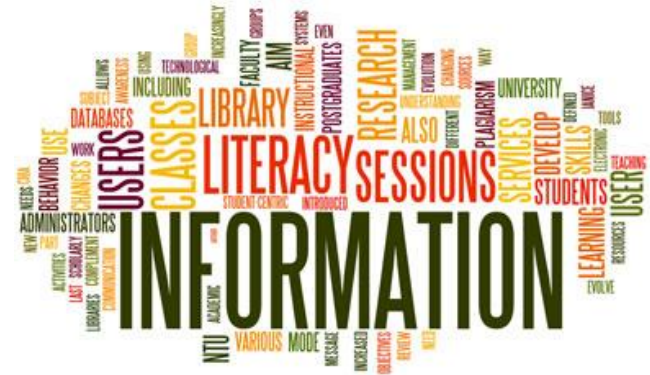


主辦機構：香港學校圖書館主任協會、世界華語學校圖書館聯盟



Conclusion: Information Literacy in the 21th Century

- In the 21st century, information literacy has evolved in a new information age (OECD, 2000).
- Students are developing their skills in communication, critical thinking, problem-solving, collaboration, innovation and creativity through **Guided Inquiry and Reading to Learn** (Kuhlthau, 2015).
- **The role of Teacher- Librarians must be more important.**





Thank
you!!

Reference

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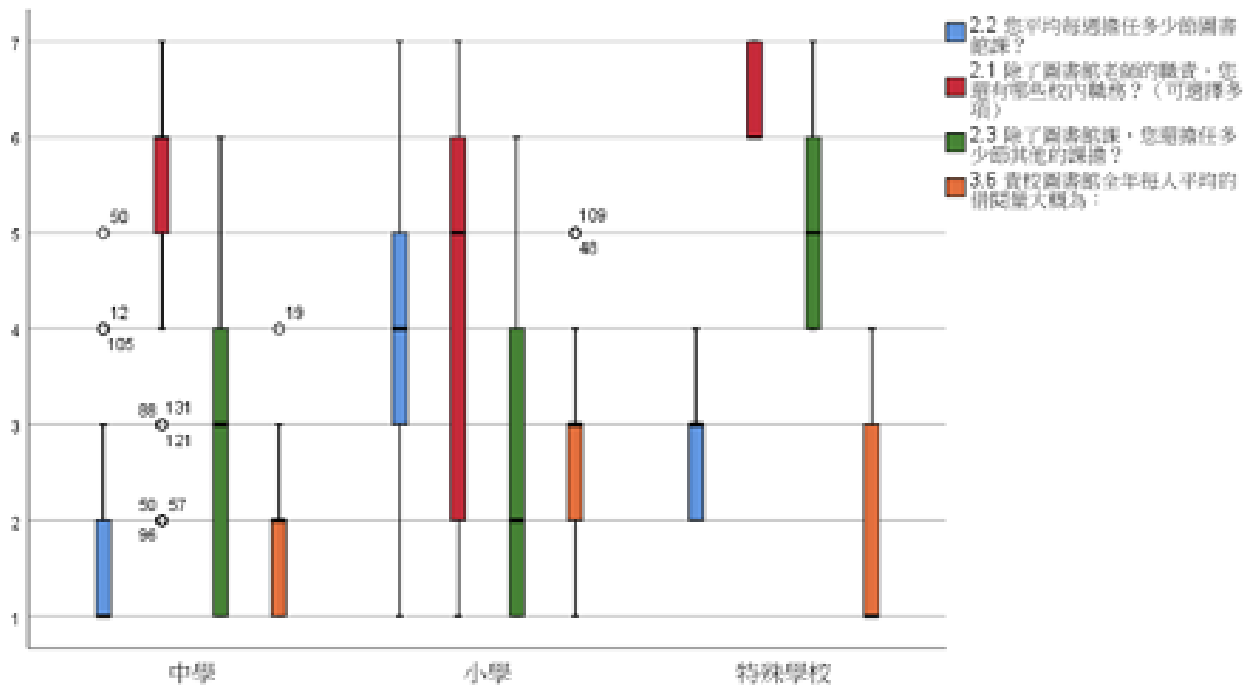
資助中學學位教師 (Temporarily available in Chinese ONLY). Retrieved June 15, 2021 from

<https://www.edb.gov.hk/tc/sch-admin/admin/about-sch-staff/index.html>

學生閱讀習慣

- 有圖書課比重與學生借閱量呈中度正相關（相關系數 $r=0.45$ ，顯著性高 $p=0.000$ ）；
- 圖書館主任兼任其他科任教師課節的比重與學生借書量呈中度負相關（相關系數 $r=-0.319$ ，顯著性高 $p=0.000$ ）

圖書館主任每週圖書課、其他職務、學科課擔與學生年均借書量的**value label**分散情況資料的比較



1.1 學校種類

圖書館主任職責分配表與學生借閱量比較

【盒鬚圖 (Box plot) 主要分佈說明】

	每周圖書課	每周學科課節	圖書館外的行政工作	學生借閱量
中學	1-9節	20-29節	包括沒有其他校內職務、班主任、科任老師、科主任	0-20本
小學	10-24節	5-29節	包括沒有其他校內職務、班主任、科任老師、科主任	20-40本

註：由於特殊學校回應較少，未能作有效比較，在此略過有關數據。



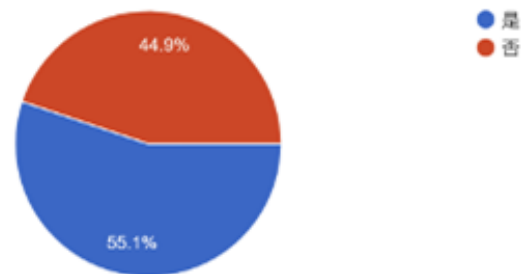
以下數據，反映受訪學校圖書館主任所服務的學校圖書館： (2.4) 聘有受薪助理員及 (2.5) 助理員的數量

在受訪的圖書館主任當中，75位所服務的學校圖書館聘有受薪助理員，佔55.1%；

61位所服務的學校圖書館沒有聘用受薪助理員，佔44.9%。

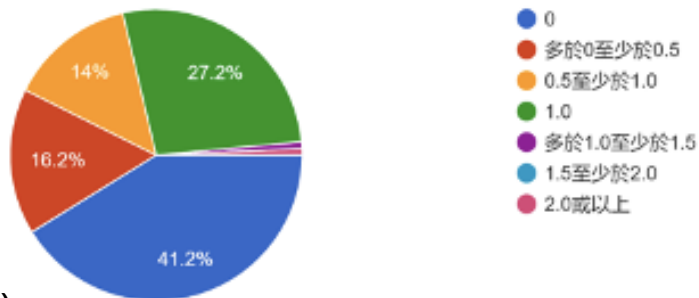
2.4 貴校圖書館是否聘有受薪助理員？

136 則回應



2.5 貴校圖書館受聘的助理員數目為：(請以1.0為一名全職人員等額計算)

136 則回應



在受訪的圖書館主任當中，56位所服務的學校圖書館沒有受聘的助理員，佔41.2%；

41位所服務的學校圖書館受聘的助理員數目為多於0至少於1位，佔30.2%；

39位所服務的學校圖書館受聘的助理員數目為1位或以上，佔28.6%