School Library Association of Victoria
Remote Learning and School Libraries: Survey Results

During June 2020, the School Library Association of Victoria surveyed its members in order to gain a picture of what remote learning meant for school libraries during term two.

269 people responded to 20 questions in an online survey.

The following is a summary of the selected responses, featuring graphs from the data gathered and some of the worded responses. Some explanatory remarks and analysis are included.

Executive Summary

The results of this survey clearly indicate the vital role of school libraries in our school communities. There are many examples here of trained library professionals displaying creativity and flexibility in responding to the learning and teaching needs of remote learning.

Results clearly demonstrate how a well-staffed and well-resourced school library supports and enriches a school community. This is vital for learning and teaching, but also in support of the general well-being of staff and students and the common pursuit of developing resilient, life-long learners.

The results also indicate how those school libraries that were under- resourced, or poorly staffed were, to some extent, unable to respond effectively to the needs and demands of remote learning.

The results highlight the importance of quality professional networks that can be trusted. These, and other dependable institutions, become crucial in times of crisis. Knowledge about quality resources, how to find them, organise them, and facilitate access to them for all, is a key ingredient of the school library. Remote learning demands highlighted this, particularly where we see teacher librarians who, with a knowledge of curriculum, the learning needs of students, literacy development, and the research process, were able to support and enhance teaching and learning in a range of subject areas.

The responses emphasised the continued relevance of authentic, curriculum-based, quality resources. This clearly highlighted the need for collections of all kinds, print and digital, to be organised, accessible and managed by trained professionals who are able to teach others how to use them well, and also to put in place systems to facilitate equitable access.

SLAV Community - Support and Sharing

In response to remote learning the School Library Association of Victoria put in place a range of opportunities to assist members to support their communities. These efforts were mentioned in the survey responses as being particularly helpful and timely.

The association created a range of discussion forums to allow members to share ideas and strategies. The topics of these were:

> **Online learning resources**
> **Safety precautions in school libraries**
> **Tasks for working remotely**
> **Wide reading lessons online**

These were extremely popular with many people subscribing in order to see the advice being shared.

We also curated, and constantly updated, two lists that we hosted on our blog slavconnects. This blog is open to anyone and allowed us to share beyond our member base with the wider community interstate and overseas. The two lists were:

> **Safe Work practices in the library**
>
> https://slav.global2.vic.edu.au/2020/05/11/safe-work-practices-in-the-library/

and

> **Online Resources**
>
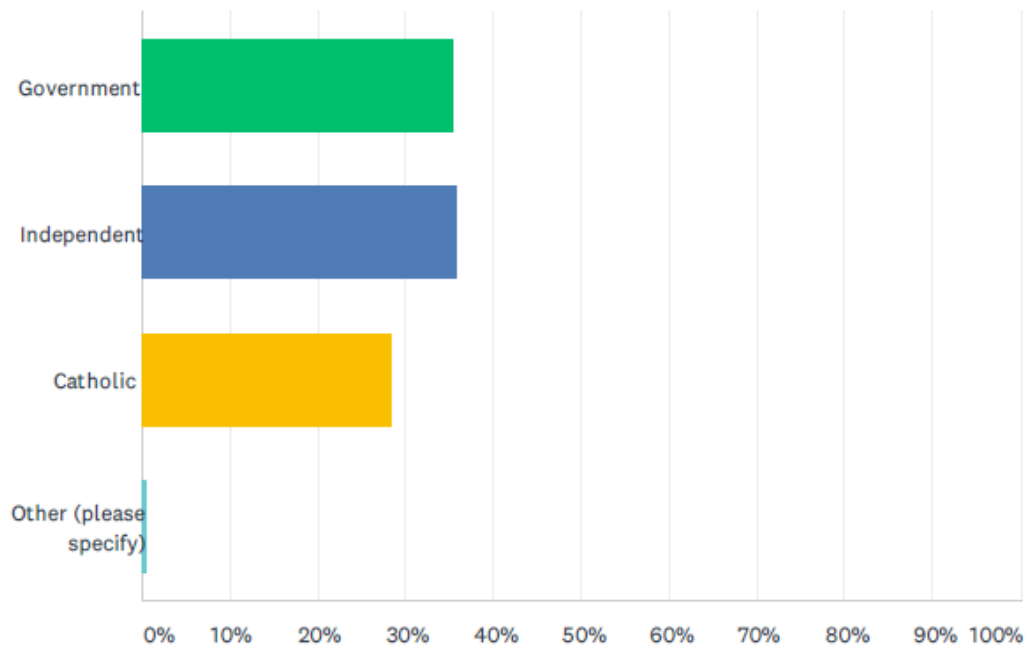> https://slav.global2.vic.edu.au/2020/03/23/online-resources/

Throughout the survey responses there is a thread of respondents seeking trusted and authoritative advice quickly and the efforts of SLAV in these areas supported this need.

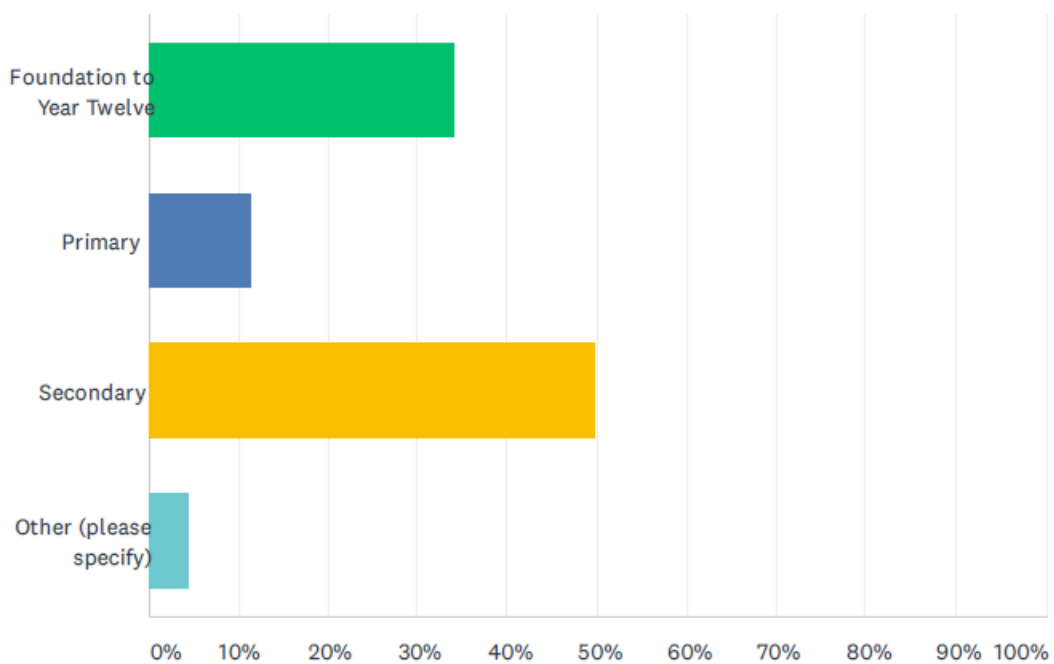## Question 1 –System to which your school belongs?

Reponses 268   Skipped 1
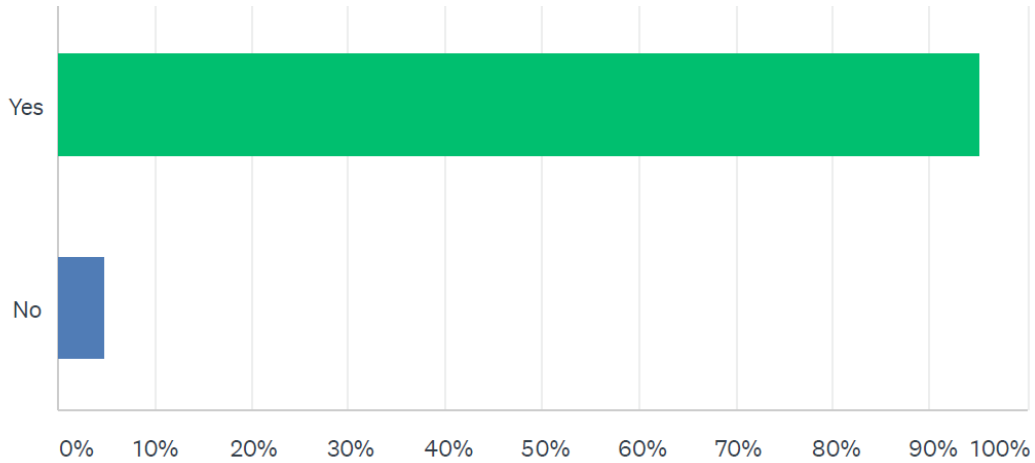

Question 2 – Class levels taught

Reponses 269   Skipped 0
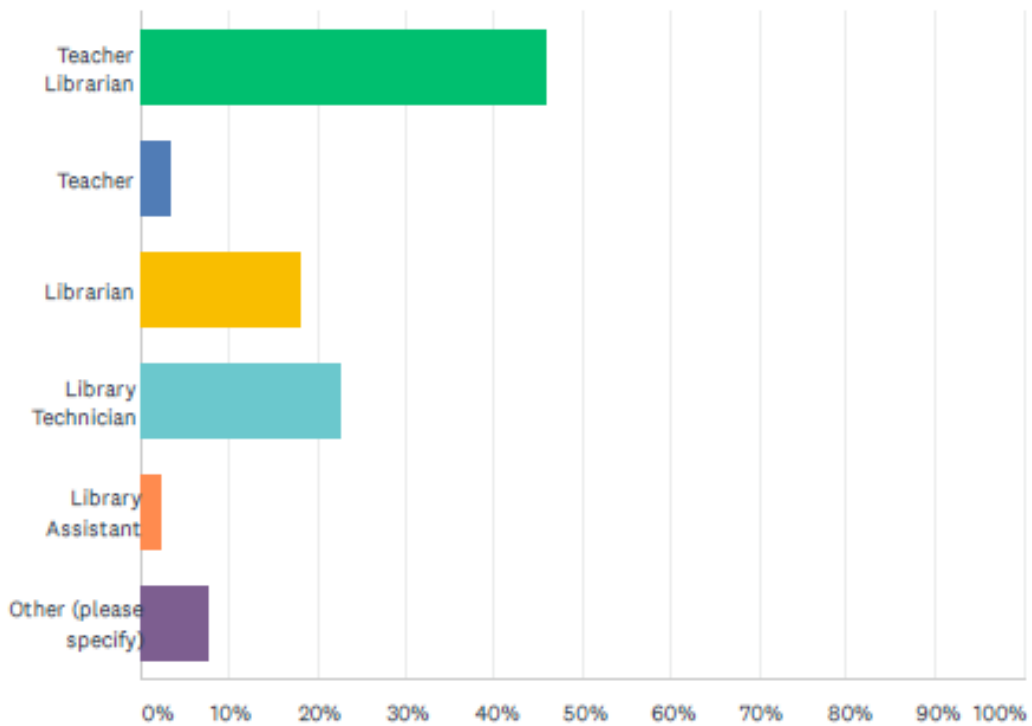
Question 3 –Part of a library team?

Reponses 269   Skipped 0

Question 4 –Respondent's position?

Reponses 269   Skipped 0

ANSWER CHOICES	RESPONSES	
Teacher Librarian	45.72%	123
Teacher	3.35%	9
Librarian	18.22%	49
Library Technician	22.68%	61
Library Assistant	2.23%	6
Other (please specify)	7.81%	21
TOTAL		269

Question 6 –Hardware issues for staff during remote learning?

Reponses 268   Skipped 1
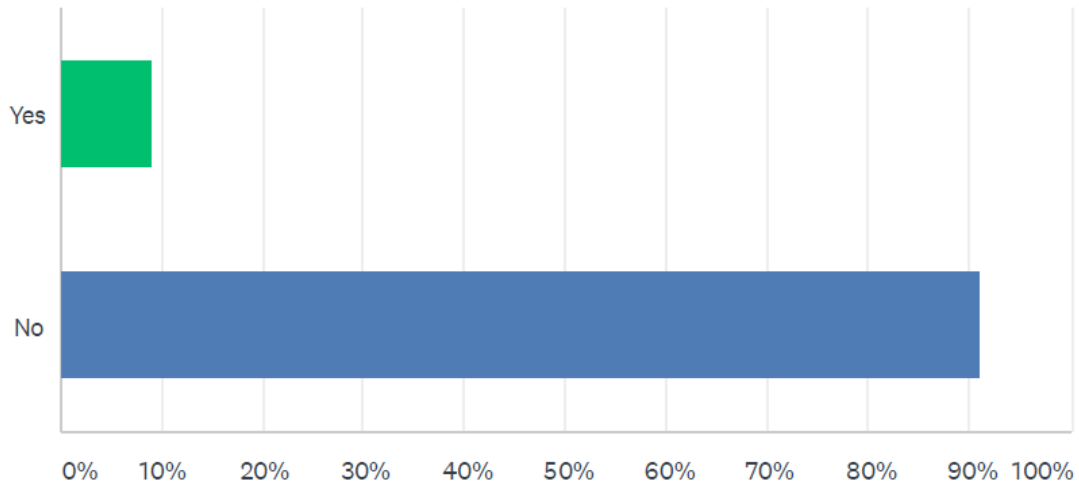
Question 7 –Hardware access an issue for students during remote learning?

Reponses 268   Skipped 1
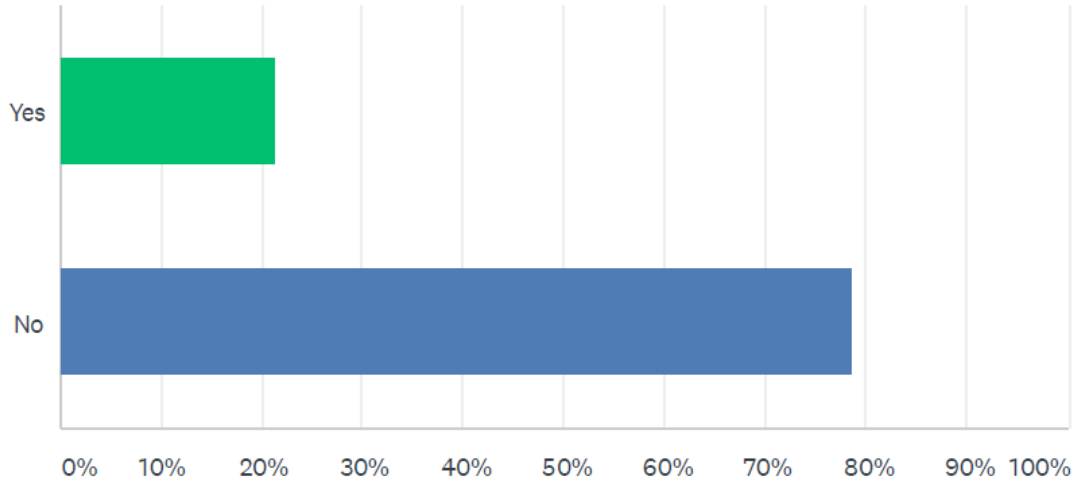
Note: Many school libraries are involved with the loan and distribution of hardware, so are well-placed to offer insight as to whether students had difficulty or not.

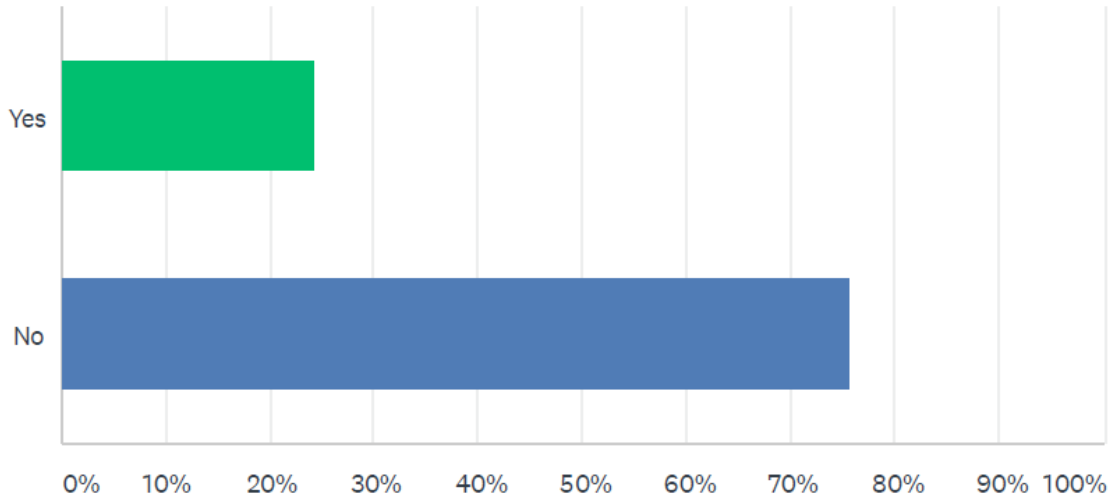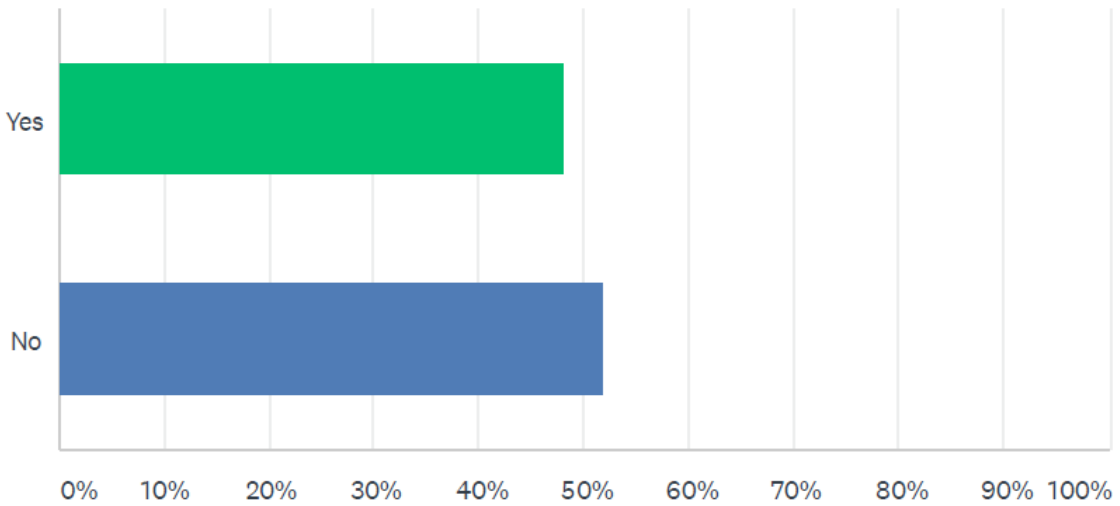## Question 8 –Connectivity issues for staff during remote learning?

Reponses 268   Skipped 1

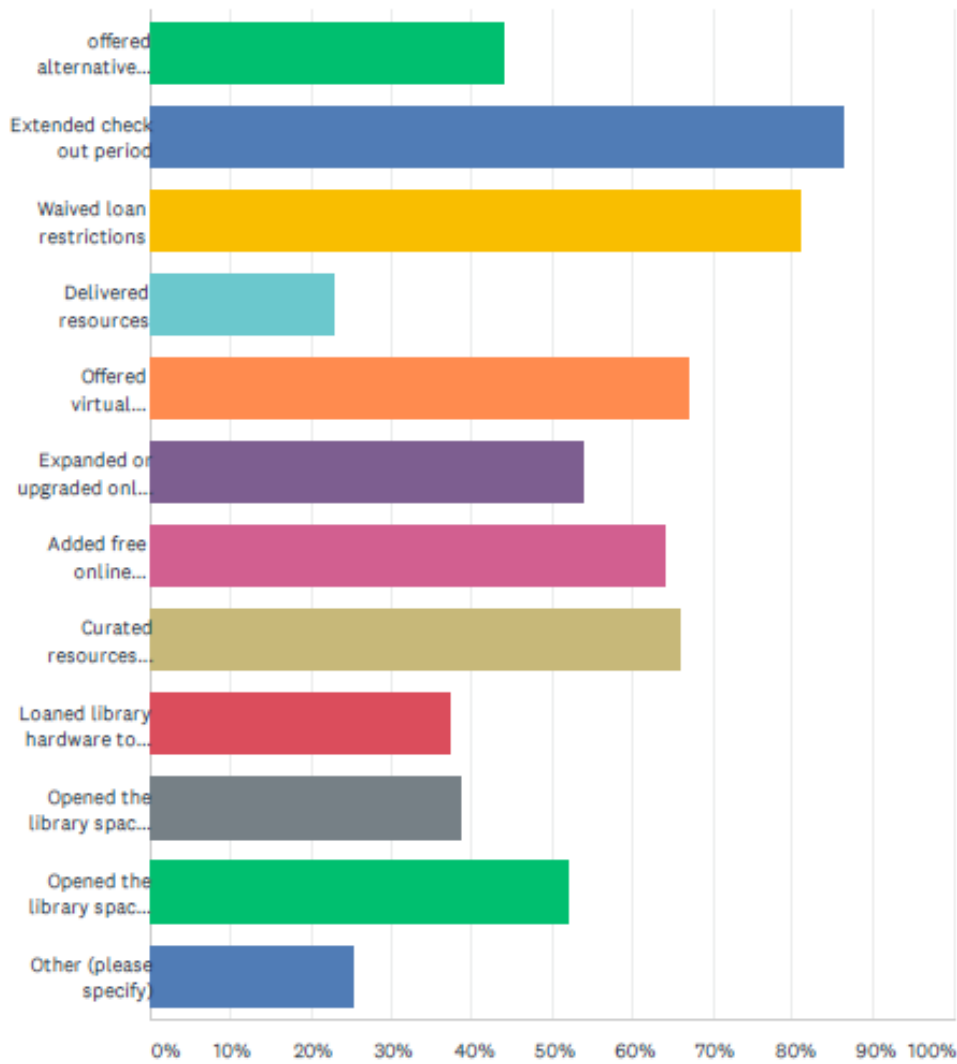## Question 9 –Connectivity issues for students during remote learning?

Reponses 268   Skipped 1

Question 10 – Areas which were part of the school library's response during remote learning?

Reponses 269   Skipped 0

ANSWER CHOICES	RESPONSES	
offered alternative check out and pick up procedures	44.24%	119
Extended check out period	86.25%	232
Waived loan restrictions	81.04%	218
Delivered resources	23.05%	62
Offered virtual assistance	66.91%	180
Expanded or upgraded online databases	53.90%	145
Added free online resources to our collection	64.31%	173
Curated resources online to support curriculum areas or specific tasks	65.80%	177
Loaned library hardware to staff and students (eg, laptops)	37.55%	101
Opened the library space for staff	38.66%	104
Opened the library space for 'at school' students	52.04%	140
Other (please specify)	25.28%	68
Total Respondents: 269		

This list indicates a broad range of tasks undertaken by school libraries to support and facilitate learning. The need to be flexible and responsive, and to waive usual restrictions, was apparent and embraced by many.

School library staff were also active online providing advice and curating quality resources, as well as active on the ground loaning hardware and, at school, providing a space for students who needed to attend.

Reponses 246   Skipped 23
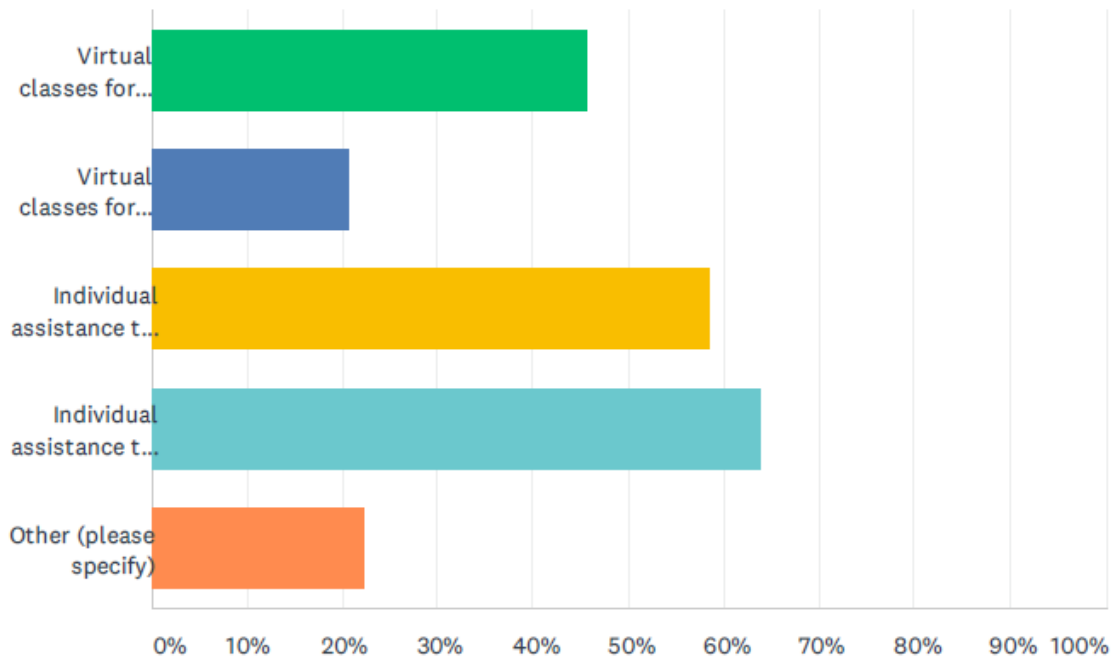
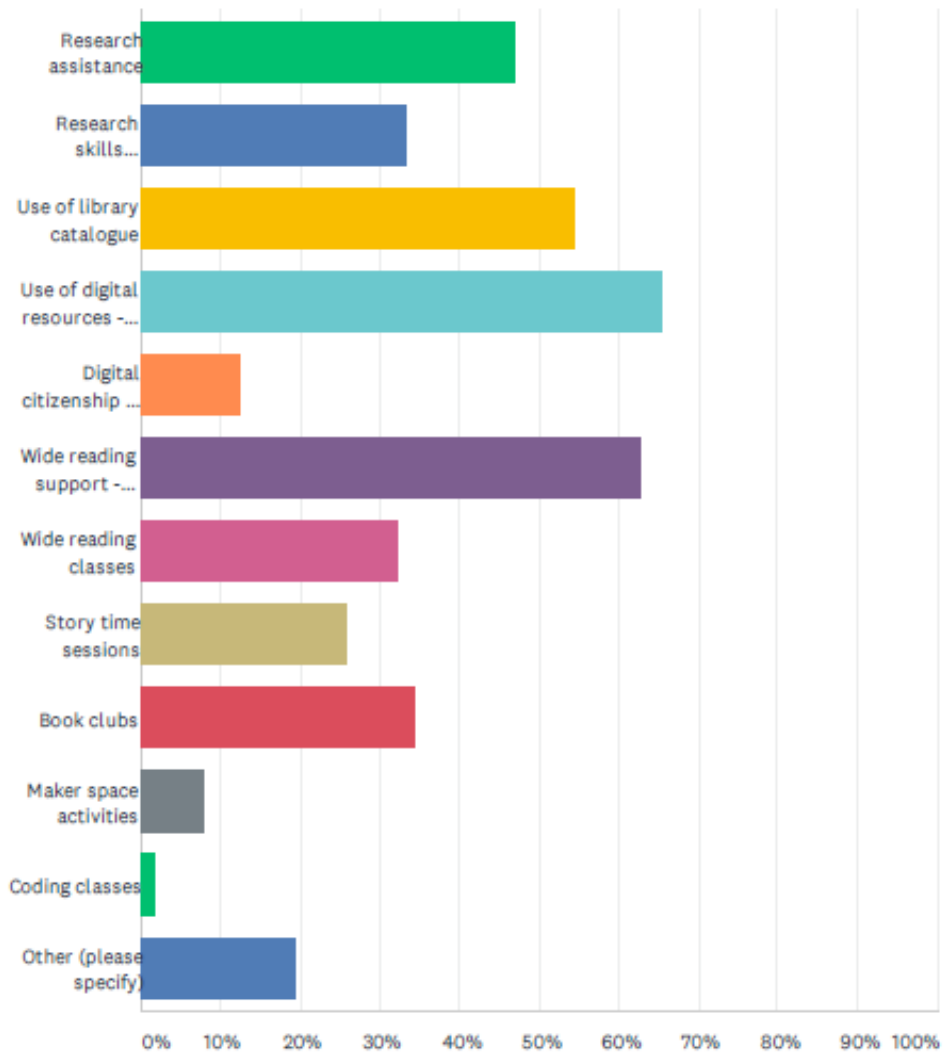| ANSWER CHOICES	RESPONSES	
Virtual classes for your own timetabled classes	45.53%	112
Virtual classes for other teachers timetabled classes	20.73%	51
Individual assistance to students online	58.54%	144
Individual assistance to teachers online	63.82%	157
Other (please specify)	22.36%	55
Total Respondents: 246		

School library staff remained active in the teaching space for whole classes and individuals, offering their usual classes, supporting teachers in classes, and, in particular, offering one-one support to both students and teachers in a range of areas in relation to teaching and learning across all areas of the school.

Reponses 261   Skipped 8

ANSWER CHOICES	RESPONSES	
Research assistance	47.13%	123
Research skills including assessment creation (eg referencing, citations)	33.33%	87
Use of library catalogue	54.41%	142
Use of digital resources - databases or other online resources	65.52%	171
Digital citizenship / ethical use of information	12.64%	33
Wide reading support - selection advice	62.84%	164
Wide reading classes	32.18%	84
Story time sessions	25.67%	67
Book clubs	34.48%	90
Maker space activities	8.05%	21
Coding classes	1.92%	5
Other (please specify)	19.54%	51
Total Respondents: 261		

The various activities undertaken by school libraries to support and enrich learning during the remote learning period is broad and diverse. It particularly highlights the role of school libraries in literacy; through wide-reading classes and support, and a role in providing authentic, reliable information sources and support for the research process across all areas of the curriculum.

Reponses 264   Skipped 5
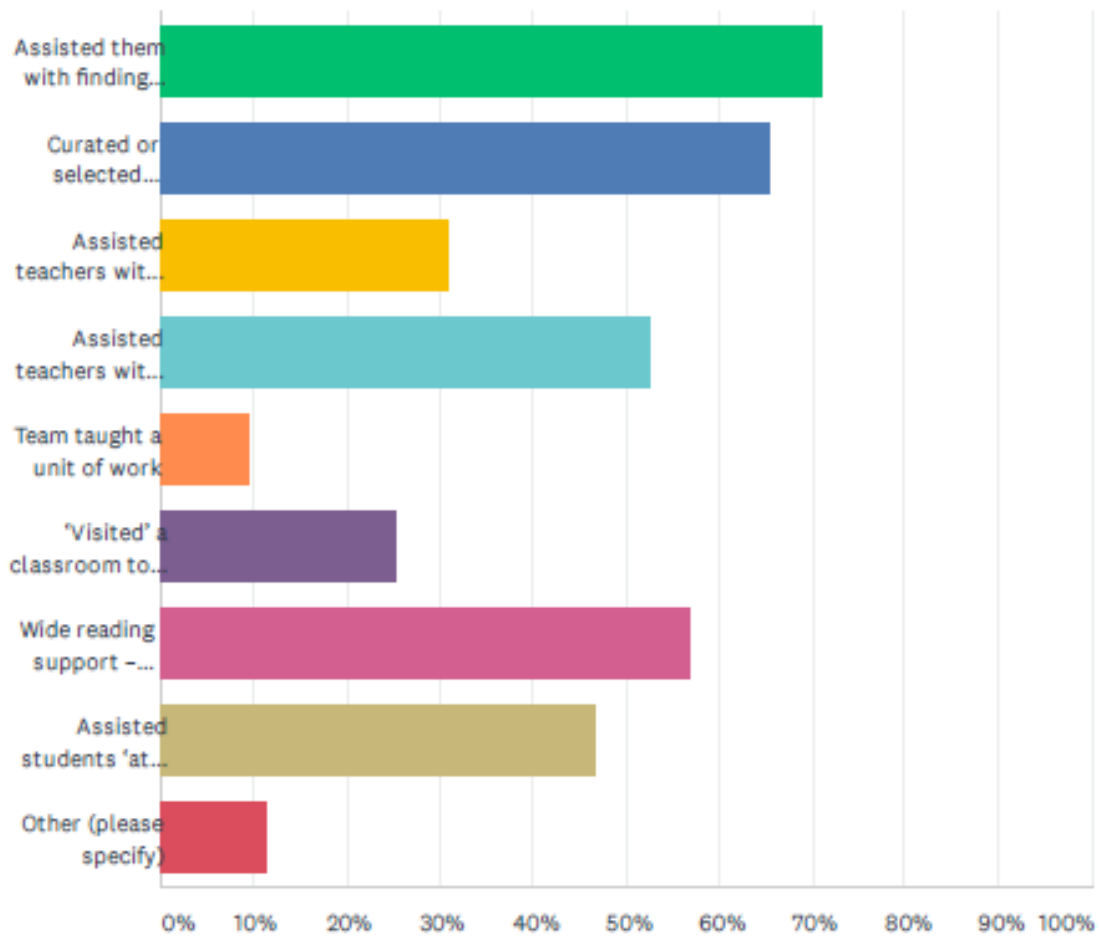
ANSWER CHOICES	RESPONSES	
Assisted them with finding materials using our catalogue or online databases	71.21%	188
Curated or selected resources to support their teaching	65.53%	173
Assisted teachers with the creation of online unit of work or tasks	31.06%	82
Assisted teachers with particular software or online resources to support a unit of work or a task	52.65%	139
Team taught a unit of work	9.47%	25
'Visited' a classroom to assist with a particular task	25.38%	67
Wide reading support – selection advice	56.82%	150
Assisted students 'at school' during remote learning period	46.59%	123
Other (please specify)	11.36%	30
Total Respondents: 264		

This list very clearly demonstrates the role of the school library in enriching the learning in the classroom through its role supporting the work of classroom teachers. School library staff, in particular the teacher librarian, play an important role in extending the understanding and practice of the classroom teacher in a range of areas. The list indicates how broad this range of expertise can be, and how vital it is to good quality teaching.

School library staff were sought out for this input because their assistance was seen as valuable by subject teachers.

Reponses 263   Skipped 6
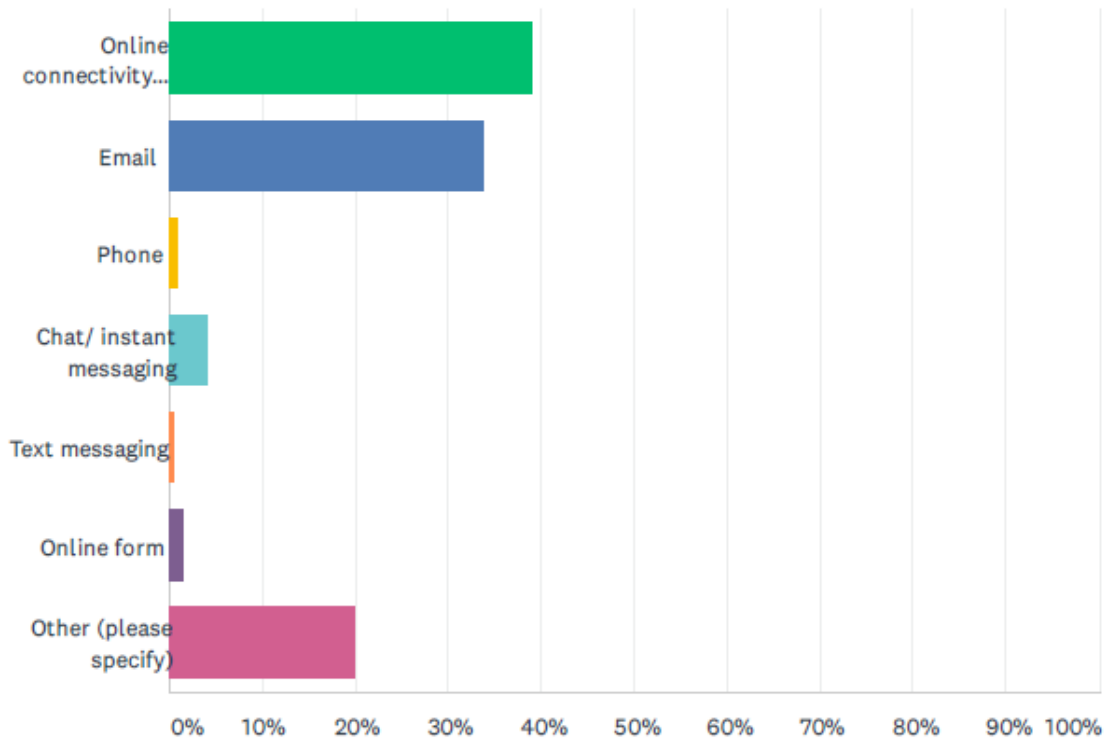
ANSWER CHOICES	RESPONSES	
Online connectivity / meeting software	39.16%	103
Email	33.84%	89
Phone	0.76%	2
Chat/ instant messaging	4.18%	11
Text messaging	0.38%	1
Online form	1.52%	4
Other (please specify)	20.15%	53
TOTAL		263

NOTE: This question did not allow respondents to choose more than one response. The 53 comments in 'other' and in follow-up emails indicated that many – almost half – of the 269 respondents wished to indicate that they undertook all, or almost all, of these forms of communication with members of the school community depending on need. It is very apparent that school library staff had to be flexible and creative using any means at their disposal to offer assistance.

Reponses 237   Skipped 32

This question is very specific to the library.

Many schools would use the term LMS to describe their Learning Management System, but, to a librarian it refers to the Library Management System. This was once a simple catalogue of print resources, but it can now be a jumping-off platform for a variety of resources – databases, online encyclopedias, online libraries, etc. Curated by professionals, the Library Management System can enrich learning in many ways.

This question aimed to discover what had been most useful during the period of remote learning.

This is a selection of responses:

- we are building up our Oliver LearnPaths to support independent learning - How To Guides; Research; the online catalogue was also useful to me in my work; the online encyclopedias on our library homepage; the online newspapers
- Repository of entire collection including eBooks, eAudiobooks and ClickView resources
- Federated search for most databases
- TV4Education was useful in providing students and staff to online program streaming.
- Front/ search page to post links to online resources, other library websites, SLV, ABC Education, Education Perfect. careers in STEM
- The access to the Library Management Systems feature to create and add lists to upload for students. Reading recommendations etc. Adding online my reviews to books for students to read in the absence of being able to make recommendations in person. Students having access to the catalogue from home enabled them to find suitable websites via our curated collection. Students could add their own reviews to books. Having the catalogue online gave students the opportunity to find resources they could then search for and order for themselves. The catalogue online also guided students to our ebook platform.
- With the LMS in the cloud, the library catalogue was most useful for students so they could select books for Click & Collect. Library staff could access all modules and do catalogue maintenance and other tasks from home.
- 24/7 access to whole school community
- The ability to access the library catalog remotely was vital. We were able to create & share reading lists, and create browsing lists to highlight particular books. I was able to catalog online resources such as ebooks & audiobooks (through Overdrive and free ebooks/audiobooks), websites etc for staff and students to access from home. We also have LearnPath from softlink that integrates with Oliver, so we could create online resources guides to support the curriculum, assessment tasks and just for access to general online resources such as digital volunteering, free research sites, virtual escape rooms, virtual tours etc.
- Intuitive, user-friendly OPAC that students could use themselves from home, integration of ClickView and Wheelers eBooks into catalogue

Most commonly mentioned resources make accessible by LMS:

- Ebooks and audio books
- Databases
- Video libraries
- Online encyclopedias

While the schools that had cloud-based library management systems that offered 24/7 access fared well during remote learning, it was very apparent from the responses to this question that there were a number of schools with old, outdated software that were not able to offer remote access to staff or students. Remote learning for these schools meant limited, or no, access to the library collections, either print or virtual. This is in stark contrast to those schools who were able to offer access to a diverse and supportive range of online resources through their Library Management System and other web-based options i.e. Website or libguide platforms.

Reponses 243   Skipped 26

This question emphasised the importance of quality online resources.

A small number of schools were disadvantage as they did not have these systems or resources in place for their communities, particularly in relation to databases, ebooks and audio books. The lack of subscriptions to these platforms was an impediment.

Interestingly, borrowing of print books was still popular, particularly pre-lock down, as students and staff prepared for time at home.

The following is a list of the services mentioned with the number of respondents who mentioned this service in brackets.

- Ebooks (94)
- Audiobooks (48)
- Databases, newspapers online, encyclopedias online (40)
- Libguides / website (31)
- Clickview (29)
- Print books – pre and during restriction (28)
- Click and collect (25) - 'picture book care packages' and 'book bags'
- Pathfinders/ research assistance, curated lists (18)
- Online book clubs (12)
- Virtual storytime (12)
- Library newsletter - including links, quizzes, boredom busters (8)
- Wide reading lists/ reviews (8)
- Guides to software and help videos (8)
- Storybox Library (7)
- Online assistance (6)
- Delivering of books by post or car (4)
- Printing, scanning and digitising (3)
- Remote wide reading classes (3)
- VPRC (3)
- At school supervision (3)
- Tv4 education (2)
- Digital reading record (2)
- Teacher borrowing (2)
- Microsoft products support (2)
- Textbooks (2)
- Copyright advice 2
- Digital magazines (1)
- Inkl (1)
- Personal assistance (1)
- Virtual excursions (1)
- AV equipment (1)
- Movies (1)

Reponses 236   Skipped 33

The following subscription resources were listed (in no particular order)

- Clickview
- Inkl
- EBSCO ANZ Reference Centre
- Gale Virtual Reference Library
- Jstor
- Encyclopedia Britannica
- Wheelers Ebook Library
- Bolinda
- Storybox
- Libguides
- World Book Online
- Newsbank
- Echo
- Borrowbox
- New Scientist
- ATAR Notes
- Proquest Pressreader
- Digital Theatre
- Overdrive
- The School Magazine

- Good Reading
- Prodigy Knowledge Quest
- Education Perfect
- Sunshine Classics
- The Age Digital Edition
- Links Plus
- Cengage ecollection
- SCIS
- Enhance TV
- Accelerated Reader
- Sora
- Newscan
- Edrolo
- Canva
- Twinkl
- Reference Generator
- Turnitin with SEQTA
- MyON
- Brain Pop

This list indicates how extensive the opportunities are for schools to enrich and extend learning through online resources.

What the period of remote learning clearly demonstrated was the value of having trained staff who had created portals to enable these resources to organised and accessible for the school community. A good LMS will allow a federated search of a range of resources options, ensuring easy access to a range of databases, elibraries etc.

Library staff also played a role in establishing and promoting reliable, accurate resources and information and curating lists and pages etc., of resources to meet curriculum needs.

Reponses 211   Skipped 58

The following list details all of the free services and resources which respondents found to be the most useful.

Some are services that usually attract a fee but were made available freely due to the situation, others are freely available. They range from resources to applications or programs that facilitate the provision of resources such as Screencast or Youtube.

This list is alphabetic and not in order of relevance.

The most repeated items were access to free, curated resources through public, state or national library memberships, and material made freely available for a limited time through usually paid subscription services.

Respondents also noted the value of various professional networks.

- A to Z of World Cultures
- ABC Education
- ABC Splash
- Amazon eBooks
- Audible
- Audible
- Australia War
- Author and illustrator "How to" videos
- Author read read-alouds – via publishers and author websites
- Biblionasium
- Bolinda
- Book review websites
- Borrow Box
- BrainPop
- Britannica quick guides - student packages
- Canva
- Children's Book Council of Australia website
- Children's books daily
- Clickview
- Comixology
- Commonlit - online reading
- Cool Australia
- EBook versions of textbooks
- Eddie Woo
- Edrolo
- Education Perfect
- Epic Online reading
- Facebook
- Free govt resources for specific units of work. Eg WW2 - Shrine website Geography topic
- FUSE
- Gale
- GetEpic
- Goodreads
- Google Classroom
- Google for Education Suite
- Google Meet/Hangouts
- GROK learning
- Guttenberg
- Ibisworld
- IFLA blog
- Inkl
- International Children's Library
- Jacaranda
- KidCyber
- Kill Your Darlings
- Libguides
- Library networks
- lit2go
- Local Municipal Libraries for access to ebooks and digital newspapers.
- LoveOzYa.com.au
- Lunchtime Doodles with Mo Willems
- Microsoft forms - for makerspace kit distribution
- Microsoft Teams
- Museums, Art galleries and zoos had wonderful virtual

- National Geographic online
- Newsela
- Newspapers (The Age)
- National Library Australia
- New York Public Library
- NYU Steinhardt bilingual glossaries
- Online books ESA
- Open Culture
- Open Library Online
- Overdrive
- Oxford
- Ozaria Code combat
- People! – library staff were a great resource
- Powtoon
- Premier's Reading Challenge website
- Professional associations' newsletters (SLAV, ALIA, ASLA) and their journal newsletters eg SLJ
- Publisher newsletters with free resources
- Read.activelylearn.com
- Read any book
- Renaissance
- RIC Publications
- SBS Learning
- Scholastic
- Scholastic online
- Screencast
- Screen-o-matic
- SLAV Blog lists
- SLAV Discussion Forums
- SLAV Network
- Smartcopying copyright resources
- Softlink
- Sora
- State Library of Victoria video clips for senior students
- Stile Kahn Academy
- Story read-alouds
- Storybox Library
- Storyline Online
- Storyline online (US)
- Subject databases
- Teachers Pay Teachers (free resources)
- Teaching Notes from various publishers
- TED-Ed
- The New Possible
- Trocadero eBooks
- Trove
- Twinkl
- Unite for literacy
- University websites
- Virtual visits- Science Works, Zoo, Aquarium, Museums
- Vocabulary.com
- Voiceworks
- Wakelet
- WebEx
- Wheelers
- World Book
- World Book distance learning resources
- World Trade press databases
- YABBA
- YouTube
- Zoom

Reponses 154   Skipped 115

A large percentage of the respondents had not yet accessed statistics and, so, were unable to answer this question at this time.

The list below gives a selection of statistics from respondents who were able to make a useful comment at the time. Clearly borrowing of all kinds showed a marked increase in all formats, particularly material accessible online. That said, for various reasons there were people who did not see an increase. Usually, this is a result of timing, access, or a lack of community knowledge as to what was available.

There appears to be a clear pattern emerging highlighting that schools already using and promoting online tools and resources were more able to effectively move into successful use during remote learning.

Comments (randomly selected, in no particular order):

- ClickView - increase of 600% during remote learning
- EBSCO ANZ reference Centre – increase of 400%
- Gale Virtual Reference Library - increase of 300%
- JStor - increase of 300%
- Wheelers eBooks - increase of 500%
- Britannica - increase of 300%
- Borrowing of ebook collection doubled during remote learning
- Audio books usage increased by 50%
- Online attendance at Virtual Bookclubs saw a 100% increase
- Comparing same period last year with the remote learning period this year (71 days)
- Percentage increase for Britannica online - 970% increase of use for ClickView - 498%
- Percentage increase of use for Libguides (compared 90 day period Oct Nov Feb to 71 days remote learning 27/3 to 6/6) was 76% increase
- For Pressreader (we didn't have last year) but 2363 issues selected with 3209 articles read.
- Percentage increase for Proquest: Searches 249%, unique searches 95%.
- Our library website received over 300% more hits during the remote learning phase
- World Book searches up 875% from February Britannica searches up 1,000% from February
- eBook usage doubled
- 100% increase in eaudio up take and 50% up take on ebooks
- ebook loans more than doubled
- During month of May - 500% increase in audio book borrowing and 2,500% increase in ebook loans.
- Wheelers e-books and audiobooks had increased usage. Active patrons were up by 30.5% and total loans up by 15.5%
- Most of our online resources had a decrease in usage, or similar usage, however, our eBook platform Wheelers had 121% increase in loans, 57% increase in active patrons and 87% in active titles. ClickView views also increased by 145%.
- Significant increase in use of ClickView by staff and students
- 38 Marked increase in searches for articles through The Age.
- Audiobook loans in May increased by 500% compared to 2019. eBook loans in May increased by 2500% compared to 2019!

- Not right now but can say no improvement in E Book borrowing or ClickView viewing in fact they went down.
- Before Remote Learning 10% of teachers used Storybox Library During Remote Learning 80% used it. High uptake for Prep - Year Two staff and students using online encyclopaedia tools - read it to me and translating for EAL students
- Usage of ebook platform has increased up to 75%
- Over 3000 hits to the library page, 1442 hits to our research guides landing page. 120 hits to our online learning resources page
- Usage of eBooks and audiobooks through Wheelers ePlatform is strong
- Usage of Ebooks and audiobooks has increased 2000%!. Use of Libguides increased by 3 times compared to 2019 (2019 1328 views) (2020 3158 views)
- Use of ebook and audio ebooks has increased 400% from pre-remote learning levels
- Over 1000 hits on our Libguides
- 69 24,800 searches too place from 23 March until 12 June which is amazing... endangered animals in yr7, ancient Egypt research, civil rights research
- Ebook loans were up 298 % with a 182% increase in active borrowers. EBSCO databases averaged 4000 hits a month during Remote Learning. This was a new service for us so impressive.
- Our usage of Overdrive has seen a significant growth.
- Self developed google library site which has our databases, access to the library catalogue, wheelers books and topic guides created by teacher/librarian increase of 509%
- 74 % Increase from April 2019 to 2020 EBSCO ebook 332% Gale ebook 267% Library catalogue searches 407% WorldBook 586% PressReader 215%
- OverDrive eBook loans went up 21% in April and 52% in May.
- Borrowing of audiobooks went up 150%
- Our loans of eBooks & audiobooks were tripled during this time, and we loaned out over 3000 physical resources during Click&Collect borrowing.
- Usage of Overdrive has increased 50% during remote learning.
- Not really- ecollection increased during remote learning but peaked in Feb on school return.
- Ebooks increase by 50%, Audio books by 30%
- Number of users accessing ebooks grew 10 fold
- Our print material usage has increased as well as online. Just in the two book swaps, we borrowed out 1131 books. 909 of them were from prep to year 4, and the remaining 222 were the last set we gave out to the 5s and 6s (not including the extras we gave to the girls who asked).
- Encyclopedia Britannica Website – 198922 hits
- Usage of digital books (ebook & audio) increased over 400%
- Wheelers increased 400% in the first month
- Ebooks increased dramatically
- Majority of students returned overseas to continue studies online. Database usage by students overseas was down approximately 60% in Mar/Apr due to changed curriculum and assessment requirements. May had reduction of 50%.
- World Book = 50 % up Wheelers = 20% up ClickView = 30% up PRC = 70% down, new login seems to hinder students.
- The usage for EBSCO and Wheelers were up on all previous years by about 50%
- eBook loans have gone up about 46% on last year, but there really isn't the strong eBook uptake here that I'm used to at my previous school. The students here are having books bought for them by their parents.
- E and audio book access has at least doubled for the period; Hard copy book borrowing, once the shutdown announced was incredible!
- Sora ebook and audiobook digital library usage increased by 13% during the month of March.

- Our Wheelers total loans were up by 217%
- The total loans of eBooks increased from 42 last year to 314 during April 2020
- Access to our Library portal increased dramatically - but we have no statistics
- No physical borrowing occured storybox library used for every lesson & by families for free reading
- eBook borrowing has increased by 200%
- Libguides for most subjects- humanities based were up.
- 77% increase in our Wheeler's eBook loans
- Audiobook loans increased (March -May) 159% Audiobook patrons increased (March - May) 80%
- Use of OverDrive tripled and Clickview doubled
- E book borrowing was up by 75%
- Ebook borrowing was actually down on last year but we only had 1 week between when the kids were re-signed up and when we closed.
- eBook and eAudioBook loans during the remote learning period were an increase of 345% over the whole of last year.
- Loans and reservations via Wheelers ebooks increased by 100%

Reponses 76   Skipped 193

This last question was an open invitation to share. Approximately, a third of the respondents were keen to provide a further response. These are their responses, in no particular order. I have removed a number of responses that, very kindly, thanked the SLAV team for their work and support during the period of remote learning:

- What a time in our professional lives! Great opportunity for school libraries to demonstrate their strengths.

- Clickview has some useful features for teachers, however, as our school does not follow their requirement for student access, it had limited use.

- It was a great opportunity to focus on the what our library circulation system offered in terms of a search page. I was able to actually spend time learning about what was possible and building in features, updating and expanding what it offered. In the day to day running of the library there was never time to sit down focus and learn and implement these skills. It was also a time to focus on some professional reading and research, as well as cleaning up aspects of the library data base that never seem to get done. I was available 24/7 daily to respond to staff and students queries and help

- Working remotely gave me the chance to get the online book club going which help students and staff members engage with books and each other.

- Our students emailed the Library staff with any issues they were having and we often directed them to relevant staff if we couldn't provide the answer. The expectation was that the Library would know, especially among students who used the Library a lot. Same job just a different environment.

- The student loved the online resources we provided, such as Storybox Library, Wheelers Online books, links to other online resources. They enjoyed having their regular library lesson once a week. It was a familiar activity that they found comfort in. Many also called in to the optional Q & A session in the afternoon. My workload greatly increased during this time but it was greatly appreciated by the students and their parents. Teachers also valued the work we put in.

- One of the key take-away lessons would be "less is more". Giving a whole stack of instructions when working remotely online just doesn't work.

- One of the things when using remote learning was that it required a big learning curve for everyone. Assisting students with using different online platforms for meetings was a positive way to engage with students. They got to see teacher librarians in a different light. They saw us as learning with them. A great way to model life long learning.

- I wish government schools had a package of good eresources that were easy to access with students school login.

- Collaboration with the school learning management system administrator was vital in getting information and resources to staff and students at their point of need.

- Remote learning gave me an opportunity to: undertake online professional learning, fix errors and inconsistencies in our school library catalogue, write policies and procedures for a number of areas of our LMS, read and respond to increased email communication, order resources for the library and KLAS, catalogue and process new resources, learn the new features of CLICKVIEW through webinars, engage with colleagues and librarians online, complete planning goals for education department review cycle, create wish lists for term 3 and 4,

- Professional reading, online staff meetings, book club orders, participate in virtual online authors activities, delete students who have left school from library database, ASLA webinars, and listen to library podcasts.

- The school administration took the decision to cut library technician staffing during off-site learning.

- We are understaffed - not enough teacher Librarians. The time at home was an opportunity to work hard on getting the resources into a good position to carry us forward for some time. Establish protocols. Push the value of Library services to the school community

- Remote learning was a massive learning curve for all concerned. It has been an absolute rollercoaster, so much has been learnt and achieved, with still more to be discussed and resolved. The library in my school played a pivotal role during this surreal time, as we hosted the students of essential workers and really became the hub of our school. It was so interesting to see how everything worked, caring for staff and students in these challenging times and working as a team to gain new insights.

- In a primary school of 600 students, I usually spend half my sessions working as an aide supporting students in writing classes and Grade 6 exhibition (IB), running PMP and supporting the Speech pathologist. I was lucky that after two weeks supporting on site students with their school work and helping get all students connected to SeeSaw and Google classrooms and Webex by setting up and lending out school hardware, I was reallocated to weeding and moving the Library in preparation for building works. The other ES staff continued to work onsite too, working where required... including some physical help for me. This meant that the Library was pretty well ready to go when students arrived back at school. I had kept the enthusiasm for reading and connection to the Library going by negotiating a way to become a member of their local library during lockdown (therefore providing access to online resources and e-books that our school could not afford) and suggesting online reading resources when they ran out of hard copy reading material, VPRC encouragement, and video read alouds by Library Big Ted and myself. It did take longer to move than originally thought when building planning began in early Term 1, but I was able to weed and go through every item in the back room and do some work on the catalogue. Something that could not have happened if students were at school! All this will help accessibility for staff and students in the future. I was also able to access a few online PDs which will come in handy in the future too.

- At the end of the remote learning period I completed a report for the College leadership so that they were informed about the work that we were doing. I will send that report via email. One of the important achievements was the retrospective cataloguing of resources. When we changed Library Management Systems from Destiny to Accessit a couple of years ago we lost the Marc records and

some of the data. This was a good opportunity to work on a number of aspects to do with the catalogue and data.

- During this time, I was working from home covering and pre-cataloging new books for students. I also spent time working on library displays because there was no other work available for me to do from home, without any access to the school. Many other small schools would have been in a similar situation.

- Whilst we were not borrowing books out and don't have ebooks in our collection, I wanted to keep the children connected to each other's reading choices so a big focus of our library lessons initially was to share who was reading what and what recommendations the children had. This, as always, provides great suggestions for future book buying for term 3!

- My team completed our Stocktake, weeded and re catalogued our Non-Fiction collection. I was very active in staff teams promoting reading and our services but limited involvement with students as staff were struggling to get through the curriculum online.

- Some smaller schools were unable to provide remote access to catalogues. We gave away books to our students that had been decommissioned.

- Felt a little sidelined as we were told to only provide lessons of 15 - 20 mins per week for remote learning. We were discouraged from Zooming for our classes. I provided book readings and suggested activities. Not much contact with students.

- Was difficult for me as my library staff were stood down during that period and I was flying solo. Really missed their assistance and the opportunity to do so much more.

- I offered to home deliver books to those students who love to read or needed resources for projects they were working on. This gave me a great deal of satisfaction and the students were very appreciative. I created lists of websites and apps that could be used by the whole family (not just secondary students) that were passed to students - lots of reading online and learning activities online.

- I believe remote learning demonstrated the value of the library beyond the collection and books. We quickly upskilled to be able to offer teachers assistance. We organised craft packs to send to kids and offered online instruction and video chat during craft sessions. I had the time to offer any assistance I could to make the lives of teachers easier as I was freed from the supervision of students.

- https://studentsneedschoollibraries.org.au/snapshot-of-a-school-library-during-covid-19-20/

- As a teacher librarian, my sessions need to include borrowing, browsing and reading a story - leaving extremely limited time for discussion and activities. Remote learning allowed me to plan meaningful and creative activities that I would not be able to do on site - such as collage during Jeannie Baker (collection of materials and creation), anthropomorphised characters and story ideas with household items, cooking for Possum Magic, hide and seek for 'Where is the Green Sheep?' I also really enjoyed becoming comfortable enough with the videos etc to start inserting visual humour into my lessons - and have tried to carry that back into the physical library.

- This period of time gave me the opportunity to enrich our online resources and align them to the curriculum. I was then able to share these in a way that has been of great assistance to staff and students such as adding resources in Microsoft Teams and within the classes in this platform.

- Library staff did not stop working. We did lots of catch up and cleanup. We supported staff daily. We had time to create programs we had not had time to create at school. Students kept reading, teachers kept teaching and the library kept supporting people virtually. And boy were we happy that we had created an online library because ...the whole school is a library and if school is at home then the library is there with you!!

- In a time when so much learning was online and Public Libraries closed, our priority was to keep our physical collection accessible to our school community. The positive response to this was overwhelming. Parent and students loved having a break from screen time and reading rates increased.

- Head Librarian being on the Leadership team was most helpful

- We have skilled up and streamlined our libguides service and been able to clean and perfect shelve and stocktake while still keeping the library staffing roster to a minimum. Clickview and our ebooks platform have been used extensively and continue to be heavily used after return to school.

- The libraries at Sale College were vital during remote learning, not only did they provide a suitable venue for 'at school' students but having access to very capable and knowledgeable staff allowed many issues both technical and resource based to solved with a quick turnaround.

- Remote Learning did wonders for the role of the Library at K. I am new to the role this year and was working to repair damage by predecessors who didn't teach or value the role. Transitioning into Remote Learning mean I was able to demonstrate how versatile and necessary we are as well as initiate the use of online platforms much faster than planned.

- Really nice parent feedback, especially from Junior School parents, who "listened in" to story time and library lessons and shared how well they were run and how much the students enjoyed their library lessons.

- The library was asked to capture and document the School's community history during the lockdown. These collections are available at https://library.mentonegirls.vic.edu.au/covid-19

- Each day I was blown away by our school staffs drive to make sure their teaching standards continued while teaching remotely, also maintaining great enthusiasm and professionalism in such a new and unprecedented endeavour. The majority of our students engaged fantastically with their remote learning and students and parents all deserve acknowledgement for their own sacrifices to make sure their children remained in contact and energised with their education.

- In R, we provided "Click and Collect" and Care Package for our community (Both staff and students), we personalised both facilities to suit the individual needs. As well as we provide Libguides to help students with all electronic resources.

- I loved the challenges of providing library services "differently". We really are flexible!

- Our library stayed open the whole time with staff staggered with working from home or in the library. It worked well. We caught up with lots of cataloguing, cleaning up of the catalogue and jobs we often dont get time to do.

- Local libraries ebooks and audio books also played a huge role to supplement the school library.

- Please acknowledge that some library staff were stood down and the support that was wanted to be offered was incredibly challenging. There was no support for the stood down library staff, which was incredibly sad. The pressure on the staff left to run the library was overwhelming as many have both eLearning role and had to deal with the technical glitches of supporting staff as well as having to teach web conferencing as per library timetable.. overwhelmingly stressful.

- I would just like to add that at this time of Covid-19 I feel like library technicians have picked up lots of additional duties like on site student classroom supervision. There was a focus on health and safety both in the media on schools teaching staff and not school operations, and I feel like some of us in the industry were and still are a backbone of getting the schools through this. I would also like to acknowledge the great work that the teaching staff have done, it is a learning curve for all of us.

- Due to a lack of a functional system, we relied heavily on community honest when we loaned resources. To date, this is proving worthwhile, but our data is inaccurate.

- Students loved virtual storytimes with our staff

- Having qualified staff able to provide online support and resources would be beneficial.

- I encouraged all staff and students to take a photo or video of them remote learning/teaching/working on the first day and we will be creating a time capsule for future generations to see. (A copy of everything will also be stored in our digital archives.)

- Even though the school was closed we were still able to provide a service to students and staff. Our digital presence is always prominent and did not show any great increase of use or decrease. Work flows were generated by teachers and in this time of remote learning, I believe they too were "warming" to the situation and may not have directed students to the full suite, offered them so as to avoid overloading students in the digital world that was already daunting. eg. we did not go with promotion of Victorian Premier's Reading Challenge as planned due to staff feeling that it was just one more element that the boys would have to had coped with at a time when they were already organizationally challenged.

- Investigated in week 1 of term 2 about ebooks and still waiting for management to approve which is very frustrating.

- Our Library was highlighted via the X social media site due to the excellent LibGuides we created. We also created some of our own online resources - videos of how to place a book on hold, reading and illustrating the first chapter of books.

- Staff became more appreciative of the services we provide as they became more aware of and users of our services.

- I set up a book club and managed to create a good interaction with a school refuser who enjoys reading. I feel that this interaction was of real benefit to him in making him feel part of the school community.

- Our library was completely shut down during remote learning period.

- It showed how little Teaching Staff knew what we had to offer, and senior leadership how hard it is to find digital resources stored in varying locations on the school network

- I felt that there was a lack of understanding regarding my role (Library Technician) and I could have been engaged in library work rather than redeployment. Other library staff undertook work during the shutdown that technicians would have normally completed.

- Having access to our LMS remotely would have been a big help

- We became the pick up/drop off point for computers, internet assistance, teachers requiring hard copies of work for students, having their projects printed and bound and the printing of SACs etc. Keep very busy the whole time, students were doing remote learning

Further Evidence

In response to the first period of remote learning many members submitted articles to our two journals, *FYI* and *Synergy*, for publication on this topic. The following are available upon request:

boyd, danah. (2020). Teens Are addicted to socializing, not screens: Screenagers in the time of coronavirus. *Synergy*, *18*(1). Retrieved from https://www.slav.vic.edu.au/index.php/Synergy/article/view/375

Duggan, E. (2020). Capturing students' interest and igniting their imagination during remote learning. *FYI*, *24*(3). Retrieved from https://slav.vic.edu.au/index.php/fyi/article/view/390

Frazzetto, M., Richiuiti, R., & Petricevic, J. (2020). Genazzano Library at a distance. *FYI*, *24*(3). Retrieved from https://slav.vic.edu.au/index.php/fyi/article/view/386

Galati, A. (2020). Visible value and remote learning. *FYI*, *24*(3). Retrieved from https://slav.vic.edu.au/index.php/fyi/article/view/389

Godfree, H., & Korodaj, L. (2020). One school library's COVID-19 story. *FYI*, *24*(3). Retrieved from https://slav.vic.edu.au/index.php/fyi/article/view/387

Hall, J. (2020). Thriving in the new normal: changing perceptions and leading change. *Synergy*, *18*(1). Retrieved from https://www.slav.vic.edu.au/index.php/Synergy/article/view/370

Hume-Twining, L. (2020). COVID and beyond. *FYI*, *24*(3). Retrieved from https://slav.vic.edu.au/index.php/fyi/article/view/400

Kottachchi, N. (2020). How did the Mentone Girls' SC library help our teachers and students during COVID-19?. *FYI*, *24*(3). Retrieved from https://slav.vic.edu.au/index.php/fyi/article/view/391

Oder, B., & Ward, S. (2020). Rising to the challenge. *FYI*, *24*(3). Retrieved from https://slav.vic.edu.au/index.php/fyi/article/view/392

Phillips, S. (2020). COVID STEM. *FYI*, *24*(3). Retrieved from https://slav.vic.edu.au/index.php/fyi/article/view/398

Phung, R. (2020). Online reading lessons. *FYI*, *24*(3). Retrieved from
https://slav.vic.edu.au/index.php/fyi/article/view/388

Sendeckyj, J. (2020). There and back again: 'Flipping' the Reading Program to remote mode. *FYI*, *24*(3). Retrieved
from https://slav.vic.edu.au/index.php/fyi/article/view/393

Simkin, M. (2020). Opening a refurbished library in a COVID-19 world. *FYI*, *24*(3). Retrieved from
https://slav.vic.edu.au/index.php/fyi/article/view/394

The spread of articles published during this period in our journals, on this topic, are excellent examples of best practice responses to remote learning. They also indicate a high level of engagement with the issues related to learning and teaching by school library professionals during a time of disruption. These teacher librarians, and their school library teams, have also demonstrated a level of proactivity, expertise and reflection that is to be celebrated.

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