

Note: The sections in the Paper which are headed “What this tells us” will be the basis for the Panel’s recommendations.

Where questions are broken into life stages (early years, school years and adult years), you can provide responses to any or all life stages.

Please indicate clearly at the beginning of any responses you wish to remain confidential.

Unless indicated as confidential, responses will be treated as public information and published on our website. Please see the [Public Submissions Policy](#) for further information.

Name: Catherine Duffett, primary school teacher-librarian

Organisation:

Postcode: 7015

Question One: Are there any key themes we have not identified to improve literacy across:The Early Years (0-4 years-old)

The School Years (5-17 years-old)

The panel needs to consider the research regarding students' motivation to read.

There is a strong body of evidence that demonstrates that being motivated to read leads to high academic achievement (Barber & Klauda, 2020), yet the number of students who read for pleasure has declined significantly (Merga, 2019). Engaged readers read between 200% to 500% more than disengaged readers and it follows that educators need to increase the amount of time students spend engaged in reading by this amount in order to improve the academic achievement of all students (Guthrie, 2004).

Unfortunately, instructional practices commonly used in schools actually have a negative impact on students' motivation to read (Guthrie et al., 2010). A renewed focus on deliberately improving students' motivation to read within the context of all curriculum areas (including Mathematics) needs to be prioritised.

The Adult Years (18+ years-old)

Question Two: What are the three main things we should prioritise doing in:The Early Years (0-4 years-old)

The School Years (5-17 years-old)

The following needs to be prioritised in order to improve students' literacy levels.

1. Adequate resourcing of school libraries

The research clearly demonstrates the positive impact school libraries have on students' academic achievement (Merga, 2019). Adequate funding of print collections is vital as it is likely students prefer print books over eBooks (Merga, 2019).

2. Adequate staffing of school libraries

Teacher librarians should be employed in school libraries due to the significant impact they have on students' literacy and academic achievement which has been extensively documented by the House Standing Committee on Education and Employment's 2011 *School Libraries and Teacher Librarians in Australian Schools* inquiry. Students who attend a school which has a teacher librarian have improved literacy scores and gain up to an additional 2 months of learning in one year. Learning gains are particularly evident for Year 9 students ((Dix et al., 2020).

Teacher librarians, with their focus on motivating students to read, are ideally positioned to provide valuable support to students and teachers. With their knowledge of the school curriculum and expertise in teaching and collaborative planning, work with teachers to design rich learning tasks that effectively embed texts and other resources into units of work. They can also work with teachers to explicitly address the types of instructional practices needed to improve both reading volume and motivation for all students.

3. Additional training for teachers

In order for teachers to improve students' motivation to read, additional training is necessary that includes the following aspects.

- 0 Reading motivation, its components (self-efficacy, reading self-concept, the value students assign to reading, reading interests and attitudes towards reading) and its importance to academic achievement.
- 1
- 2 How to administer and interpret screening tests that measure students' motivation to read.
- 3
- 4 How to design units of work that explicitly address aspects of motivation that require improvement.
- 5 Pedagogical approaches that increase the amount of engaged reading students do during the school day.
- 6 How to effectively support struggling readers in main-stream classes in all aspects of reading motivation.
- 7 How to effectively collaborate with teacher librarians and an improved awareness of how teacher librarians can support the teaching and learning process.

- 8The importance of timetabling regular visits to the library across the subject areas.**The Adult Years (18+ years-old)**

Question Three: Are there any data sets not considered in this paper that should be used to monitor literacy achievement in:The Early Years (0-4 years-old)

The School Years (5-17 years-old)

Data regarding the following needs to be considered.

- 9Students' general decline in motivation to read as they progress through school.
- 10Students' motivation to read and how this has declined over time.
- 11The degree to which students' motivation to read has on academic achievement.
- 12The amount of engaged reading students do during the school day.
- 13The impact well-staffed and resourced school libraries has on academic achievement.

References:

Barber, A. T., & Klauda, S. L. (2020). How Reading Motivation and Engagement Enable Reading Achievement: Policy Implications. *Policy Insights from the Behavioral and Brain Sciences*, 7(1), 27–34. Sage Journals. <https://doi.org/10.1177/2372732219893385>

Dix, K., Felgate, R., Ahmed, S. K., Carslake, T., & Sniedze-Gregory, S. (2020). School libraries in South Australia 2019 Census. *Teaching and Learning and Leadership*. <https://doi.org/10.37517/978-1-74286-583-6>

Guthrie, J. T. (2004). Teaching for Literacy Engagement. *Journal of Literacy Research*, 36(1), 1–30. Sage Journals. https://doi.org/10.1207/s15548430jlr3601_2

Guthrie, J., Wigfield, A., & Perencevich, K. (2010). Scaffolding for motivation and engagement in reading. In A. Wigfield & K. Perencevich (Eds.), *Motivating reading comprehension: concept-orientated reading instruction*. Routledge.

Jang, B., Conradi, K., McKenna, M., & Jones, J. (2015). Motivation: approaching an Elusive Concept Through the Factors That Shape It. *The Reading Teacher*, 69(2), 239–247. Ebscohost. <https://web-p-ebscohost-com.ezproxy.ecu.edu.au/ehost/detail/detail?vid=2&sid=44491f36-19c3-4f91-8c02->

[04be52ba1306%40redis&bdata=JnNpdGU9ZWhvc3QtbGI2ZSZzY29wZT1zaXRI#AN=109228764&db=eu](#)

Merga, M. K. (2019). *Reading engagement for tweens and teens : what would make them read more?* Libraries Unlimited, an imprint of ABC-CLIO, LLC.

The Adult Years (18+ years-old)

Question Four: If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?

Question Five: Are there any other comments you would like to make?