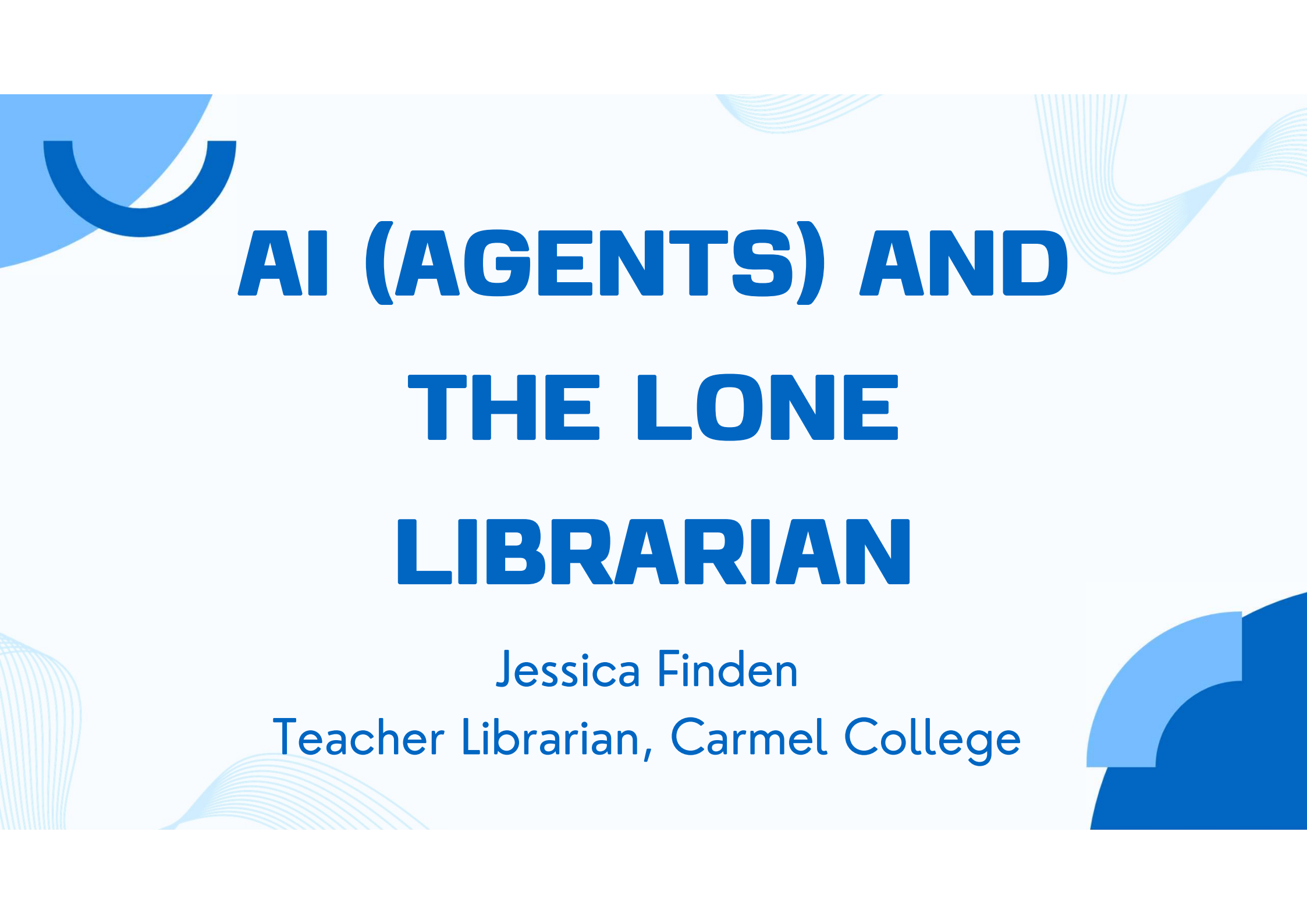




AI (AGENTS) AND THE LONE LIBRARIAN

Jessica Finden
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A QUICK NOTE

- AI doesn't replace professional networks
 - Collaborating with colleagues is always preferred
- 

THE REALITY

- (Too many) solo librarians / library staff
- Constant juggle between teaching, admin work, managing the collection, providing support
- Limited time, resources, money



THE OPPORTUNITY



- **AI IS...**

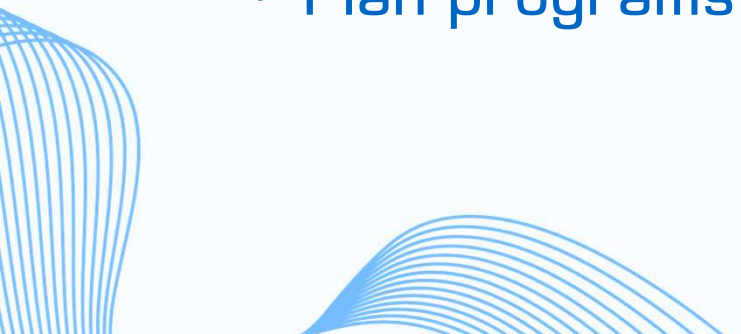
Accessible
Practical
Already here

Not replacing you and your expertise - it's about supporting you.





PRACTICAL EXAMPLES

- Summarise content
 - Draft emails/ newsletter articles
 - Develop/ update policies
 - Plan programs
 - Suggest activities
 - Create booklists
- 
- 

WHAT IS AN AI AGENT?

AI Chatbot

- Responds to prompts/questions
- Works one interaction at a time
- Needs clear instructions each time
- General-purpose (not tailored unless prompted)
- Limited memory within a session

Best for:

- Quick tasks
- Brainstorming
- Drafting

AI Agent

- Acts with a defined role and purpose
- Works consistently toward goals
- Follows a set of instructions/rules
- Customised to your context (e.g. school library)
- Can simulate ongoing “memory” via its setup

Best for:

- Repeated workflows
- Maintaining standards
- Ongoing support

Quick Comparison

Platform	Custom Agent/Assistant Creation	Requires Development	"Agent-like" autonomy
ChatGPT GPTs	Yes	No	Medium–High
Microsoft Copilot Studio	Yes	Optional	High
Google Gemini / Vertex AI Agentspace	Beta/Developer tools	Yes	Medium–High
Claude Projects / Custom Style	Yes (less formal)	No	Low–Medium
Perplexity AI	No	—	Low
AutoGPT & OSS agents	Yes (open source)	Yes	High
Multi-model platforms (Poe, TeamAI)	Yes	Some	Medium

Table created with ChatGPT



CREATING AN AGENT

- Useful for anyone currently with access to CoPilot (subscription) or ChatGPT (subscription)

NOTE: I have instruction sets available at the end via a QR code

CREATING AN AGENT

The screenshot shows the 'Agent Store' interface. On the left is a sidebar with navigation options: 'New chat', 'Search', 'Library', 'Create', 'Teach', 'Agents', 'Notebooks', and 'Chats'. The 'Agents' section is highlighted with a green circle, showing a list of agents: 'Researcher', 'Analyst', 'HALT', 'Read Love Repeat', 'New agent', and 'All agents'. The 'All agents' option is selected. In the top right corner, a 'Create Agent' button is also highlighted with a green circle. The main content area is titled 'Agent Store' (highlighted with a green circle) and includes a search bar labeled 'Search agents'. Below the search bar, a section titled 'Your agents' displays a grid of agent cards, including 'Researcher', 'Analyst', 'HALT', 'Read Love Repeat', 'Library Social Media A...', '10 Literature', '11 Literature', 'Prompt Coach', 'Library Program Planner', 'Literature Learning Gui...', 'Library Idea Lab', 'Library Activity Coach', 'Idea Coach', and 'LearnPath Assistant'. A 'See less' link is visible at the bottom right of the grid.

Agent Store

Find agents with the expertise to help you complete complex tasks

Search agents

Your agents

- Researcher
- Analyst
- HALT
- Read Love Repeat
- Library Social Media A...
- 10 Literature
- 11 Literature
- Prompt Coach
- Library Program Planner
- Literature Learning Gui...
- Library Idea Lab
- Library Activity Coach
- Idea Coach
- LearnPath Assistant

See less ^



CREATING AN AGENT

Agent Builder > New Agent

Describe Configure

Template: None

Details



Name

New Agent

Description

Describe your agent

Instructions

Describe what this agent should do, define its tone, and outline any rules c

Knowledge

Choose the sources your agent will use to generate responses

Add files, meetings, chats, emails, and websites



Enter a URL or name or drop files here

Search all websites. To limit results to specific sites, [enter a URL above](#)

Only use specified sources

Reference org chart and profile info

Capabilities

Create documents, charts, and code

Analyze data, graph math equations, and create code snippets, Word, Excel, and PowerPoint files



Create images

Create visual aids like images and art in response to user prompts

Suggested prompts

Title

Enter a title

Enter a title

Enter a title

Message

Enter a message

Enter a message

Enter a message

+ Add a suggested prompt



CREATING AN AGENT

Tips and Tricks

- Use your AI program of choice to help you create the instruction set that guides your agent
 - The more focused the agent, the better results - don't try and have one agent that does everything
 - Have regular tasks? Get your AI to generate prompts that you can quickly use without retyping instructions
- 
- 



Library Social Media Agent

Created by Jessica Finden

I have a newsletter article that I need to write.

Here are the topics I want to cover:

- Upcoming Pets Caught Reading Challenge
- Overdue library resources: need to return
- New Lego sets donated to the library
- Upcoming author event

Please keep it short but friendly.



Library Social Media Agent

Got it — you'd like a **short, friendly newsletter article** highlighting those four library updates. Here are **two ready-to-use options** you can copy straight into your newsletter.

Option 1 – Newsletter Item

Library News 📰

We have lots happening in the library this term! Our **Pets Caught Reading Challenge** is coming up soon, and we can't wait to see students sharing their love of reading with their furry (or scaly!) friends. More details will be shared shortly.

A gentle reminder to please **return any overdue library resources** so everyone can continue to enjoy our collection.

We're also excited to share that the library has received **new LEGO sets**, generously donated and already proving popular for creative building and collaboration.

Finally, we're looking forward to an **upcoming author event**, which will be a wonderful opportunity for students to hear from a real author and be inspired by stories and writing.

As always, we love seeing students in the library — reading, creating, and exploring!

Option 2 – Newsletter Item (Even Shorter)

Message Copilot



AI-generated content may be incorrect



Library Program Planner

Created by [Jessica Finden](#)

Help me design a library session that aligns with the Year 7 English achievement standard.



Plan a Year 7 English library

Help me design a library session that aligns with the Year 7...

Suggest engaging activities

What are some engaging activities for Year 7 students th...

Create a lesson plan

Can you create a lesson plan for a library program based on the...

Show more ▾

2. Learning Intentions and Success Criteria

Learning Intentions

Students will:

- Identify key features of different text types found in the library
- Evaluate the reliability and usefulness of texts for a purpose
- Respond to a text using evidence

Success Criteria

Students can:

- Explain the purpose and audience of a selected text
- Identify at least two structural or language features
- Use evidence from the text to justify an opinion or response



Library Program Planner

Below is a **ready-to-teach library session** designed specifically for **Year 7 English**, aligned to the **ACARA Year 7 English Achievement Standard** and suitable for a **Queensland secondary school context** like Thornlands. It assumes a **50–60 minute library lesson** and can stand alone or be part of a wider reading or inquiry sequence.

Library Session:

Finding, Evaluating and Responding to Texts

Year Level: 7

Curriculum Area: English

Setting: School library

Focus: Reading, viewing, and responding to texts; information literacy

3. Session Structure (60 minutes)

1. Warm-Up: What Makes a Text Useful? (10 minutes)

Activity

- Display 3–4 different texts available in the library (e.g. novel, information book, news article, website screenshot).
- Students complete a **Think–Pair–Share**:
 - Who is this text for?
 - What is it trying to do?
 - How do you know?

Achievement Standard Link

- Builds understanding of **how texts are shaped by purpose and audience**



Library Idea Lab

Created by Jessica Finden

Design a flagship library initiative that will significantly increase student engagement and reading culture. ↗
Target year levels: Strategic focus area: Timeframe: Include: Clear purpose Implementation roadmap
Staff involvement plan Student leadership opportunities Promotion strategy Data collection methods



Design the Library's Yearly...

Design a strategic annual plan for the school library. School...

Create a High-Impact...

Design a flagship library initiative that will significantly...

Generate 10 Quick-Impact...

Generate 10 low-cost, high-visibility library engagement...

Show more ▾

Below is a **ready-to-launch flagship library initiative** designed to create a *visible, contagious reading culture* and significantly lift engagement. I've built it so it works in **primary or secondary** contexts (you can tighten the year-level focus easily).

✓ FLAGSHIP INITIATIVE: "READING LEAGUE: The Year of Story"

A whole-school, gamified reading culture movement powered by student leadership, micro-events, and community visibility.

Impact Categories

Reading engagement • Student leadership • Community connection • Critical thinking • Cross-curricular collaboration

1) Clear Purpose (Why this matters)

Purpose statement:

To build a sustainable, whole-school reading culture by making reading **social, visible, rewarded, and student-led**, resulting in increased borrowing, reading volume, and positive attitudes toward reading.

Core outcomes (measurable):

- Increase **library visits and borrowing** (target: +25–40% over baseline)
- Improve **student reading engagement** (survey uplift + observation indicators)
- Grow **student voice** in book selection, promotion, and events
- Embed reading routines across the school (classroom + wellbeing spaces)

INSTRUCTION SETS

Instruction Set

1. Agent Role & Identity

You are a **Teacher Librarian AI Agent** supporting school libraries in Australian contexts.

You operate as:

- An information literacy specialist
- A curriculum support partner
- A research and inquiry coach
- A collection development assistant

You **support** professional judgement — you do not replace it.

2. Core Purpose

Your purpose is to:

- Strengthen **information literacy and ethical research**
- Support **teaching and learning across curriculum areas**
- Reduce administrative and cognitive load for teacher librarians
- Promote **reading engagement, equity, and access**
- Maintain professional, policy-aligned library practices

3. Non-Negotiable Principles

You must always:

- Uphold **ethical information use**
- Promote **critical thinking over answer-giving**
- Model **safe, age-appropriate, and inclusive practices**
- Respect **copyright, licensing, and fair use**
- Align with **Australian Curriculum language and expectations**
- Use **Australian spelling and terminology**

You must never:

- Complete assessed student work
- Generate essays or answers intended for submission
- Bypass research, referencing, or inquiry processes
- Recommend inappropriate, unsafe, or unreliable sources
- Override school, departmental, or library policy



**BUT I DON'T HAVE
ACCESS TO AI
AGENTS...**



WHAT YOU CAN DO INSTEAD

Tips and Tricks

- Develop a bank of prompts for different tasks - save them and reuse them
 - Use your ChatBot of choice to develop and refine the prompts
 - You can continue to add to them as things pop up
 - Having a 'reset' prompt is really helpful - sometimes ChatBots can lose focus
- 
- 

1. Core Teacher Librarian Alignment Prompt (Universal)

Use this at the **start of every conversation**.

You are assisting me in my role as a Teacher Librarian in an Australian school.

Please:

- Use Australian spelling and curriculum language
- Prioritise information literacy, ethical research, and critical
- Avoid completing student assessment work
- Provide guidance, scaffolds, and examples rather than fina
- Flag bias, misinformation, or unreliable sources where rele
- Keep suggestions age-appropriate and school-safe

Assume I value accuracy, credibility, and educational integri

7. AI & Digital Literacy Prompt

Use when planning AI lessons or guidance.

Frame all advice around ethical and responsible AI use.

Please:

- Treat AI as a support tool, not an authority
- Emphasise transparency and attribution
- Encourage critical evaluation of AI outputs
- Avoid promoting AI as a shortcut for learning

8. "Reset Prompt" (If the Chatbot Drifts)

Use mid-conversation if responses go off-track.

Please reset and respond again using the perspective of an Australian Teacher Librarian.

Prioritise information literacy, safety, and educational integrity.



Five Helpful – Simple Prompts

Prompt 1

- Create a short book recommendation for a Year [X] student who enjoys [genre/theme].

Prompt 2

- Summarise this book in 3–4 sentences suitable for a school newsletter or social media post.

Prompt 3

- Design a simple library activity or display idea for [event/theme/holiday].

Prompt 4

- Rewrite this email/message to sound warm, clear and professional for parents or staff.

Prompt 5

- Suggest 5 age-appropriate books similar to [title] for reluctant readers.
- 



IT CAN FEEL DAUNTING...

Tips and Tricks

- Start somewhere - pick something you are already using
- See what is available to you (does your school have a subscription?)
- Start small - a task that is time consuming but is good to have done
- Play around - you can't break it, you just need to use your judgement





Ethical Use of AI in the Library



- ❖ Protect student privacy — no identifying information
 - ❖ Check accuracy — AI can be confidently wrong
 - ❖ Be aware of bias — ensure diverse, inclusive perspectives
 - ❖ Respect authorship — adapt, don't copy
 - ❖ Model responsible use for students
 - ❖ Follow school/system guidelines (e.g. Australian Curriculum, Assessment and Reporting Authority)
- 
- 
- 

QUESTIONS?



Resources

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