

TAFE Libraries Australia

TAFE Libraries Australia (TLA) is a peak national library group that actively promotes an integrated approach to the delivery of library and information services, and which advances and supports Vocational Education and Training (VET) outcomes and the emerging changes in learning and teaching. TLA members meet via teleconference four times a year to discuss relevant issues related to the following key focus areas.

Key focus areas:

1. Provide expert and informed advice on TAFE Libraries to relevant bodies
2. Monitor developments in learning strategies and information technologies
3. Develop and disseminate national guidelines and performance measures
4. Collect and distribute national TAFE Library statistics
5. Provide strategies on the development of information literacy skills within the VET sector
6. Promote the sharing of information and resources, including consortia
7. Encourage and support the development of best practice in TAFE libraries
8. Promote future directions for TAFE libraries
9. Promote discussion of library and information issues in the VET sector
10. Propose and manage research projects that related to the work undertaken by information professional within TAFE
11. Encourage cross sectoral library co-operation.

2008 activities

This year TLA has made a submission to the Australia 2020 Summit, participated in the ALIA Education and Workforce Summit, encouraged participation in the neXus 2 Workforce planning survey and will be representing TAFE libraries in the Electronic Resources Australia Members Forum and the Peak Bodies Forum.

TLA also reviewed the terms and conditions of the TAFE Libraries National Reciprocal Borrowing Scheme, a key initiative of TLA to promote access to information and resources for TAFE clients across the nation. This scheme allows students and staff of participating TAFE libraries to register and borrow materials in person from any other participating host TAFE library in any other state, in addition to their own home library, thereby improving access to library materials. The scheme is designed to assist students and staff who may be enrolled with or employed by a TAFE institution in one state but who find it convenient to access TAFE library services in another state.

The NRBS Agreement, participating libraries and a borrower registration form and card can be found on the TLA web site.

TLA Web site

Our current Website is sponsored by Swan TAFE. <http://library.swantafe.wa.edu.au/tla/>

A new TLA web and wiki site is under development and will become available later in 2008.

Some key facts and figures re the TAFE library sector

TAFE libraries support the development and training of skilled workers and professionals in the Australian workforce through 70 national Institutes, which encompass 387 campus libraries. Australian TAFE libraries had 14 million visits in 2006.

The TAFE libraries have a varied clientele, ranging from people with very low levels of language and literacy to those who have already completed a degree. Our clients range in age from 15 to 65+ and 47% of TAFE students are over the age of 30. Some 397,900 apprentices and trainees were in training as of September 2007.

There has been a shift in the role of TAFE libraries with a move to a supportive environment for workplace learners. Library staff are becoming facilitators to learning, assisting in the use of technology and providing information literacy instruction and access to learning resources.

TLA state representatives

TLA members are representatives of the respective government VET providers, library associations or networks. Membership consists of one elected representative from each state and territory.

ACT	Lynn Fletcher, Canberra Institute of Technology
NCVER	Miriam Saunders, National Centre for Vocational Education & Research
NSW	Lucy Hill, TAFE NSW
NT	Ruth Quinn, Charles Darwin University
QLD	Kerry Muston, Tropical North Queensland Institute of TAFE
SA	Annette Dornin, TAFE SA & Jeannine Hooper, TAFESA
TAS	Debra Hannan, TAFE Tasmania (Convenor)
VIC	Kay Weaver, East Gippsland Institute of TAFE
WA	Alexandra Dailakis, TAFEWA

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