

Library reading promotion teachers strive to develop a reading environment at school to create a reading space with human touch

(Courtesy of Ting-Yun Shen at the Division of Junior High and Elementary Education)



To establish an engaging reading atmosphere at school, the K-12 Education Administration, Ministry of Education, launched the “library reading promotion teacher” program in the school year of 2009 and has since implemented it on a school year basis. Under this program, full-time schoolteachers need to receive library and information science and reading education and training to serve as library reading promotion teachers and integrate their schools’ reading resources. In the school year of 2021, the K-12 Education Administration assisted elementary schools in appointing 377 full-time teachers as library reading facilitating teachers and junior high schools in appointing 203 full-time teachers and continued to hold beginner and advanced workshops during the winter and summer vacations to help library teachers to hone their abilities.

After the 2019 curriculum guidelines were launched, reading competence has become one of schools’ crucial development goals. Those appointed library reading facilitating teachers will help schools shape an engaging reading environment in due course, thereby raising students’

interest in reading and extending the integration of reading into various subjects. As such, schools will be able to cope with the competency-based education to be implemented under the 2019 curriculum guidelines.

As per the K-12 Education Administration, library reading facilitating teachers aim to assist schools in setting reading development goals, organizing regular reading activities, and developing library reading environment, reading corners, and digital reading environment, while collaborating with teachers of various subjects to plan the integration of reading and information competency into the curriculum, recruiting and training reading and library volunteers, connecting with and adopting external reading resources, and holding reading competence training for teachers.

Take Keelung Municipal Ren Ai Elementary School as an example, this school's library reading facilitating teachers have designed "Go! Travel Through Hometown" and worked with social science, Chinese literature, and integrative activity teachers at the school to lead students to read old photos, maps, and hometown cuisine publications and other materials, rewrite and summarize information and take notes, and adopt information software technology to develop an itinerary and go on a trip in hometown. Afterwards, students are asked to present the results of their exploration in diverse forms as hometown experts. Library reading facilitating teachers incorporate reading education into their school's courses, while forming a professional reading community with teachers at their schools to prepare for classes together, thereby enhancing the reading competence education at school.

In addition, these teachers have not only been recognized for their assistance provided to their schools but also won individual awards. Take the Award for Best Reader as an example, among the winning schools over the years, 50.8% of elementary schools and 47.5% of national schools have library reading facilitating teachers in place. For 11 years, during which the Ministry of Education has implemented the library reading facilitating teacher program, six such teachers have been recognized by the National Excellent Teacher Award, and many stated that: through

assisting students in their reading, they were able to rediscover their value as teachers.

According to the K-12 Education Administration, the library reading facilitating teacher program has not only improved students' ability of reading, writing and independent exploration but has been aligned with the spirit of spontaneity, interaction, and the common good under the curriculum guidelines.