

Michelle Kelly
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Selection Criteria Glengarry Primary School

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Demonstrated ability to use computers and a range of application software packages, particularly databases, spreadsheets and word processing.

As I currently enjoy a permanent, 3-day fortnight, Level 2 Library Officer position at Lancelin Primary School and a 6- day fortnight contract position at Guildford Primary School, I am familiar with school and library technology. I have used library software such as VDX, Vubis, Pharos and Amlib. At Lancelin Primary School and Guildford Primary School, I use Bookmark, Scholastics, SCIS, Integrus and the Department of Education portal etc.

I use software common to a business/office environment such as Word, Excel, PowerPoint, Email, Skype, CRM, Wiki and server filing systems etc. I am familiar and confident with technology as I use various equipment and software daily in my personal and work life. I can maintain the school website / Facebook / Instagram etc. if required.

I enjoy helping staff/ students/ parents use the computers and systems to conduct research and access library resources. As our world becomes more digitally focused, I believe I can assist with teaching ways to recognise real vs fake news and determining the reliability of online sources of information.

I would love to join a library interested in developing e-resources alongside traditional resources. This gives students access to e-books, such as class readers or non-fiction books that date quickly. Online resources and e-books could be accessed using class and library iPads.

I love listening to various podcasts to keep ahead of library and book trends. This helps me ensure our libraries are relevant and with knowledge of book reviews and genres I can find the right book for the right child at the right time. Great skills for helping students choose a book they can disappear into while reading in bed or curled up on the couch.

I often assist with supervising the student's use of the library during school hours, in collaboration with teachers, education assistance and singularly, I have not been involved in official 'teaching' roles but would welcome the opportunity.

I have been involved in all tasks such as, stocktake, weeding, purchasing, budgeting, rosters, managing memberships and the entire daily to yearly tasks of managing a school library that is modern, relevant, engaging and inclusive

I am confident and developing ways to interrogate Bookmark for reporting purposes. I provide teachers with borrowing reports for their class and they have told me this helps them to link literacy efforts and advancement, with library borrowing habits and reading programs. I provide reports to administration for record and auditing purposes and the school finance committee for whole of school budget planning. I use reports to assist with weeding decisions and library/literacy purchase planning.

I look forward to maintaining school resources that include archives, physical library resources, equipment, teacher resources, reading resources and digital resources across the school.

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Demonstrated experience in providing administrative support with the ability to organise and prioritise tasks effectively

In all my roles in life from mum, to house duties, to work, the ability to prioritise from moment to moment is one of the skills that make it all come together. For me it is the students that make my day and I put aside my tasks to interact with them. Showing an interest in their weekend or activities and engaging with them to help them feel welcome and safe. With a trusting relationship I can help them discover the joy of reading a good book and be a part of the school's efforts in ensuring students wellbeing and educational needs are met.

I understand that schools are busy and fluid. I try to structure class library exchange times and library programs with flexibility. In this way teachers can shift library times around if needed. Different classes would like to achieve different things during their library session. I liaise with the teachers to structure each library time to suit their needs as well as my own.

I design library displays to correspond with school and community events, always a fun and creative outlet. Students love to be involved and will assist with making art and objects for displays. I collaborate with staff to coordinate library activities and displays with other events in the school or term curriculum topics. I coordinate Book fair, book week and book club.

I have coordinated library exchange times with other school activities such as LOTE, choir, African drumming and computer lab. I can manage a library roster to ensure everyone can access the library and all resources.

I have managed a library budget and ensure it is administered effectively and in accordance with Departmental procedures. I order consumables, handle correspondence and accessioning tasks. I have also assisted with handling the bookings of facilities, equipment and teacher resources. I am compliant with department record, asset keeping and other policy and procedures. Using the department portal to refresh my memory when needed.

I manage my tasks and times effectively using term planners and calendars both paper and online. I review and plan tasks by year, term, by week and by day. Using my organisation skills and the organisational tools available to me I successfully coordinate all school and library tasks.

I also keep an up to date 'Library to do manual' specific to each library (based on the manual produced by LIFT, a library support group I access on Connect). I can refer to this if becoming a little unfocused or unsure what to prioritise and it always helps me to regroup.

I know with the support of my team, my school community, my organisation skills and tools I can plan and prioritise to make sure all tasks are completed successfully and on time.

Demonstrated good interpersonal skills and ability to work unsupervised and in a team environment.

In my role at Guildford Primary School I am the only library officer, but I work closely with Kathy my direct supervisor and corporate officer. I also have a team of volunteers who come to the library, some to help and some to train as they wish to pursue a similar career. Together we can have several library programs running and offer more to the students. We each share the responsibilities for the running of the library and library programs, helping each other achieve outcomes, offering

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professional and moral support. With open communication and honesty, the ability to ask questions and to empathise helps me to lead and be led and to know when I should have a voice and be heard and when I should listen and learn.

I work with the literacy team in managing the reading room resources and the literacy program at Guildford Primary School. I have assisted with choosing appropriate resources and accessioning and organising them for quick access. In Guildford I manage the Literacy Pro resources and assist teachers, students and parents with selecting interest, age and level appropriate books to take home. I help with accessing quizzes and will conduct quizzes with children if the book they want is not officially a literacy pro book. I also run the Storydog program for struggling readers.

I believe that school library officers and the library do not operate in a vacuum and should be the heart of the school and given priority as such. Therefore I hope to work in a library that allocates enough resources to fully support the library in not just keeping good books on the shelf, but contributing to whole school events, literacy and library programs that promote the love of reading and learning.

I love taking responsibility for the library, being part of the literacy team and contributing to whole school events. I understand whole school events may take priority at times and I am honoured to be involved when given the opportunity.

Building relationships with students, staff and parents helps me to understand the culture of the community and ensure the library reflects this. For example, In Lancelin, I will often talk to the community about their recent fishing exploits and recent horse show outcomes and this is reflected by the greater than usual depth and breadth of resources covering these subject areas. In Guildford Primary School I often have conversations about sport statistics and cooking. We have a very old and very loved Cadbury recipe book that has seen better days. I have introduced a newer edition, but the newer edition is often snubbed while the 'old favourite' rarely hits the shelf as it remains in constant circulation.

Having a personal yet professional relationship with people is rewarding and enables me to assist people with not just informational needs but also emotional. The library is an inclusive and supportive space for all. I will often have students/parents/staff that hide in the library for a little while to regroup. On hot and cold, wet days, the library is the best place to be.

I believe the same principles of customer service, such as a positive attitude, a motivation to be helpful, the ability to empathise and listen to others is also the basis of maintaining good working relationships with colleagues. Working together to create a library that comes to life with engaging displays and resources appropriate to the students and teachers across learning areas.

The kids love helping and teaching them gives them a sense of ownership for their library, also many hands make light work. When helping me cover or stamp for example, the books may not be 'perfectly' accessioned in the sense of neatness, but the pride they feel is more rewarding. With help we have more time for interesting displays and things like Book club.

To promote reading at Lancelin and Guildford Primary School I have the Library open before and after school and during lunch breaks (I take my breaks outside of these times, I attend morning tea and staff meeting to keep in touch with colleagues). The children are welcomed and encouraged to come to the library at these times and I am available to read to them, or they read to me. We talk about

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books and I recommend books they may enjoy. We have a program where students recommend books to other students. We have a suggestion box the children use to recommend purchases such as books but also things like bean bags or games. I often read the books the kids are reading so we can discuss them together. I also stock books like Bad Guys. Bad Guys has a 'comic' feel to it and can work well for some of my reluctant boy readers.

As the Library Officer I take ownership of ensuring the library is relevant and engaging for the whole school community. I take responsibility for the day to day and year to year running of the library and I do this with no supervision but a lot of support. I work hard to be part of the school community and teams. I think it is important for the library officer to be part of the literacy strategic plan of the school and to be part of the literacy team that organises reading and literacy programs. In this way library and literacy can go hand in hand. With collaboration there is minimal double handling and better opportunity to stretch budgets and resources.

Demonstrated good verbal and written communication skills, including application of customer service principles and practices.

Verbally, I am confident to adjust body language, tone and topic to suit the audience. Using my voice and body to communicate a desire to assist library visitors in accessing the libraries resources. I am confident in my ability to assist elderly Mrs Thomas in accessing her email account and the year six student in understanding the steps involved with researching a topic for an assignment and locating appropriate resources. I have had the opportunity to develop my skills in customer service through my studies and employment. In my role at Ellenbrook Library, which serves the Ellenbrook community and the school community, I provided professional and friendly assistance to the public, teachers and students

I can communicate and assist children in a way that empowers them and encourages them to access all library resources with confidence, I am comfortable to embrace the diversity that different cultures, upbringings and abilities bring to a school community and I look forward to helping with the fostering of an inclusive and kind culture of respect for all.

I use customer service principles and practices such as delivering on what is promised within an agreed time frame, listening and paraphrasing for clarification, and empathising. I know that library customer service is about genuinely having a good attitude and a willingness to be helpful to make sure colleagues, teachers and students' tasks are made easier to achieve.

I love writing to the same degree that I love reading. In my previous marketing role, my favourite task was creating content. Crafting case studies and blog posts, proposals and tenders, policies and procedures. Changing the writing style and tone to suit each medium and intended audience. Researching the topics and weaving the words together to suit a purpose.

Eligibility and Training

I am willing and able to undertake all training and eligibility requirements in regard to performing this role to the best of my abilities.