



International Federation of
Library Associations and Institutions

IFLA School Library Guidelines

Written by the IFLA School Libraries Section Standing Committee

Edited by: Barbara Schultz-Jones and Dianne Oberg, with contributions from
the International Association of School Librarianship Executive Board

2nd revised edition

June 2015

Endorsed by the IFLA Professional Committee



International Federation of Library Associations and Institutions, 2015.

© 2015 by International Federation of Library Associations and Institutions. This work is licensed under the Creative Commons Attribution 3.0 (Unported) license. To view a copy of this license, visit: creativecommons.org/licenses/by/3.0

IFLA
P.O. Box 95312
2509 CH Den Haag
Netherlands

www.ifla.org

Table of Contents

Preface	6
Executive Summary	7
Recommendations	10
Introduction	12
Chapter 1 Mission and Purposes of a School Library	16
1.1 Introduction	16
1.2 Context.....	16
1.3 Definition of a school library.....	16
1.4 Role of a school library within a school.....	17
1.5 Conditions for an effective school library program	18
1.6 Vision statement for a school library.....	18
1.7 Mission statement for a school library	19
1.8 School library services.....	19
1.9 Evaluation of school library services and programs.....	19
Useful Resources	20
Chapter 2 Legal and Financial Framework for a School Library	21
2.1 Introduction	21
2.2 Legal bases and issues	21
2.3 Ethical bases and issues	21
2.4 Infrastructure Support for School Library Development	22
2.5 Policies	22
2.6 Planning	23
2.7 Funding	23
Useful Resources	24
Chapter 3 Human Resources for a School Library	25
3.1 Introduction	25
3.2 Staffing roles and rationale.....	25
3.3 Definition of a school librarian	25
3.4 Competencies needed to provide school library programs	26
3.5 Roles of a professional school librarian	27
3.5.1 Instruction.....	27
3.5.2 Management	27

3.5.3	Leadership and collaboration.....	28
3.5.4	Community engagement.....	28
3.5.5	Promoting library programs and services.....	29
3.6	Roles and competencies of paraprofessional school library staff.....	29
3.7	Roles and competencies of a school library volunteer.....	29
3.8	Ethical standards.....	30
	Useful Resources	30
Chapter 4 Physical and Digital Resources of a School Library		32
4.1	Introduction	32
4.2	Facilities.....	32
4.2.1	Location and space	32
4.2.2	Organization of space	33
4.2.3	Physical and digital access.....	33
4.3	Collection development and management.....	33
4.3.1	Collection management policies and procedures.....	33
4.3.2	Issues related to digital resources	34
4.3.3	Collection standards	35
4.3.4	Resource sharing.....	36
	Useful Resources	36
Chapter 5 Programs and Activities of a School Library		38
5.1	Introduction	38
5.2	Program and activities.....	38
5.3	Literacy and reading promotion	39
5.4	Media and information literacy instruction.....	40
5.5	Inquiry-based learning models.....	41
5.6	Technology integration.....	44
5.7	Professional development for teachers	44
5.8	Instructional role of a school librarian	44
	Useful Resources	45
Chapter 6 School Library Evaluation and Public Relations		46
6.1	Introduction	46
6.2	School library evaluation and evidence-based practice	46
6.3	Approaches to school library evaluation.....	47
6.3.1	Program Quality.....	47
6.3.2	Stakeholder Perceptions.....	47

6.3.3	Program Content	48
6.3.4	Program Impact	48
6.3.5	Evidence-based Practice	49
6.4	Impacts of school library evaluation.....	49
6.5	School library public relations	50
6.5.1	Promotion and Marketing	50
6.5.2	Advocacy.....	50
	Useful Resources	51
GLOSSARY.....		53
BIBLIOGRAPHY.....		56
Appendix A: IFLA/UNESCO School Library Manifesto.....		60
Appendix B: School library budget plan		63
Appendix C: Instructional models for inquiry-based learning		64
Appendix D: Sample school library evaluation checklist		65
Appendix E: School library evaluation checklist for principals.....		67

Preface

These guidelines constitute the second edition of the IFLA/UNESCO School Library Guidelines (IFLA Professional Reports 77). The first edition of the school library guidelines was developed in 2002 by the School Libraries Section, then called the School Libraries and Resource Centres Section. These guidelines have been developed to assist school library professionals and educational decision-makers in their efforts to ensure that all students and teachers have access to effective school library programs and services, delivered by qualified school library personnel.

The drafting of these revised guidelines involved discussion, debate, and consultation with many people from many countries at workshops during IFLA conferences and mid-year meetings, also through ongoing writing and review in person and online. The editors are indebted to the contributions of members of the Standing Committee of the IFLA Section of School Libraries and the executive board of the International Association of School Librarianship (IASL), as well as the other members of the international school library community who shared their expertise and their passion for the project. We appreciate the review and comments, duly incorporated in these guidelines, by the IFLA Indigenous Matters SIG.

Our thanks to members and officers of the IFLA School Libraries Standing Committee: Nancy Achebe (Nigeria), Tricia Adams (UK, Information Coordinator/Web Editor), Lisa Åström (Sweden), Lesley Farmer (USA, Blog/Newsletter Editor), Karen Gavigan (USA), Rei Iwasaki (Japan), Mireille Lamouroux (France), Randi Lundvall (Norway), Danielle Martinod (France), Luisa Marquardt (Italy), Dianne Oberg (Canada, Secretary), Barbara Schultz-Jones (USA, Chair), and Annike Selmer (Norway). Corresponding Members: Lourense Das (Netherlands), Patience Kersha (Nigeria), B. N. Singh (India), Diljit Singh (Malaysia). Officers and directors of IASL: Lourdes T. David (Philippines), Busi Diamini (South Africa), Nancy Everhart (USA), Elizabeth Greef (Australia, Vice-President), Madhu Bhargava (India), Kay Hones (USA, Vice-President), Geraldine Howell (New Zealand), Katy Manck (USA, Treasurer), Luisa Marquardt (Italy), Dianne Oberg (Canada), Diljit Singh (Malaysia, President), Ingrid Skirrow (Austria), Paulette Stewart (Jamaica), and Ayse Yuksel-Durukan (Turkey). Other colleagues who also made significant contributions at various stages of the writing and review process include Ingrid Bon (Netherlands), Foo Soo Chin (Singapore), Veronika Kámán (Hungary), Susan Tapulado (Philippines), Ross Todd (USA), and Gloria Trinidad (Philippines).

Barbara Schultz-Jones, Chair
Dianne Oberg, Secretary
IFLA Section of School Libraries

June 2015

Executive Summary

School Library Manifesto. School libraries around the world share a common purpose, expressed in the 1999 IFLA/UNESCO *School Library Manifesto: The school library in teaching and learning for all*. School library personnel uphold the values of the *United Nations Declaration of the Rights of the Child* (1959), the *United Nations Convention on the Rights of the Child* (1989), the *United Nations Declaration on the Rights of Indigenous People* (2007), and of the Core Values of IFLA. School libraries are envisioned in the *Manifesto* as a force for the enhancement and improvement of teaching and learning throughout the school community—for educators as well as for students.

School library guidelines. All guidelines represent a compromise between what we aspire to achieve and what we can reasonably expect to achieve. The contributors to this document were inspired by the mission and values embodied in school libraries, and they recognized that school library personnel and educational decision-makers, even in countries with well-resourced and well-supported school libraries, must struggle to be relevant to the learning needs of the whole school community and to respond thoughtfully to the changing information environment within which they work.

The goal of school libraries. The goal of all school libraries is to develop information literate students who are responsible and ethical participants in society. Information literate students are competent self-directed learners who are aware of their information needs and actively engage in the world of ideas. They display confidence in their ability to solve problems and know how to locate relevant and reliable information. They are able to manage technology tools to access information and to communicate what they have learned. They are able to operate comfortably in situations where there are multiple answers or no answers. They hold high standards for their work and create quality products. Information literate students are flexible, able to adapt to change, and able to function both individually and in groups.

Frameworks for school libraries. School libraries exist within a framework of local, regional, and national authority to provide equity of opportunity for learning and for developing the abilities needed to participate in the knowledge society. In order to maintain and continuously respond to an evolving educational and cultural environment, school libraries need to be supported by legislation and sustained funding.

School libraries also exist within an ethical framework that considers the rights and responsibilities of students and other members of the learning community. Everyone who works in school libraries, including volunteers, have a responsibility to observe high ethical standards in their dealings with each other and with all members of the school community. They endeavour to put the rights of library users before their own comfort and convenience and to avoid being biased by their personal attitudes and beliefs in providing library service. They deal with all children, youth, and adults on an equal basis regardless of their abilities and background, maintaining their right to privacy and their right to know.

Staffing school libraries. Because the role of school libraries is to facilitate teaching and learning, the services and activities of school libraries need to be under the direction of professional staff with the same level of education and preparation as classroom teachers. Where school librarians are expected to take a leadership role in the school, they need to have the same level of education and preparation as other leaders in the school, such as school administrators and learning specialists. The operational aspects of school libraries are best handled by trained clerical and technical support staff in order to ensure that school librarians

have the time needed for the professional roles of instruction, management, collaboration, and leadership.

Staffing patterns for school libraries vary depending on the local context, influenced by legislation, economic development, and educational infrastructure. However, more than 50 years of international research indicates that school librarians require formal education in school librarianship and classroom teaching in order to develop the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.

School library collections. School librarians work with administrators and teachers to develop policies that guide the creation and maintenance of the library's collection of educational materials. The collection management policy must be based upon the curriculum and the particular needs and interests of the school community and reflects the diversity of society outside the school. The policy makes it clear that collection building is a collaborative endeavour and that teachers, as subject experts with valuable knowledge about the needs of their students, have an important role to play in helping to build library collections. Also vital is ensuring that school libraries acquire resources that have been created both locally and internationally and that reflect the national, ethnic, cultural, linguistic, indigenous, and other unique population identities of members of the school community.

Instructional programs of school libraries: School librarians should focus on the core pedagogical activities of:

- literacy and reading promotion;
- media and information literacy (e.g., information literacy, information skills, information competences, information fluency, media literacy, transliteracy);
- inquiry-based learning (e.g., problem-based learning, critical thinking);
- technology integration;
- professional development for teachers; and
- appreciation of literature and culture.

School librarians recognize the importance of having a systematic framework for the teaching of media and information skills, and they contribute to the enhancement of students' skills through collaborative work with teachers.

School library evaluation: Evaluation is a critical aspect of an ongoing cycle of continuous improvement. Evaluation helps to align the library's programs and services with the goals of the school. Evaluation demonstrates to students and teachers, to library staff, and to the wider educational community the benefits derived from school library programs and services. Evaluation gives the evidence needed to improve programs and services and also helps both library staff and library users understand and value those programs and services. Successful evaluation leads to renewal of programs and services, as well as development of new programs and services.

Maintaining support for the school library: Evaluation also is essential to guide initiatives related to public relations and advocacy. Because the role of school libraries in teaching and learning is not always well understood, supportive relationships need to be built with the school library's stakeholder groups and supporters to ensure that library funding and other kinds of support are maintained.

About this document: This is the second edition of school library guidelines published by the IFLA Section of School Libraries. These guidelines have been developed to assist school library professionals and educational decision-makers in their efforts to ensure that all students and teachers have access to effective school library programs and services, delivered by qualified school library personnel. The drafting of these guidelines involved discussion, debate, and consultation with many people from many countries at workshops during IFLA conferences and mid-year meetings, also through ongoing writing and review in person and online. The editors are indebted to the contributions of members of the Standing Committee of the IFLA Section of School Libraries and the Executive Board of the International Association of School Librarianship (IASL), as well as the other members of the international school library community who shared their expertise and their passion for the project.

Barbara Schultz-Jones, Chair
Dianne Oberg, Secretary
IFLA Section of School Libraries

June 2015

Recommendations

The following recommendations have been developed for use by school library professionals and educational decision-makers in their efforts to ensure that all students and teachers have access to effective school library services and programs that are delivered by qualified school library personnel. The recommendations are presented in alignment with the text of the guidelines; the supporting sections of the text are noted at the end of each recommendation.

Those wishing to use the recommendations as one aspect of planning, developing, promoting, or evaluating a school library may want to utilize a scale to assess the status of each recommendation in relation to a particular school library or school library system (e.g., “Yes, Somewhat, No” (see Appendix D: Sample Evaluation Checklist) or “Exploring, Emerging, Evolving, Established, Leading into the Future” (see *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*, 2014, p. 9)).

Recommendation 1. The mission and purposes of the school library should be stated clearly in terms that are consistent with the principles of the *IFLA/UNESCO School Library Manifesto* and the values expressed in the *United Nations Declaration of the Rights of the Child*, the *United Nations Declaration on the Rights of Indigenous People*, and in the Core Values of IFLA. [Introduction, 1.7]

Recommendation 2. The mission and purposes of the school library should be defined in terms that are consistent with the expectations of national, regional, and local educational authorities, also the outcomes of the school’s curricula. [Introduction, 1.1-1.8]

Recommendation 3. A plan should be in place for the development of the three features necessary for the success of a school library: a qualified school librarian; a collection that supports the curriculum of the school; and an explicit plan for ongoing growth and development of the school library. [1.1–1.8]

Recommendation 4. Monitoring and evaluating school library services and programs, as well as the work of the school library staff, should be conducted on a regular basis to ensure that the school library is meeting the changing needs of the school community. [1.9, 6.1–6.4]

Recommendation 5. School library legislation should be in place, at an appropriate governmental level or levels, to ensure that legal responsibilities are clearly defined for the establishment, support, and continuous improvement of school libraries accessible to all students. [2.1-2.2, 2.4-2.7]

Recommendation 6. School library legislation should be in place, at an appropriate governmental level or levels, to ensure that ethical responsibilities of all members of the school community are clearly defined, including such rights as equity of access, freedom of information and privacy, copyright and intellectual property, and children’s right to know. [2.3, 3.6-3.8]

Recommendation 7. School library services and programs should be under the direction of a professional school librarian with formal education in school librarianship and classroom teaching. [3.1-3.4]

Recommendation 8. The roles of a professional school librarian should be clearly defined to include instruction (i.e., literacy and reading promotion, inquiry-centred and resource-based),

library management, school-wide leadership and collaboration, community engagement, and promotion of library services. [3.5, 3.5.4]

Recommendation 9. All school library staff—professional, paraprofessional, and volunteer—should clearly understand their roles and responsibilities to work in accordance with library policies, including those related to equity of access, right to privacy, and right to know for all library users. [3.1, 3.2, 3.6, 3.7]

Recommendation 10. All school library staff should endeavour to develop collections of physical and digital resources consistent with the school’s curriculum and with the national, ethnic, and cultural identities of members of the school community; they also should endeavour to increase access to resources through practices such as cataloguing, curation, and resource sharing. [4.2.3, 4.3, 4.3.1-4.3.4]

Recommendation 11. The facilities, equipment, collections, and services of the school library should support the teaching and learning needs of the students and the teachers; these facilities, equipment, collections, and services should evolve as teaching and learning needs change. [4.1-4.3]

Recommendation 12. The connections among school libraries and with public libraries and academic libraries should be developed to strengthen access to resources and services and to foster their shared responsibilities for the lifelong learning of all community members. [4.2, 5.4]

Recommendation 13. The core instructional activities of a school librarian should be focused on: literacy and reading promotion; media and information literacy instruction; inquiry-based teaching; technology integration; and professional development of teachers. [5.2-5.7]

Recommendation 14. The services and programs provided through the school library should be developed collaboratively by a professional school librarian working in concert with the principal, with curriculum leaders, with teaching colleagues, with members of other library groups, and with members of cultural, linguistic, indigenous, and other unique populations to contribute to the achievement of the academic, cultural, and social goals of the school. [3.5, 3.5.4, 5.1-5.8]

Recommendation 15. Evidence-based practice should guide the services and programs of a school library and provide the data needed for improvement of professional practice and for ensuring that the services and programs of a school library make a positive contribution to teaching and learning in the school. [5.1, 5.2]

Recommendation 16. The use and support of the services and programs of a school library should be enhanced by planned and systematic communication with school library users—current and potential—and with the library’s stakeholders and decision-makers. [6.4, 6.5]

Introduction

School libraries around the world, in their many forms, share a common purpose: the enhancement of “teaching and learning for all.” For that reason, school library personnel advocate for equity of opportunity for all. School library personnel uphold the values of the *United Nations Declaration of the Rights of the Child* (1959), the *United Nations Convention on the Rights of the Child* (CRC, 1989), the *United Nations Declaration on the Rights of Indigenous People* (2007), and of the Core Values of IFLA:

- The endorsement of the principles of freedom of access to information, ideas and works of imagination and freedom of expression embodied in Article 19 of the *Universal Declaration of Human Rights*
- The belief that people, communities, and organizations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic, and economic well-being
- The conviction that delivery of high quality library and information services helps guarantee that access.
- The commitment to enable all Members of the Federation to engage in and to benefit from its activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race, or religion (www.ifla.org/about/more).

The guidelines are based on the foundational principles of school library development expressed in the *IFLA/UNESCO School Library Manifesto: The school library in teaching and learning for all* (see Appendix A). The *School Library Manifesto*, first published in 1999, has been translated into many languages, and it continues to be used by school library advocates to raise the profile of school libraries in their schools and in their regions and countries.

The manifesto states: “*Governments, through their ministries responsible for education, are urged to develop strategies, policies, and plans that implement the principles of this Manifesto.*” The guidelines in this document have been produced to inform decision makers at national and local levels around the world, and to give support and guidance to the library community. They have been written to help school leaders implement the principles expressed in the *Manifesto*. Because schools and school libraries vary a great deal from country to country, the guidelines will need to be read and used with awareness of and sensitivity to the local context.

This document is intended to be both inspirational and aspirational. The many contributors to this document were inspired by the mission and values of the school library, and they recognised that school library personnel and educational decision-makers, even in countries with well-resourced and well-supported school libraries, must struggle to be relevant to the learning needs of the whole school community and to respond thoughtfully to the changing information environment within which they work.

All guidelines represent a compromise between what we aspire to achieve and what we can reasonably expect to achieve. It is important that the standards and guidelines that school librarians might use to guide their practice and that might be used in advocating for future improvements in school library services and programs are applicable to the local situation. Standards and guidelines should “resonate” with the people who best know that local situation. When increases in funding and staffing or for renovations of a facility are proposed, the evidence related to the contributions such changes will make in terms of student learning and teacher

success provide more compelling arguments than arguments related to achieving a set of standards.

Meeting all the standards for funding, for technology, for collections, for staffing, and for facilities does not necessarily guarantee the best teaching and learning environment. What is more important is the way that the members of the school community think about school libraries: working in service of the *moral purpose* of school libraries (i.e., making a difference in the lives of young people) and of the *educational purpose* of school libraries (i.e., improving teaching and learning for all). Facilities, collections, staff, and technology are only means to that end.

Principals and other stakeholders, including school library personnel, need to keep in mind an important question—what value can and do students and teachers get from having access to school library services and programs? Research over the past four decades has shown that school libraries, properly staffed and resourced, can have a significant impact on student achievement. The most critical resource of a school library is a qualified professional school librarian who collaborates with other teachers to create the best possible knowledge-building and meaning-making learning experiences for students.

The *IFLA School Library Guidelines* can be used to support the development and improvement of school libraries in different ways in different regions. It can be challenging to see the possibilities for school libraries in developing and emerging countries, but the *moral purpose* and the *educational purpose* of school libraries can be addressed in these environments, in diverse and creative ways, sometimes through providing the basic-building blocks of literacy that are fundamental to school library development. Examples of innovative literacy projects can be found in a recent IFLA-sponsored book, *Global Perspectives on School Libraries: Projects and Practices* (Marquardt & Oberg, 2011). Examples of innovative initiatives for developing, implementing, and promoting school library guidelines can be found in the recently published IFLA-sponsored book, *Global Action on School Library Guidelines* (Schultz-Jones & Oberg, 2015).

The *IFLA/UNESCO School Library Manifesto* articulates the foundational principles of school library development; *School Library Guidelines* give direction as to the practical implementation of those foundational principles. *School Library Guidelines* challenge us to think globally and act locally in our efforts to provide the best possible school library services in the support of “teaching and learning for all.”

Thinking Globally

These school library guidelines envision a world of inclusion, equity of opportunity, and social justice. They will be implemented in the context of the 21st century and characterised by change, mobility, and interconnection across different levels and sectors. Worldwide, people’s lives are being affected by trends, such as globalisation; economic and social instability and change; evolving digital and mobile technologies; and sustainability or “greening” of the environment.

Education is changing through changes in curricula and through enhanced technology (e.g., cloud computing, gaming, smartphones, 1to1 computing). New funding models for education are needed in financial and legislative contexts in many countries that emphasize reducing costs and public expenditure on schools and universities. The number of high school graduates is increasing worldwide but the number of tertiary graduates is still lagging in many countries. Economic and social changes are increasing the number of foreign students and second language learners in schools and universities. The ubiquity of technology has changed the way learners access information and interact with others (OECD, 2014).

Libraries are being affected by the digital agenda and by trends such as “open” access data, learning initiatives, and convergence. Governments in many parts of the world have developed planning documents similar to the European Union’s *The Digital Agenda* (<http://ec.europa.eu/digital-agenda/en>), which is based on seven pillars:

- 1) Digital Single Market – breaking down barriers to the free flow of online services and content across national borders
- 2) Interoperability and Standards – new standards for IT devices, applications, data repositories, and services will ensure seamless interaction anywhere, just like the Internet
- 3) Trust and Security – reinforced rules on personal data security and coordinated responses to cyber-hacking
- 4) Fast and Ultra-fast Internet – increased investment to provide faster access and faster downloads
- 5) Research and Innovation – increased investment in ICT in order to commercialize innovations
- 6) Enhancing Digital Literacy, Skills, and Inclusion – education and training to address the digital divide, especially for the disadvantaged
- 7) ICT-enabled Benefits – to reduce energy consumption, streamline public services, and provide access to cultural heritage

The digital agenda increases the need for school library personnel to develop and enhance their digital skills and to be prepared to work with others in the school community to develop and enhance the digital skills and knowledge of students and teachers. Worldwide, school library services and programs have been or soon will be affected by the changes in digital and mobile technology, and these changes increase the need for teaching the principles of digital citizenship.

Acting Locally

The *School Library Guidelines* are intended to be adapted and implemented in ways that suit local contexts, especially legislative and curriculum contexts. The legislation governing school library development may be included in an Education Act or a Library Act, in both Acts, or in neither. School curriculum documents may be developed nationally or locally; these documents may define specifically the mission, role, and purposes of the school library, or they may be entirely silent on these matters.

The *School Library Guidelines* are intended to guide governments, library associations, schools, school leaders and local communities in the process of aligning school libraries to local educational outcomes, to the informational needs of the school community, to the social, ethnic, cultural, linguistic, indigenous and other unique population dimensions of the community within and beyond the school.

The *School Library Guidelines* call on educational decision-makers, including government legislators and school administrators, to consider the research evidence that shows the contributions quality school library services can make to the educational success of its youth. The guidelines also call on school library personnel to develop and enhance the competences they need to keep pace with the ongoing changes in education and society and to become agents of and catalysts for change.

References

Marquardt, L., & Oberg, D. (2011). *Global perspectives on school libraries: Projects and practices*. The Hague, Netherlands: De Gruyter Saur.

Schultz-Jones, B. & Oberg, D. (2015). *Global action on school library guidelines*. The Hague, Netherlands: De Gruyter Saur.

OECD (Organization for Economic Co-operation and Development). (2014). *Education at a glance 2014: OECD indicators*. Paris: OECD Publishing. Retrieved from dx.doi.org/10.1787/eag-2014-en

Chapter 1

Mission and Purposes of a School Library

“The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.” School Library Manifesto

1.1 Introduction

This chapter is a general statement on the mission and purpose of a school library, as defined by the *IFLA/UNESCO School Library Manifesto* (1999). A school library is envisioned in the *Manifesto* as a force for enhancement and improvement of teaching and learning throughout the school community—for educators as well as for students. The key issues identified in the *Manifesto* are developed in greater detail in subsequent chapters.

1.2 Context

School libraries exist throughout the world as learning environments that provide space (physical and digital), access to resources, and access to activities and services to encourage and support student, teacher, and community learning. The growth of school libraries parallels the growth in education that seeks to equip students with knowledge to operate within and contribute to the betterment of society. While the range of school library facilities and operations varies throughout the world, school libraries everywhere are focused on supporting and advancing student learning. A school library provides a range of learning opportunities for individuals, small groups, and large groups with a focus on intellectual content, information literacy, and cultural and social development. The learner-oriented focus of a school library supports, extends, and individualises a school's curriculum.

Example

The Lubuto Library Project provides culturally relevant resources and educational experiences to orphans and other vulnerable children and youth in Zambia.

1.3 Definition of a school library

A school library is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. This physical and digital place is known by several terms (e.g., school media centre, centre for documentation and information, library resource centre, library learning commons) but *school library* is the term most commonly used and applied to the facility and functions.

More than 50 years of international research, collectively, (see, for example, Haycock, 1992, in LRS (2015) *School Libraries Impact Studies* in the USA www.lrs.org/data-tools/school-libraries/impact-studies/ and Williams, Wavell, C., and Morrison (2013) in the United Kingdom www.scottishlibraries.org/storage/sectors/schools/SLIC_RGU_Impact_of_School_Libraries_2013.pdf) identifies the following features that distinguish a school library:

- It has a qualified school librarian with formal education in school librarianship and classroom teaching that enables the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.
- It provides targeted high-quality diverse collections (print, multimedia, digital) that support the school's formal and informal curriculum, including individual projects and personal development.
- It has an explicit policy and plan for ongoing growth and development.

School libraries, like other aspects of the educational system, go through phases of growth and development. However, these three features of a school library are necessary for the fulfilment of the mission and purpose of a school library. Research shows that the potential of a school library for having an impact on student learning is dependent on the extent to which these features are present in a school.

A school library operates as a:

- dedicated physical and digital space in a school that is open and accessible to all;
- information space providing equitable and open access to quality information sources across all media, including print, multimedia, and curated digital collections;
- safe space where individual curiosity, creativity, and an orientation toward learning are encouraged and supported and where students can explore diverse topics, even controversial topics, in privacy and safety;
- instructional space where students learn the capabilities and dispositions for engaging with information and for creating knowledge;
- technological space providing a diverse range of technology tools, software, and expertise for the creation, representation, and sharing of knowledge;
- literacy centre where the school community nurtures reading and literacy development in all its forms;
- centre for digital citizenship where the learning community learns to use digital tools appropriately, ethically, and safely, and learns strategies to protect identity and personal information;
- information environment for all in the community through equitable access to resources, technology, and information skills development that are not always available in homes; and
- social space open for cultural, professional, and educational events (e.g., events, meetings, exhibits, resources) for the general community.

1.4 Role of a school library within a school

A school library operates within a school as a teaching and learning centre that provides an active instructional program integrated into curriculum content, with emphasis on the following:

- Resource-based capabilities – abilities and dispositions related to seeking, accessing, and evaluating resources in a variety of formats, including people and cultural artefacts as sources. These capabilities also include using information technology tools to seek out, access, and evaluate these sources, and the development of digital and print-based literacies.
- Thinking-based capabilities – abilities and dispositions that focus on substantive engagement with data and information through research and inquiry processes, the

processes of higher order thinking, and critical analysis that lead to the creation of representations/products that demonstrate deep knowledge and deep understanding.

- Knowledge-based capabilities – research and inquiry abilities and dispositions that focus on the creation, construction, and shared use of the products of knowledge that demonstrate deep knowledge and understanding.
- Reading and literacy capabilities – abilities and dispositions related to the enjoyment of reading, reading for pleasure, reading for learning across multiple platforms, and the transformation, communication, and dissemination of text in its multiple forms and modes to enable the development of meaning and understanding.
- Personal and interpersonal capabilities – the abilities and dispositions related to social and cultural participation in resource-based inquiry and learning about oneself and others as researchers, information users, knowledge creators, and responsible citizens.
- Learning management capabilities – abilities and dispositions that enable students to prepare for, plan, and successfully undertake a curriculum-based inquiry unit.

A school librarian plays a leadership role in developing these capabilities through individual and collaborative instruction and facilitation explicitly connected to curriculum content and outcomes.

1.5 Conditions for an effective school library program

Research has shown that the most critical condition for an effective school library program is access to a qualified school library professional. A school library without a pedagogical program (i.e., planned comprehensive offering of teaching and learning activities) will not be able to have the kind of impact on teaching and learning that the research demonstrates is possible with a qualified school library professional who carries out the roles outlined in Section 3.4.

A school library should be managed within a clearly structured policy framework that recognises the library as a centre of reading, inquiry, and collaborative productions. The library policy should be devised bearing in mind the overarching policies and needs of the school and should reflect its ethos, mission, aims, and objectives, as well as its reality. Administrative support for the role of a school library through the library policy is essential to realize the full benefit of a school library program. The facilities, the physical and digital resources, and the human resources required to activate an effective school library program are discussed in later chapters.

1.6 Vision statement for a school library

The vision statement projects the future state desired for a school library. The vision could vary worldwide, depending on the starting position of the school library. Ultimately, constructing a vision for the school library to play a central role in education that transcends current constraints creates a future oriented ambition to provide a multi-functional learning space.

The vision incorporates the five key trends identified in the *IFLA Trend Report 2013* (trends.ifla.org):

- 1) New technologies will both expand and limit who has access to information.
- 2) Online education will democratise and disrupt global learning.
- 3) The boundaries of privacy and data protection will be redefined.
- 4) Hyper-connected societies will listen to and empower new voices and groups.
- 5) The global information economy will be transformed by new technologies.

1.7 Mission statement for a school library

The mission is a definition of the nature, purpose, and role of the school library as part of the school's shared purpose and commitment. The mission for school libraries worldwide is articulated by the 1999 *IFLA/UNESCO School Library Manifesto* (Appendix A). The mission statement for an individual school library should reflect the components of the *Manifesto's* mission to align with the educational context within which the school and school library resides. It should provide direction to focus resources and guide planning and to communicate the intent to serve the community by defining an understanding of the needs of its members; the skills, resources, and capacity needed to fulfil those needs; and an expected outcome that will benefit the community—align with the educational purpose of preparing students for their future work and as citizens.

1.8 School library services

To meet the needs of the learning community the school library provides a range of services. These services may be delivered within or from a school library facility. The provision of services using information and communication technology (ICT) also presents opportunities to extend the reach of the library to all areas of the school and to the home. A strong networked information technology infrastructure provides access to collections, community resources, and curated digital collections, as well as the tools for undertaking research-based inquiry and the construction, presentation, and sharing of knowledge.

School library services include:

- professional development for the teaching faculty (e.g., reading and literacy, technology, inquiry and research processes);
- vibrant literature/reading program for academic achievement and personal enjoyment and enrichment;
- inquiry-based learning and information literacy development; and
- collaboration with other libraries (public, government, community resources).

School libraries provide significant value to the educational community. The value added extends beyond the materials in a school library collection to the services provided through a vibrant school library program and a qualified school librarian.

1.9 Evaluation of school library services and programs

Evaluation of school library services and programs is an essential aspect of school library development. Evaluation serves accountability purposes: It helps to determine if the school library services and programs are meeting the needs of the school community. Evaluation also should contribute to the ongoing transformation of school library services and programs by influencing stakeholders' thinking about the school library and developing their support for the school library. Selecting an evaluation method or approach will depend on the needs of the school community and the developmental stage of the library (e.g., program quality, stakeholder perceptions, program content, and program impact).

An evaluation focusing on overall program quality might utilise international, national, or local standards to examine and to rate the many aspects of a school library (e.g., staffing, facilities, technology, and collections, as well as instructional programs). An evaluation focusing on improvement of school library practices, often called evidence-based practice, might utilise data such as student learning products; instructional patterns (by class, grade, or subject); surveys of students, teachers and/or parents; or records from the library's circulation and cataloguing system. Chapter 6 of this document will explore in more depth the need for evaluation and its usefulness in management and in public relations (promotion, marketing, advocacy).

Useful Resources

American Association of School Librarians. (2014). *Governing documents*. Retrieved from www.ala.org/aasl/about/governing-docs

American Association of School Librarians. (2011). *Standards for the 21st century learner*. Retrieved from www.ala.org/aasl/standards-guidelines/learning-standards

Hay, L., & Todd, R. J. (2010). *School libraries 21C*. NSW Department of Education and Training. Retrieved from www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/21c_report.pdf

Haycock, K. (1992). *What works: Research about teaching and learning through the school's library resource center*. Seattle, WA: Rockland Press.

IFLA/UNESCO School Library Manifesto. (1999). Retrieved from www.ifla.org/publications/iflaunesco-school-library-manifesto-1999

Library Research Service [Colorado State Library, Colorado Department of Education]. *School libraries impact studies*. Retrieved from www.lrs.org/data-tools/school-libraries/impact-studies/

Groupe de Recherche sur la Culture et la Didactique de l'information. (2010). *Parcours de formation à la culture de l'information* [The learning path to an information culture]. Retrieved from http://culturedel.info/grcdi/?page_id=236

Williams, D., Wavell, C., & Morrison, K. (2013). *Impact of school libraries on learning: Critical review of published evidence to inform the Scottish education community*. Aberdeen, Scotland: Robert Gordon University, Institute for Management, Governance & Society (IMaGeS). Retrieved from www.scottishlibraries.org/storage/sectors/schools/SLIC_RGU_Impact_of_School_Libraries_2013.pdf.

Chapter 2

Legal and Financial Framework for a School Library

“As the responsibility of local, regional, and national authorities, [school libraries] must be supported by specific legislation and policies. School libraries must have adequate and sustained funding for trained staff, materials, technologies, and facilities. They must be free of charge.” School Library Manifesto

2.1 Introduction

A school library responds to the needs of the educational community within which it is located and works for the benefit of all members of that community. A school library exists within a framework of local, regional, and national authority to provide equity of opportunity for learning and for developing the abilities needed to participate in the knowledge society. In order to maintain and continuously respond to an evolving educational and cultural environment, school libraries need to be supported by legislation and sustained funding.

2.2 Legal bases and issues

Around the world, there are many different models of the relationship between school libraries and government. Additionally, the laws that govern their activities and funding arrangements can be varied and complex. For example, school library legislation, policies, and standards might be the responsibility of a country’s Ministry of Education or Ministry of Culture, or the responsibility might be shared between the two ministries. Some countries throughout the world give responsibility for school libraries, either in whole or in part, to various provinces, states or municipalities.

As a principle of practice, school libraries adapt over time to their legal and political setting, to provide a learning environment that positions and maintains the school library as a centre of inquiry, discovery, creativity, critical engagement, and innovative pedagogy. The continual evolution of a sustaining level of resources that enables a school library to fulfil a standard of student support for intellectual development and skill advancement requires that systemic guidelines exist within a school system and beyond.

2.3 Ethical bases and issues

A school library exists within an ethical framework that considers the rights and responsibilities of students and other members of the learning community. A school library employs a holistic approach to ensure that all cultural, linguistic, indigenous, and other unique populations are welcome. The core values of equity of access to recorded knowledge and information and of intellectual freedom are embodied in Article 19 of the *Universal Declaration of Human Rights* and in the values of IFLA (www.ifla.org/about/more).

Other considerations include, but are not limited to:

- Library Bill of Rights
- Freedom of information and privacy
- Statements of copyright, intellectual property and plagiarism
- *Rights of the Child* (www.un.org/cyberschoolbus/humanrights/resources/child.asp)
- *Rights of Indigenous People*
(<http://undesadspd.org/indigenoupeoples/declarationontherightsofindigenoupeoples.aspx>)

A school library develops the skills and understandings required of responsible citizenship through programs that educate students and the learning community on ethical issues such as freedom of information, intellectual property, and plagiarism.

2.4 Infrastructure Support for School Library Development

A system of support for school library implementation and development needs to be established within the administrative unit responsible for education at the national and/or regional/local level. Efforts should be made to define and implement a basic level of school library services and activities so that students and teachers are able to understand and access a school library as a resource for teaching and learning. The work of such education service centers can include attention to issues such as: initial and continuing education of school librarians, professional consultations, research studies, collaboration with groups of school librarians and their professional associations, and development of standards and guidelines.

The nature and extent of school library services and activities varies from country to country and from school to school. However, the increasing mobility of students and their families means that consistency across schools and access to school libraries enhances the capacity of educational systems to meet the needs of members of the school community.

Example

The Texas Legislature in the USA created a system of 20 regional education service centers in 1967 to assist school districts across the state. The role of the education service center is to work alongside school districts to carry out three main objectives: assist school districts in improving student performance in each region of the system; enable school districts to operate more efficiently and economically; and implement initiatives assigned by the legislature or commissioner. Education service centers provide professional development, technical assistance, and management of educational programs to aid administrators, school librarians, and teachers.

2.5 Policies

A school library should be managed within a clearly structured policy framework that recognises the library as a core resource and centre for reading and inquiry. A school library policy should be devised bearing in mind the overarching policies and needs of the school and should reflect the ethos, mission, aims, and objectives, as well as the reality of the school.

The policy should make it clear that the library is for all. It should be developed by the school librarian, working together with the teachers and administrators (i.e., principals, heads of schools, educational staff). The draft policy should be shared widely, throughout the school

community, and supported by open discussion. The resulting policy should be widely shared in order that the philosophy, concepts, and intentions for practice and development are understood, endorsed, and ready to be put into practice. The policy document and the plans developed based on the policy should specify the role of the library in relation to the following components:

- Formal and informal curriculum in the school
- Learning methods in the school
- National and local standards and criteria
- Learning and personal development needs of students
- Needs of teachers
- Raising levels of academic achievement
- Developing inquiry skills
- Promoting and motivating reading
- Open-mindedness and civic engagement

All are essential in creating a realistic policy framework and subsequent action plans. The action plan should be made up of goals, tasks, and strategies, as well as monitoring and evaluation routines. The policy and action plans should be active documents, subject to regular review.

2.6 Planning

Planning a school library requires the active involvement of the school librarian in consultation with administrators, faculty, and students to determine the relationship of the school library to the rest of the school learning community. Important dimensions to consider within the planning process include:

- sustainable development goals identified by future-oriented studies by national and international groups;
- a national and school-level educational mission, philosophy, goals, and objectives;
- a vision statement that describes the value of the school library to the school and the role of stakeholders, cultural partners and funders in the educational process;
- a needs assessment that identifies the role of the school library now and envisions where it should be in the future as a learning centre;
- a plan to connect the school community with access to quality resources, facilities, and physical and digital learning environments;
- a technology plan with future projections of technology and potential changes in delivery of information and services;
- a dynamic action plan of student-centred and community-centred activities;
- a plan for the development of professional skills for school library personnel; and
- an evaluation plan that provides for continuous improvement through evidence-based research, demonstrating the impact of library services on student success.

Example

In a rural area of Indonesia, school staff works with library school faculty, a government ministry, and an international development agency to develop a model school library.

2.7 Funding

To ensure the currency and vitality of a school library's instructional and information base, the library needs an appropriate budget allocation, taking into account local reality. Budget

expenditures should relate to the school's policy framework for the school library and reflect an investment in student, teacher, and staff development.

A school librarian works with senior management to develop the budget and explore responsible options for the delivery of quality resources and services to the entire school community.

Financial support for a school library reflects the research indicating that:

- Size and quality of a school library's teaching/support staff and its collections are the best school predictors of academic achievement.
- Students who score higher on standardised tests tend to come from schools with more school library staff and more access to services and resources such as books, periodicals, and online material, regardless of other factors such as economic ones. (See, for example, IASL Research Abstracts www.iasl-online.org/research/abstracts; Kachel & Lance, 2013.)

Budget spending is carefully planned for the whole year and is related to the policy framework. The components of a budget plan are presented in Appendix B. Annual reports illuminate how the library budget has been used and clarify whether the amount of money spent on the library program and its resources has been enough to cover its tasks and attain the policy targets. Annual reports should include evidence of the quality of school library services and programs and their impact on teaching and learning in the school. Chapter 6 of this document explores in more depth the need for evaluation and its usefulness in school library management.

Useful Resources

American Association of School Librarians. (2011). *Standards for the 21st century learner*. Retrieved from www.ala.org/aasl/standards-guidelines/learning-standards

American Library Association. (2010). *Intellectual Freedom Manual* (8th ed.). Retrieved from www.ala.org/advocacy/intfreedom/iftoolkits/ifmanual/intellectual

American Library Association. (1996). *Library Bill of Rights*. Retrieved from www.ala.org/advocacy/intfreedom/librarybill

Australian School Library Association. (2000). *School Library Bill of Rights*. Retrieved from www.asla.org.au/policy/bill-of-rights.aspx

Hay, L. & Todd, R. J. (2010). *School libraries 21C*. NSW Department of Education and Training. Retrieved from www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/21c_report.pdf

International Federation of Library Associations. (2015). *Indigenous Matters Special Interest Group*. Retrieved from www.ifla.org/indigenous-matters

International Federation of Library Associations. (2015). *Lesbian, Gay, Bisexual, Transgender and Queer/Questioning Users Special Interest Group*. Retrieved from www.ifla.org/lgbtq

International Federation of Library Associations. (2015). *IFLA/UNESCO Multicultural Library Manifesto*. Retrieved from www.ifla.org/node/8976

Kachel, D. E., & Lance, K. C. (2013). Latest study: A full-time school librarian makes a critical difference in boosting student achievement. *School Library Journal*, 59(3), 28.

Chapter 3

Human Resources for a School Library

“The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by staffing as adequate as possible, working together with all members of the school community, and liaising with the public library and others.” School Library Manifesto

3.1 Introduction

The core function of a school library is to provide physical and intellectual access to information and ideas. The richness and quality of a school library program primarily depends upon the human resources available within and beyond a school library. In order to meet the teaching and learning needs of a school community, it is essential to have a well-trained and highly motivated staff, in sufficient numbers according to the size of the school and its unique needs. Everyone working in a school library should have a clear understanding of library services and policies, well defined duties and responsibilities, and properly regulated conditions of employment and compensation that reflect the role expectations of their positions.

3.2 Staffing roles and rationale

Because a school library facilitates teaching and learning, the program of a school library needs to be under the direction of professional staff with the same level of education and preparation as classroom teachers. Where a school librarian is expected to take a leadership role in the school, the school librarian needs to have the same level of education and preparation as other leaders in the school, such as school administrators and learning specialists. The operational aspects of a school library are best handled by trained clerical and technical support staff in order to ensure that a school librarian has the time needed for the professional roles of instruction, management, collaboration, and leadership.

3.3 Definition of a school librarian

A school librarian is responsible for the school’s physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to teaching and learning. This role is known by several terms (e.g., school librarian, school library media specialist, teacher librarian, *professeurs documentalistes*) but *school librarian* is the term most commonly used. The qualifications of school librarians vary across the world and may include librarians with or without teacher training and librarians with training in other library specialties.

How school libraries are defined varies across the world and may include being served through the public library. Staffing patterns for school libraries also change depending on the local context, which is influenced by legislation, economic development, and educational infrastructure. However, more than 50 years of international research, collectively, (see, for example, Haycock, 1992, in LRS (2015) *School Libraries Impact Studies* www.lrs.org/data-tools/school-libraries/impact-studies) indicates that a school librarian requires formal education in school librarianship and classroom teaching that provides the professional expertise required

for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.

Example

In France, school librarians (*professeurs documentalistes*) who work in junior high schools and high schools are recruited and trained at the same education level and have the same status as other teachers.

Example

In South Tyrol, Italy, school librarian staff are recruited by the Province of Bozen to work in K-13 level schools according to their qualifications and training in librarianship (Province of Bozen Law n. 17/1990; Province of Bozen Collective Labour Agreement, March 4, 2006). A school library assistant must have completed secondary education (K-13) and a course of librarianship (at least one year of theory and practice). A qualified school librarian must have completed higher education (at least a three-year degree). See: Berufsbilder "BibliothekarIn" und "DiplombibliothekarIn" (i.e., Librarian and Qualified Librarian Job Profiles, at www.provinz.bz.it/kulturabteilung/bibliotheken/1459.asp)

Example

In Portugal, since 2009, the school librarian (*professor bibliotecário*) has been a school teacher who has specialized in librarianship. See "Formação" (Education) at: www.rbe.mec.pt/np4/programa.html

3.4 Competencies needed to provide school library programs

The qualifications of a professional school librarian include:

- teaching and learning, curriculum, instructional design and delivery;
- program management – planning, development/design, implementation, evaluation/improvement;
- collection development, storage, organization, retrieval;
- information processes and behaviours – literacy, information literacy, digital literacies;
- reading engagement;
- knowledge about children's and young adult literature;
- knowledge of disabilities that affect reading;
- communication and collaboration skills;
- digital and media skills;
- ethics and social responsibility;
- service for the public good – accountability to the public/society;
- commitment to lifelong learning through continuing professional development; and
- socialisation to the field of school librarianship and to its history and values.

The development of a school librarian's professional competencies and dispositions can be achieved in a variety of ways—usually through a diploma or degree program or continuing professional development completed after initial certification in teaching or in librarianship. The goal of school librarian education is actualization of teaching and librarianship skills.

In countries where there are specific school librarian education programs, the curriculum should include, in addition to the core competencies of librarianship, an understanding of education (learning, curriculum, teaching), of digital technology and social media, and of youth, culture, and literacies. Together, these areas of study should result in a deep and comprehensive understanding of information literacy from a creative thinking and problem-solving perspective. School library education should also address the role of a professional school librarian as a leader from the side, as a change agent or catalyst, and as a member of the school library community.

Example

In France, the competency framework for teachers, *Référentiel de compétences des enseignants*, presents a list of educational skills whose mastery must be accomplished by any teacher, including the school librarian. This list includes specific library and information sciences skills for school librarians. Information literacy skills must be recognized as essential for every member of the education community: This common knowledge is a prerequisite for any efficient pedagogical collaboration.

3.5 Roles of a professional school librarian

The key roles of a professional school librarian are: instruction, management, leadership and collaboration, and community engagement. Each one is discussed in more detail below.

3.5.1 Instruction

The instructional role of a professional school librarian encompasses a wide diversity of teaching situations with individual students, small groups of students, and classes of students, and also includes informal and formal professional development of teaching colleagues. The core activities of the instructional work of a school librarian, detailed in Chapter 5, include:

- literacy and reading promotion;
- information literacy (information skills, information competences, information fluency, media literacy, transliteracy);
- inquiry-based learning (problem-based learning, critical thinking);
- technology integration; and
- professional development for teachers.

Example

Various pedagogical frameworks have been produced and used as guidelines for teachers: from France, *Benchmarks for the implementation of the learning path to an information culture* [*Repères pour la mise en œuvre du Parcours de formation à la culture de l'information*]; from Belgium, *Media literacy skills: A major educational challenge* [*Les compétences en éducation aux médias: un enjeu éducatif majeur*]; and from UNESCO *Media and information literacy: A training program for teachers* [*Education aux médias et à l'information: programme de formation pour les enseignants*].

3.5.2 Management

The management role of a professional school librarian involves organizing the documentation systems and processes of a school library for optimum use. This includes the library facilities (both physical and digital environments), the material resources (both physical and digital), and the pedagogical programs and services (both physical and digital). The management of human resources may also be part of this role—recruiting, selecting, training, supervising, and evaluating

library staff.

3.5.3 Leadership and collaboration

A school librarian's main role is to contribute to the mission and goals of the school. In collaboration with the school's administrators and teachers, the librarian develops and implements curriculum-based library services and programs that support teaching and learning for all. The librarian contributes knowledge and skills related to the provision of information and the use of resources to such teaching and learning activities as inquiry and project work, problem-solving activities, literacy activities, reading engagement, and cultural activities. A school librarian may take a role, alone or in collaboration with other specialists in the school, in the integration of technology and in the provision of professional development for teachers and for administrators.

Collaboration is an essential part of a school librarian's work. A school librarian works with the school's administrators to develop understanding and support of the library's contribution to the mission and goals of the school. A school librarian should report directly to the principal, head teacher, or deputy head of the school and should be expected to participate in the school-wide planning and other leadership teamwork. Within the school community, a school librarian should work to facilitate school-wide continuity and cohesiveness through activities such as cross-curriculum inquiry projects and interdisciplinary learning units. A school librarian should collaborate with other school librarians to extend and continue their professional development and learning.

Example

In north Texas, USA, the school library directors for many school libraries meet monthly to exchange ideas and present new approaches to programs and services.

Example

In the United Kingdom, there are well-established regional groups of school librarians that meet each school term for training and networking opportunities.

3.5.4 Community engagement

Community engagement encompasses programming, collection development, and outreach efforts that welcome diverse cultural, linguistic, indigenous, and other unique populations into our libraries. School libraries should recognize the importance of families in the education of their children and the value of intergenerational transfer of knowledge.

Children are supported by families and communities. There needs to be a holistic approach that enables people from diverse backgrounds to be employed in school libraries, to participate and contribute at governance levels, and to support equitable access to information, ideas, and works of imagination for their social, educational, cultural, democratic, and economic well-being. One of the core values of many communities is the intergenerational transfer of wealth and knowledge. The transfer of knowledge in a manner that is effective and meaningful to children from these communities may differ significantly from the dominant culture within which the school library operates. For all children 'identity' and 'belonging' are essential components to literacy and learning achievement.

A school librarian should, if possible, also liaise, with other library groups within the broader community, including public libraries and library associations. In order to improve library services for children and young persons in a given community, school libraries and public libraries should endeavour to cooperate. A written cooperation agreement should include: common measures for the cooperation; specification and definition of cooperation areas; clarification of economic implications and how to share costs; and a scheduled time period for the cooperation. Examples of cooperation areas include shared staff training; cooperative collection development and programming; coordination of electronic services and networks; class visits to the public library; joint reading and literacy promotion; and joint marketing of library services to children and young persons.

Example

In Oslo, Norway, the school administration and the public library have made a collaborative agreement and meet on a regular basis to discuss topics related to the 120 school libraries in the city. The public library's school service is staffed to advise and to provide loans of additional material to the schools. Advice is given in areas such as reading and literacy, collection development, and organizing the school library space. All school librarians and school teachers can seek help from this school service by e-mail or telephone. Materials that the schools cannot afford to buy or that they do not use regularly can be sent to the school library or directly to the classrooms.

3.5.5 Promoting library programs and services

Promoting library programs and services includes communicating to users about what the library has to offer and matching those programs and services to the needs and preferences of users. The programs, services, and facilities provided by the school library must be actively promoted so that target groups are aware of the library's role as a partner in learning and as a provider of programs, services, and resources. The target groups for promoting library services are the principal and the other members of the school administration, heads of departments, teachers, students, and parents. It is important to adjust communication to the nature of the school and to the different target groups.

A school library should have a written promotion plan, worked out in cooperation with the school administration and teaching staff. The plan should include the following elements: objectives; an action plan that indicates how the objectives will be attained; and the evaluation methods by which the success of the action plan will be assessed.

3.6 Roles and competencies of paraprofessional school library staff

Paraprofessional school library staff (i.e., library assistants, library technicians) report to the librarian and support the work of the librarian through their clerical and technological functions. Paraprofessional school library staff should have the training and development required for the operational routines of the school library such as shelving, lending, returning and processing library material, and providing technical services related to managing online circulation and cataloguing services also providing access to digital resources.

3.7 Roles and competencies of a school library volunteer

Volunteers should not work as substitutes for paid library staff, but may work in support roles

based upon agreements that give a formal framework for their involvement in school library activities, including supervision by the school librarian. Students may also work as school library volunteers, within well-defined roles and under supervision. Student volunteers should be senior students, selected through a formal application process and trained to carry out tasks such as helping to create displays, re-shelving library materials, reading with younger children, and recommending books to fellow students.

Example

In Michigan, USA, an elementary school's Library Squad contributes to the behind-the-scenes work that keeps the library running smoothly. Once a week, these students shelve materials, collect books from kindergarten classrooms, and sometimes assist with labelling and barcoding new items.

Example

In Rome, Italy, high school students enrolled in a special needs programme help to keep the library running smoothly, which contributes to library management and to the students' personal development. The students also helped during the library renovation phase: This has stimulated improved coordination skills and wider interests, and increased their self-esteem.

Example

In Hungary, it has been obligatory since 2012 for secondary school students to do voluntary work that benefits local communities. This voluntary work can also be done in both school and public libraries.

3.8 Ethical standards

Everyone who works in the school library, including volunteers, have the responsibility to observe high ethical standards in their dealings with each other and with all members of the school community. They must endeavour to put the rights of the library users before their own comfort and convenience and avoid being biased by their personal attitudes and beliefs in providing library service. All children, youth, and adults should be dealt with on an equal basis regardless of their abilities and background: Their rights to privacy and their right to know must be maintained.

Everyone who works in the school library, including volunteers, should endeavour to embody the core values of librarianship: stewardship, service, intellectual freedom, rationalism, literacy and learning, equity of access to recorded knowledge and information, privacy, and democracy. The core values of equity of access to recorded knowledge and information and intellectual freedom are embodied in Article 19 of the *Universal Declaration of Human Rights* and in the values of IFLA (www.ifla.org/about/more).

Useful Resources

American Library Association. (2010). *ALA/AASL Standards for initial preparation of school librarians*. Retrieved from www.ala.org/aasl/education/ncate

CLEMI: Centre de liaison de l'enseignement et des médias d'information. (2013). *Proposition pour un référentiel enseignant en éducation aux médias* [Proposal for a repository in teaching media literacy] [pdf en ligne]. Retrieved from

www.clemi.org/fichier/plug_download/29480/download_fichier_fr_referentiel_clemi_version2.pdf

Conseil supérieur de l'éducation aux médias. (2013). *Les compétences en éducation aux médias: Un enjeu éducatif majeur* [Media literacy skills: A major educational challenge]. Belgique: CSEM.

Gorman, M. (2000). *Our enduring values: Librarianship in the 21st century*. Chicago: American Library Association.

International Federation of Library Associations. (2012). *Professional Codes of Ethics for Librarians*. Retrieved from www.ifla.org/faife/professional-codes-of-ethics-for-librarians

International Federation of Library Associations. (2015). *Indigenous Matters Special Interest Group*. www.ifla.org/indigenous-matters

International Federation of Library Associations. (2015). *Lesbian, Gay, Bisexual, Transgender and Queer/Questioning Users Special Interest Group*. Retrieved from www.ifla.org/lgbtq

International Federation of Library Associations. (2015). *IFLA/UNESCO Multicultural Library Manifesto*. Retrieved from www.ifla.org/node/8976

Markless, S. (Ed.). (2009). *The innovative school librarian: Thinking outside the box*. London: Facet Publishing. [See Chapters 1 & 2, pp. 1-46.]

Ministère de l'éducation nationale. (2013). Référentiel de compétences des enseignants [Competency framework for teachers]. *Bulletin officiel de l'éducation nationale*, n°30, 25/07/2013.

National Forum on Information Literacy. (2014). *Policy statement on the importance of certified school librarians*. Retrieved from <http://infolit.org/nfil-policy-statement-school-librarians>

Simpson, C. (2003). *Ethics in school librarianship: A reader*. Worthington, OH: Linworth.

Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K., & Cheung, C.K. (2012). *Éducation aux médias et à l'information: programme de formation pour les enseignants* [Media education and information: A training program for teachers]. Paris: UNESCO.

Chapter 4

Physical and Digital Resources of a School Library

“The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials complement and enrich textbooks, teaching materials, and methodologies.” School Library Manifesto

4.1 Introduction

The physical and digital resources of a school library include facilities, equipment, and collections of resources for teaching and learning. Increasingly, technology extends the reach of a school library into the school as a whole and into the community. Technology also facilitates 24/7 access to school library resources and to resources beyond the school day and beyond the school calendar. The facilities, equipment, and collections of a school library need to evolve in response to changes in the teaching and learning needs of the students and the teachers.

4.2 Facilities

The functions and uses of a school library are of primary importance when planning new school buildings and renovating existing ones. The educational role of a school library should be reflected in its facilities. Today, many school libraries are being designed as “learning commons” in response to users’ involvement in ‘participatory culture,’ which extends the users’ roles from consumers of information to creators of information. Library learning commons provide facilities and equipment needed for creating information products as well as traditional learning and study spaces.

4.2.1 Location and space

There are no universal standards for the size and design of school library facilities, but it is useful to have criteria on which to base planning estimates. In general, libraries are moving from a resource-centred model to a learner-centred model: School and academic libraries are often designed as learning commons. The following considerations need to be included in planning school library facilities:

- Central location, on the ground floor if possible.
- Accessibility and proximity to teaching areas.
- Noise factors, with at least some parts of the library free from external noise.
- Appropriate and sufficient light, natural and/or artificial.
- Appropriate room temperature (e.g., air-conditioning, heating) to ensure good working conditions year round as well as the preservation of the collections.
- Appropriate design for library users with special needs.
- Adequate size to give space for the collection of books, fiction, non-fiction, hardback and paperback, newspapers and magazines, non-print resources and storage, study spaces, reading areas, computer workstations, display areas, and work areas for library staff.
- Flexibility to allow multiplicity of activities and future changes in curriculum and technology.

4.2.2 Organization of space

The following functional areas need to be provided:

- Study and research area – space for information desk, catalogues, on-line stations, study and research tables, reference materials and basic collections.
- Informal reading area – space for books and periodicals that encourage literacy, lifelong learning, and reading for pleasure.
- Instructional area – space with seats catering for small groups, large groups and whole classroom formal instruction, with appropriate instructional technology and display space (seating for 10% of the student population is often recommended).
- Media production and group project area – space for individuals, teams and classes (often called ‘labs’ or ‘makerspaces’).
- Administrative area – space for circulation desk, office area, space for processing of library media materials, and storage space for equipment, supplies, and materials.

4.2.3 Physical and digital access

Physical and digital access to the library should be maximized. With technology, digital access to the information resources of the school library can be provided throughout the school and beyond, 24/7. Where staff resources are limited, supervisory systems that include the use of trained student and adult volunteers should be considered.

4.3 Collection development and management

The school library needs to provide access to a wide range of physical and digital resources to meet the needs of the users and reflects their age, language, and demographics. Collections need to be developed on an ongoing basis to ensure that users have access to new and relevant materials. The collection management policy defines the purpose, scope, and contents of the collection as well as access to external resources and helps to ensure a wide range of high quality resources. Increasingly, digital resources such as ebooks (reference, fiction, non-fiction), online databases, online newspapers and magazines, video games, and multimedia learning materials are becoming a substantial part of the library’s resources.

In addition to collections that meet student learning needs, a school library should include a collection of professional resources, both for the school library staff and for the teachers (i.e., materials on education, subjects taught, new teaching/learning styles and methods) and a collection of resources addressed to parents and caregivers.

Example

In Rome, Italy, the library in a primary school has developed a “Parents’ Shelf” where resources on child psychology, education, and specific topics such as children’s fears and self-esteem are made available.

4.3.1 Collection management policies and procedures

A school librarian works with school administrators and teachers in order to develop a collection management policy. Such a policy statement must be based upon the curriculum and the particular needs and interests of the school community and must reflect the diversity of society outside the school.

The following elements should be included in the collection management policy statement:

- The mission of a school library, consistent with the *IFLA/UNESCO School Library Manifesto*.
- Statements of intellectual freedom and of freedom of information.
- The purpose of the collection management policy and its relation to the curriculum and to the national, ethnic, cultural, linguistic and indigenous identities of its users.
- Long and short term objectives of the provision of resources.
- Responsibilities for collection management decisions.

The policy should make it clear that collection building is a collaborative endeavour and that teachers, as subject experts with valuable knowledge of the needs of their students, have an important role to play in helping to build the library collections. The policy should establish the method for reconsideration of resources consistent that is with the principles of intellectual freedom and of children's right to know. The policy should also identify the responsibility of school librarians for resisting efforts to censor materials, no matter the source of calls for limiting resources or access to resources.

Procedures for developing and managing the school library collection should be clearly laid out, in a separate document or as an appendix to the collection management policy document. The procedures manual should guide the selection and acquisition of resources and provide standards for the processing and organization (cataloguing, classification, shelving) of resources and for the maintenance, repair, and de-selection (weeding) of resources. The manual should include guidance in obtaining resources that have been created both locally and internationally and that reflect the national, ethnic, cultural, linguistic, and indigenous identities of members of the school community. The manual should also provide clear guidelines for the reconsideration of controversial materials.

Example

In France, the school librarian develops an acquisition policy in consultation with the school community that is linked to the policies articulated through the school's curriculum and instructional activities, as outlined in the 10 commandments of the acquisition policy.

www.cndp.fr/savoirscdi/centre-de-ressources/fonds-documentaire-acquisition-traitement/les-10-commandements-dune-politique-dacquisition.html

4.3.2 Issues related to digital resources

The school library serves an important function as a significant access point to our information-based society. It must provide access to digital information resources that reflect the curriculum as well as the users' interests and culture. The emerging participatory culture enabled by social media has contributed to expansion of the role of library user, from information consumer to information creator. As a result, school librarians need to consider providing "makerspaces" with the computers and other production equipment needed for hands-on learning activities, including creating information products (e.g., videos, blogs, podcasts, 3D projects, posters, infographics).

The increasing availability of digital resources and of Internet access means that a school library's cataloguing system needs to be appropriate for classifying and cataloguing the resources according to accepted international or national bibliographic standards in order to facilitate the

school library's inclusion in wider networks. In many places around the world, school libraries benefit from being linked together within a local or regional community through a union or shared cataloguing system. Such collaborations can increase the efficiency and quality of resources selection, cataloguing, and processing, making it easier to combine resources for maximum effect. In other places, school libraries benefit from coalitions or from government efforts that facilitate resource sharing of expensive commercial databases and online reference materials.

Example

In Alberta, Canada, the Ministry of Education fully funds the provision of quality online information resources in English and French to all students and teachers in the province through the Online Reference Centre.

www.learnalberta.ca/OnlineReferenceCentre.aspx.

Example

In France, easy access and use of digital resources by students is provided by *Correlyce platform* with over 300 editorial and indexed resources. www.correlyce.fr

The criteria for managing digital collections are similar to those for managing print collections. There are, however, some special considerations:

- Access – will access be improved or diminished by choosing a digital item over print?
- Financial and technical issues – will the cost of the digital item be higher in the long run because of on-going licensing fees or costs of changing to new formats?
- Legal and licensing issues – will the copyright laws or the licensing terms for digital materials limit the number of users, off-site access, or user privacy?
- Security – how will access to resources be protected?

4.3.3 Collection standards

Today, when a school library collection includes many digital resources available onsite or through external commercial databases and licensed reference materials, conventional school library collection standards are difficult to develop and apply. With or without access to national or local collection standards, collection development decisions should be based on curriculum requirements and instructional approaches.

A balanced collection of current and relevant items is needed to ensure access to resources for users of different ages, abilities, learning styles, and backgrounds. The collection should support the curriculum through information resources, whether in physical or digital formats. In addition, a school library should acquire materials for leisure purposes such as popular or graphic novels, music, computer games, films, magazines, comics, and posters. These resources should be selected in cooperation with students to ensure the materials reflect their interests and culture.

Example

The South Carolina Department of Education in the USA released collection development standards in 2012. According to the numbers of volumes per pupil, a collection is considered “at risk” (11 volumes), “basic” (13), or “Exemplary” (15). The percentage of fiction and non-fiction items in a collection should vary according to grade ranges and according to specific literacy projects or needs.

4.3.4 Resource sharing

School libraries should enhance access to library materials for their users through inter-library loans and resource sharing. However, because this is not a traditional function of many school libraries, there are rarely well-established systems to facilitate this. Inter-library loans and resource sharing are easier to arrange where school libraries are linked together by a union catalogue or by shared access to online databases and digital reference materials.

Example

In Vicenza, Italy, the libraries of 26 senior high schools, 15 comprehensive (primary and junior schools), and two private members (a foundation and a firm) have formed a network where resources and library software are shared and interlibrary loan services are provided.

www.rbsvicenza.org/index.php?screen=news&loc=S&osc=news&orderby=Autore

Example

In Portugal, school and public libraries have a network and share the same library cataloguing and automated system. www.rbe.mec.pt/np4/home

Example

In the Netherlands and Flanders, the library is at the heart of the “Brede School” [Broad/Community School]. The school library is an integral, compact, and inclusive knowledge centre, which also provides the crossroads for a range of community educational services (e.g., infant and primary school, gym).

www.bredeschool.nl/home.html

Useful Resources

Bon, I., Cranfield, A., & Latimer, K. (Eds.). (2011). *Designing library space for children*. Berlin/Munich: De Gruyter Saur. (IFLA Publications; Nr 154.)

Dewe, M. (2007). *Ideas and designs: Creating the environment for the primary school library*. Swindon, UK: School Library Association [UK].

Dubber, G., & Lemaire, K. (2007). *Visionary spaces: Designing and planning a secondary school library*. Swindon, UK: School Library Association [UK].

Durpaire, J-L. (2004). *Politique d'acquisition in Les politiques documentaires des Etablissements scolaires* [The acquisition policy within a school's policy] (pp. 34-36). Paris: Inspection Generale de l'Education Nationale.

La Marca, S. (Ed). (2007). *Rethink! Ideas for inspiring school library design*. Carlton, Victoria, Australia: School Library Association of Victoria.

Landelijk Steunpunt Brede Scholen. (2013). *Verschijningsvormen Brede Scholen 2013*. [Examples of Community Schools 2013] (2nd ed.). Den Haag, Netherland: bredeschool.nl. Retrieved from www.bredeschool.nl/fileadmin/PDF/2013/2013-05-28__13_170_LSBS_gew_herdruk_brochure_Verschijningvormen_4.pdf

- Latimer, K., & Niegaard, H. (2007). *IFLA library building guidelines: Developments and reflections*. Munich: K.G. Saur.
- Loertscher, D., Koechlin, C., Zwann, S., & Rosenfield, E. (2011). *The new learning commons: Where the learners win!* (2nd ed.) Clearfield, UT: Learning Commons Press.
- Marquardt, L. (2013). La biblioteca scolastica, ambiente e bene comune per l'apprendimento [school libraries, learning environments and commons]. In M. Vivarelli (Ed.). *Lo spazio della biblioteca ...* [The Library Space ...]. Milano: Editrice Bibliografica. [See Chapter 4.6, pp. 299-334, and case study pp. 400-401.]
- Molina, J. & Ducournau, J. (2006). Les 10 commandements d'une politique d'acquisition. [The 10 Commandments of an acquisition policy]. Retrieved from www.cndp.fr/savoircsdi/metier.html
- OSLA (Ontario School Library Association). (2010). *Together for learning: School libraries and the emergence of the learning commons. A vision for the 21st Century*. Toronto, Canada: OSLA, 2010. Retrieved from www.accessola.com/data/6/rec_docs/677_olatogetherforlearning.pdf
- Pavey, S. (2014). *Mobile technology and the school library*. Swindon, UK: School Library Association [UK]
- Preddy, L. B. (2013). *School library makerspaces: Grades 6-12*. Westport, CT: Libraries Unlimited.
- South Carolina Department of Education. (2012). *South Carolina standards for school library resource collections*. Columbia: SCDE. Retrieved from http://ed.sc.gov/agency/programs-services/36/documents/Standards_School_Library_Resource_Collections.pdf

Chapter 5

Programs and Activities of a School Library

“The school library is integral to the educational process.” School Library Manifesto

5.1 Introduction

To be successful in fulfilling its educational mission, a school library must actively engage the educational community through well-researched programs of instructional and service activities. Programs and activities provided by a school library vary around the world because they need to align with the goals of the school and the broader community (see Section 3.5.4 Community engagement).

The terminology used to describe the programs and activities of a school library also varies around the world. For example, developing enthusiastic and skilled readers is variously described as ‘reading promotion,’ ‘reading widely,’ ‘free voluntary reading,’ ‘leisure or recreational reading,’ or ‘reading for pleasure.’ Whatever it is called, however, developing fluent readers who are motivated to read is an important aspect of school library programs and activities around the world.

Example

The annual Readathon in Namibia promotes a reading culture by providing children with stories in their home languages (Namibia has 13 written languages) and has been the impetus for publishing children’s books in the home languages for schools and libraries.

Another area of contested terminology is that related to the use of information. Those activities once called ‘bibliographic instruction’ (instruction on how to use the library’s texts and systems) and ‘user education’ (any means used to help users to understand the library and its services) are now more often referred to as ‘information literacy’ and ‘inquiry.’ What is regarded as exemplary library-related instruction in the use of information has changed over the years: a sources approach, during the 1960s and 1970s; a pathfinder approach, through the 1980s; and a process approach, beginning in the 1990s (Kuhlthau, 2004). The process approach emphasizes thinking about information and using information within a problem-solving perspective. It does not discard the knowledge from earlier approaches, such as the knowledge of tools, sources, and search strategies but does emphasize that this knowledge is best developed through inquiry within the teaching of thinking and problem solving.

5.2 Program and activities

A school library is an essential component of teaching and learning in the school; it also contributes to the social goals of a school such as student engagement, inclusion of diverse learners, and relationships with the broader community. The goals of a school library should be aligned with the goals of the school such as literacy, curriculum-based learning, and citizenship. The extent to which a school library can contribute to the achievement of school goals is dependent upon the resources and staffing allocated to the school library.

Example

In Hungary, many students study in the cities, but live in the villages near the cities, so they are “shuttling” between their schools and homes. Public transport limitations mean that many students have to wait before and after school lessons. Many school libraries respond to this situation by extending hours before classes begin and after the end of school time. As a result, students can spend their time in a safe, cultural, and community place. This also provides an opportunity to deepen the relationship between teacher librarians and students.

Services and activities must be designed by a qualified school librarian, working in close cooperation with the principal or head teacher, with heads of departments and other learning specialists in the school, with classroom teachers, with support staff, and with students. Without access to the expertise of a qualified school librarian who selects appropriate educational resources and collaborates with classroom teachers to design instruction based on those resources, the improvements in student achievement reported in the research literature are not attainable.

The instructional work of a qualified school librarian should focus on core activities, including:

- literacy and reading promotion;
- media and information literacy (e.g., information literacy, information skills, information competences, information fluency, media literacy, transliteracy, transmedia literacy);
- inquiry-based learning (e.g., problem-based learning, critical thinking);
- technology integration;
- professional development for teachers; and
- appreciation of literature and culture.

School library research related to the core activities provides a framework for action. The focus of core activities of a school library will depend on the programs and priorities of a school and should reflect the progression of curriculum expectations from grade to grade.

5.3 Literacy and reading promotion

A school library supports student literacy and promotes reading. Research shows that there is a direct link between reading level and learning results, and that access to reading materials is a key factor in developing enthusiastic and skilled readers (Krashen, 2004). School librarians should be pragmatic and flexible in their approach when providing reading material to users, supporting the individual preferences of readers, and acknowledging their individual rights to choose what they want to read. Students who are given the opportunity to select their own reading show improved test scores over time. Self-selection of reading material improves vocabulary development, grammar test performance, writing, and oral language ability. Students learning a second language improve fluency and comprehension when they have access to quality books in their second language. Struggling readers who are given access to alternate reading materials, such as audiobooks, show improved reading skills and improved attitudes toward reading.

Students with reading disabilities require alternate reading materials and, in some cases, may require special reading devices. A school librarian should be able to cooperate with specialized teachers for these students to support their reading needs. A school librarian should also support teachers in their work with classroom reading to meet local and national standards (e.g., helping out with recommendation of books appropriate for reading projects and of books that support the country’s language standards).

A school library should provide an aesthetic and stimulating environment containing a variety of print and digital materials and offer opportunities for a wide range of activities from quiet reading to group discussions and creative work. A school librarian should ensure the most liberal borrowing policies possible and avoid, as much as possible, fines and other penalties for late returns and lost materials.

Literacy-based activities to encourage reading and enjoyment of media involve socio-cultural as well as cognitive learning aspects. Efforts should be made to ensure that a school library collection includes materials written and created both locally and internationally and that reflect the national, cultural, and ethnic identities of members of the school community. A school librarian should take the lead in ensuring that students have opportunities, in the classroom as well as in the library, for reading self-selected materials and for discussing and sharing what they are reading with others. New fiction and non-fiction materials should be promoted to both teachers and students through book talks, library displays, and information on the library's webpage. Special events to raise the profile of literacy and reading can be organized in the library or throughout the school such as exhibitions, author visits, and international literacy days. These special events can provide an opportunity for the parental involvement in the school. Parents may also participate in their children's literacy development through home reading programs and through read-aloud programs.

Example

In France, the *Babelio Challenge* stimulates reading and promotes children's literature through a social literary network: www.babelio.com

Example

In the United Kingdom, the Chartered Institute of Library and Information Professionals (CILIP) Carnegie and Kate Greenaway Medals have a well-established shadowing scheme, which stimulates reading activities across the UK related to the books nominated each year for the prizes.
www.carnegiegreenaway.org.uk/shadowingsite/index.php

Example

In Italy, the Xanadu Project, established in 2004 by Hamelin Cultural Association and coordinated by the "Sala Borsa" Library in Bologna, is addressed to high school students (13-16 year-olds), and more recently to eighth graders, in different Italian regions. The scope of the project includes stimulating reflective and critical thinking, networking, and the appreciation of books, comics, movies, and music.
www.bibliotecasalaborsa.it/ragazzi/xanadu2014/biblio.php

5.4 Media and information literacy instruction

A second mandate of a school library is developing students who can locate and use information responsibly and ethically for their lives as learners and citizens in an ever-changing world. The 2007 UNESCO document, *Understanding Information Literacy: A Primer*, written for policy-makers by Forest Woody Horton, Jr., is a useful overview of concepts and definitions related to information literacy and of the role that information literacy plays in formal and informal learning. UNESCO also promotes the concept of media and information literacy (MIL), recognizing the importance of media and information sources in our personal lives and in democratic societies. The 2011 UNESCO document, *Media and Information Literacy Curriculum for Teachers [MIL]*, explains why media literacy and information literacy should be considered

together. The MIL curriculum framework for teachers addresses three areas of teaching and learning:

- 1) knowledge and understanding of media and information for democratic and social participation;
- 2) evaluation of media texts and information sources (focusing on who created it, for whom was it created, what is the message); and
- 3) production and use of media and information.

School librarians agree with the importance of having a systematic framework for teaching media and information skills, and they contribute to the enhancement of students' skills through collaborative work with teachers. The goal of an instructional program based on a media and information literacy curriculum is to develop students who are responsible and ethical participants in society. Information literate students should be competent self-directed learners. They should be aware of their information needs and actively engage in the world of ideas. They should display confidence in their ability to solve problems and know how to locate relevant and reliable information. They should be able to manage technology tools to access information and to communicate what they have learned. They should be able to operate comfortably in situations where there are multiple answers, as well as those with no answers. They should hold high standards for their work and create quality products. Information literate students should be flexible, able to adapt to change, and able to function both individually and in groups.

Example

In France, pupils are trained in the responsible use of the Internet.
<http://eduscol.education.fr/internet-responsable>

Example

In France, training courses for school librarians are related to benchmarks for implementing Media and Information Literacy-Oriented Training courses.
http://media.eduscol.education.fr/file/Pacifi/85/4/Reperes_Pacifi_157854.pdf

5.5 Inquiry-based learning models

Many countries, local authorities, and school libraries have worked out very successful models for designing instruction that develops media and information literacy skills within the context of inquiry projects. Creating models for inquiry-based learning involves years of research, development, and practical experimentation. Schools without a model recommended by their education authority should select a model that aligns most closely with the goals and learning outcomes of their curricula, rather than attempting to develop their own models. Examples of instructional models for inquiry-based learning are provided in Appendix C.

Instructional models for inquiry-based learning generally use a process approach in order to provide students with a learning process that is transferable across content areas as well as from the academic environment to real life. These models share several underlying concepts:

- Student constructs meaning from information.
- Student creates a quality product through a process approach.
- Student learns how to work independently (self-directed) and as a member of a group.
- Student uses information and information technology responsibly and ethically.

Instructional models for inquiry-based learning incorporate essential inquiry and lifelong learning skills: planning, locating and gathering, selecting and organizing, processing, representing and sharing, and evaluating. Process-based instructional models also enhance self-directed learning skills (i.e., metacognition) and collaborating skills. These skills are best developed progressively within a subject context, with topics and problems drawn from the curriculum.

Planning skills are essential for any research task, assignment, project, essay, or topic. At the initial stages of an inquiry, planning activities include framing appropriate questions, identifying likely resources and possible information-seeking strategies, and building a reasonable timeline. Throughout the inquiry process, students will amend their plans in response to unanticipated challenges and obstacles.

Locating and gathering skills are fundamental to information seeking tasks. These skills include an understanding of alphabetical and numerical order, use of different kinds of strategies for information seeking in computer databases and on the Internet, and use of indexes and reference sources. Generating information may include, in addition to the study of sources, methods such as survey, interview, experiment, and observation.

Selecting and organizing skills require critical and evaluative thinking. Selecting involves finding information that is relevant and pertinent to the focus of the inquiry. Applying criteria such as authoritativeness, completeness, timeliness, accuracy, and point of view helps the student to make informed and ethical decisions about the information found.

Processing information involves constructing meaning using such skills as integrating information from a variety of sources, making inferences, drawing conclusions, and building connections to prior knowledge. Through these skills, students develop an understanding of the information they have gathered, transforming the information gathered into their personal knowledge.

Representing and sharing involves creating quality products that communicate ideas clearly, that reflect established aims and criteria, and that demonstrate effective presentation skills, including awareness of audience.

Evaluating skills involves assessing both the process and the product of the inquiry. Students need to be able to think critically about their effort and what they have achieved. They should be able to relate their finished product to the original plan and determine if the product has achieved its purpose, distinguish the strengths and weaknesses of the learning project, and reflect on improvements and implications for future assignments.

Self-directed learning skills are critical in the development of lifelong learners. Students need to be guided throughout an inquiry to think about their thinking and learning processes (i.e., metacognition) and to use that self-knowledge to establish learning goals and to manage progress towards achieving them. Self-directed learners are able to use media sources for information and personal needs, seek answers to questions, consider alternative perspectives, and evaluate differing points of view. They recognize that information, information sources, and libraries are complex in organization and structure, and they are able to ask for help when needed.

Collaborating skills are developed when students work together in groups with diverse individuals and diverse resources and technology. Students learn how to defend opinions as well as how to criticize opinions constructively. They acknowledge diverse ideas and show respect for the others' backgrounds and learning styles. They work together to create projects that reflect

differences among individuals and contribute to synthesizing individual tasks into a finished product.

The process approach to inquiry-based learning goes beyond the location of information to the use of information, beyond the answering of a specific question to the seeking of evidence to shape a topic. It considers the process of a search for information as well as the product of the search. It calls for an awareness of the complexity of learning from information: Learning from information is not a routine or standardized task, and it involves the affective as well as the cognitive domains.

In deciding to use a process approach to inquiry-based learning, school librarians and teachers face the same fundamental issue, no matter the size of their library and the nature of its collections and technology—how to influence, orient, and motivate the pursuit of learning using a process of discovery that encourages curiosity and the love of learning. Process-based models support a view of inquiry-based learning as an opportunity for students to experience discovery and personal growth. When implemented effectively, student learning through inquiry is characterized by exploration and risk-taking, by curiosity and motivation, by engagement in critical and creative thinking, and by connections with real life situations and real audiences.

Process-based models are theory-based and grounded in research from the fields of education and of library and information studies. From education comes learning theory and from LIS information seeking behaviour theory. For example, from education comes the knowledge that learners vary in the level of abstraction they can handle, depending on their cognitive development and their prior knowledge and experience. From education also comes the constructivist concept of learners actively building or constructing their knowledge and of learners experiencing changes in feelings as well as changes of thoughts as they use information. From LIS comes the knowledge that users of information progress through levels of question specificity, from vague notions of information need to clearly defined needs or questions, and that users are more successful in the search process if they have a realistic understanding of the information system and of the information problem.

Like other learning programs at school, inquiry-based learning activities should be designed to promote progression and continuity in students' learning. This means that skills must be introduced progressively through stages and levels. A school librarian should take a leadership role in ensuring there is a systematic approach to teaching an inquiry process that is guided by a school-based continuum of media and information skills and strategies.

Where there is no locally or nationally developed model for inquiry-based teaching and learning, a school librarian should work with the classroom teachers and school leaders to select a model. As the teachers and students apply the model they may wish to adapt the model to serve school goals and local needs. However, caution should be exercised in adapting any model. Without a deep understanding of the theoretical foundations of the model, adaptations may eliminate the power of the model.

Example

Secondary school students in Uppsala, Sweden, begin their inquiry-based projects by reading a dystopian novel. The novel is discussed in reading groups. The students focus their individual inquiries on subjects from the book such as surveillance, global warming, or diseases. They search for information, first broadly and then in depth, to formulate a very specific individual inquiry focus (e.g., going from everything on surveillance to a very concrete inquiry such as how

governments can monitor people on their smartphones). The final product for the project is an essay, written as an exam, using the material each student has collected and filed in a portfolio.

5.6 Technology integration

School library research has shown the importance of the library's role in providing technological infrastructure and tools and providing instruction in the use of information technology. Technology helps to extend the reach of the library and its resources into the classrooms and beyond. School librarians help students learn to use online search strategies important for using the resources of the Internet as well as databases and production tools. School librarians work in collaboration with technology specialists in the school, when such positions exist, to ensure that the roles of the two positions are clearly defined and that there are no gaps or redundancies in the technology services and programs provided for teachers and students in the school.

5.7 Professional development for teachers

The school library supports teachers through providing professional development for teachers, especially related to new materials and technologies, new curriculum, and new instructional strategies. The school librarian often provides informal professional development through working as a partner in learning with teacher colleagues in a variety of ways:

- providing resources for teachers which will widen their subject knowledge or improve their teaching methodologies;
- providing resources for different evaluation and assessment strategies;
- working as a partner in planning the tasks to be done in the classroom and/or library; and
- using the library as an access point to a broader set of resources through its interlibrary loans also personal and digital networks.

5.8 Instructional role of a school librarian

A qualified school librarian works in concert with teaching colleagues to provide the optimum learning experiences for students. Ideally, a school librarian co-teaches with other teachers, and each member of the teaching team contributes their different areas of expertise to the design and implementation of teaching and learning activities.

Following are four approaches to co-teaching in which school librarians and classroom teachers may work collaboratively as instructors: *supportive*, *parallel*, *complementary* and *team teaching*.

- 1) *Supportive teaching* – one instructor takes the lead instructional role and the other moves around among the learners to provide support on a one-to-one basis as required. This has been referred to as 'one teaches/one drifts.'
- 2) *Parallel teaching* – two or more instructors work with different groups of learners simultaneously in different parts of the classroom or library. This has been referred to as 'station teaching.'
- 3) *Complementary teaching* – one instructor does something to enhance the instruction provided by the other instructor(s). For example, one instructor might paraphrase the other's statements or model note-taking skills.

- 4) *Team teaching* – two or more instructors plan, teach, assess, and take responsibility for all students in the classroom or library, taking an equal share of responsibility, leadership, and accountability.

Each of these approaches to co-teaching is enhanced through collaborative planning by the co-instructors related to the content, delivery, and evaluation of instruction. Collaborative planning between a school librarian and classroom teacher(s) also enhances the quality of instruction when, as is the case in some situations, a school librarian is expected to be the sole instructor for students in the library or classroom. Collaboration is essential for providing media and information literacy instruction that is integrated into the curriculum and is connected with students' interests and needs.

Useful Resources

Asselin, M., & Doiron, R. (2013). *Linking literacy and libraries in global communities*. London: Ashgate.

Gordon, C., & Lu, Y-L. (2008). "I hate to read—Or do I?": Low achievers and their reading. *School Library Research*, 11. Retrieved from www.ala.org/aasl/slmr/volume11/gordon-lu

Hughes-Hassell, S., Barkley, H. A., & Koehler, E. (2009). Promoting equity in children's literacy instruction: Using a critical race theory framework to examine transitional books. *School Library Research*, 12. Retrieved from www.ala.org/aasl/slmr/volume12/hughes-hassell-barkley-koehler

Krashen, S. D. (2004). *The power of reading: Insights from the research* (2nd ed.). Westport, CT: Libraries Unlimited.

Kuhlthau, C.C. (2004). *Seeking meaning: A process approach to library and information service* (2nd ed.). Westport, CT: Libraries Unlimited.

Markless, S. (Ed.). (2009). *The innovative school librarian: Thinking outside the box*. London: Facet Publishing. [See Chapters 7, pp.127-142 Becoming integral to teaching and learning.]

Eduscol [Ministry of Education, France]. (2012). *Vademecum vers des centres de connaissances et du culture* [Short guide to knowledge centres and culture]. Retrieved from <http://eduscol.education.fr/cid60332/-vers-des-centres-de-connaissances-et-de-culture-le-vademecum.html>

Trelease, J. (2013). *The readaloud handbook* (7th ed.). New York: Penguin Books.

Villa, R. A., Thousand, J. S., & Nevin, A. I. (2008). *A guide to co-teaching: Practical tips for facilitating student learning* (2nd ed.). Thousand Oaks, CA: Corwin Press/Council for Exceptional Children.

Chapter 6

School Library Evaluation and Public Relations

“The school library is essential to every long-term strategy for literacy, education, information provision and also economic, social, and cultural development.”

School Library Manifesto

6.1 Introduction

There is a great deal of research related to the positive impact on student achievement of well-resourced school libraries staffed with professional school librarians. For example, see LRS (2015) *School Libraries Impact Studies* in the USA (www.lrs.org/data-tools/school-libraries/impact-studies) and Williams, Wavell, C., and Morrison (2013) in the United Kingdom (www.scottishlibraries.org/storage/sectors/schools/SLIC_RGU_Impact_of_School_Libraries_2013.pdf). However, this research is not well known or understood beyond the school library community, and school libraries continue to face cutbacks in many parts of the world. The effect of cutbacks often has resulted in losses to the professional staffing of school libraries. Without qualified school librarians, the potential of the school library as a force for educational improvement and student achievement is lost.

Major findings from the last ten years of school library impact studies continue to confirm that the strongest impact on student achievement comes from school library programs with fulltime certified/qualified school librarians. Findings on the positive impact of the school library on student learning include helping to close the achievement gaps commonly seen for students who are poor, minority, and/or have disabilities. In addition to having fulltime certified/qualified school librarians, other school library factors that are correlated with improved student achievement include: collaboration, instruction, scheduling, access, technology, collections, budget, and professional development. Because well-resourced school libraries are now offering students and teachers access to resources and services online at any time, future research will be needed to evaluate how space, time, and use are impacted by digital possibilities.

Evaluation is an essential aspect of implementing school library programs and services. Evaluation can address decision-making or problem solving (accountability concerns); it also can influence people’s thinking about a school library and develop support for the school library (transformation concerns). The evaluation process can help to determine the way forward and also can inspire the creation of new visions for a school library of the future.

In effect, a school library evaluation cannot be separated from an evaluation of the school’s educational plan. Evaluation is also part of the planning process and needs to be an integral part of the school’s quality assurance plan.

6.2 School library evaluation and evidence-based practice

School libraries and school librarians are rarely evaluated in a consistent and systematic way, but evaluation helps to ensure that the library’s programs and services support the goals of the school. Evaluation can indicate the extent to which students and teachers perceive that they benefit from those programs and services: It can also help to shape those programs and services and enhance the understanding of and commitment to those programs and services for both library staff and library users.

Evidence-based practice focuses on data collection and analysis for the purpose of improvements in practice. Evaluations conducted as part of evidence-based practice are generally narrow in scope, conducted by school-level evaluators, and result in recommendations for practice. The data collected and analyzed for purposes related to evidence-based practice can come from a variety of sources, depending on the aspect of practice being queried such as the online circulation and cataloging system (OPAC) records and instructional patterns, by class, grade or subject (evidence in practice – data for decision-making), or various student learning products and surveys of students, teachers, and/or parents (evidence of practice – data supporting library impacts).

6.3 Approaches to school library evaluation

The evaluation of a school library includes consideration of its environment and context. A school library evaluation focused on the overall quality of the program is generally wide in scope, conducted by evaluators who are external experts, and results in a quality rating (see Appendix D: Sample School Library Evaluation Checklist and Appendix E: School Library Evaluation Checklist for Principals). Most school library evaluations include a self-study conducted by a school librarian. Other possible approaches to school-based school library evaluation, in addition to program quality, include: stakeholder perceptions, program content, and program impact. An ongoing approach to school library evaluation is evidence-based practice.

6.3.1 Program Quality

A school library evaluation focusing on overall program quality is normally a long-term project, often completed over several years and involving a variety of activities. Evaluations of program quality typically begin with a framework to guide activities such as a school accreditation process or a provincial or national standards document. A comprehensive program evaluation should be undertaken only with strong administrative support and with access to outside expertise such as a district consultant. However, value can be derived from undertaking a partial program evaluation, carefully planned to limit the resources needed. For example, a self-study might address the scope of library-based instructional activities over a single term or over one academic year in order to assess what percentage of students and teachers have been involved in these activities. A comparison to standards might be limited to one aspect of the library program or services such as facilities or collection.

6.3.2 Stakeholder Perceptions

Research studies offer many inspiring and comprehensive examples of the evaluation of stakeholder perceptions. While a major research study is beyond the resources of most schools or school districts, there are simple but effective alternatives. Two such examples are a) district satisfaction surveys and b) school-based surveys or feedback groups.

Most school districts or education authorities have some version of an annual satisfaction survey that is completed by students, teachers, and parents. It is very worthwhile to try to get a question or two added to the survey related to library programs and services. Even if efforts are unsuccessful at first, lobbying for such a question can be an important way to develop a better understanding of library programs and services within the district administrative group.

An approach to gathering student perceptions about the library might be to enlist the help of the principal to survey each class in the school, beginning with the first grade, asking the students questions such as “What makes our school library good?” and “What should we do more of to make it better?” Data from the surveys would then be analysed and shared with teachers and support staff and also with parents. An approach suited to secondary schools would be to organize meetings of student representatives, several from each class, to give feedback on the school library’s services and resources. Over the course of several feedback sessions, students could be asked to identify what they would like more or less of in their school library and what other issues need to be addressed to make their school library a better place for them as learners. Both approaches could be easily adapted to evaluate a specific part of the library’s suite of programs and services.

6.3.3 Program Content

A school library evaluation focusing on program content could be broad or narrow in scope and could be one-time or ongoing. A self-study might be designed to analyze the learning outcomes addressed through library-based instruction activities over a term or over several years. The learning outcomes addressed through library-based instruction activities might be compared to the learning outcomes in one or more curricula.

Another approach might be the use of focus groups of classroom teachers and/or department heads which might consider what learning outcomes should be addressed through library-based instructional activities. For best results (i.e., rich discussions and frank observations), focus groups are best organized and facilitated not by the school librarian but by a third party, that is, an outside evaluator such as a librarian colleague from another school or a district learning consultant.

6.3.4 Program Impact

Impact evaluation for a school library focuses on the concept of ‘value-added’ and can be designed to identify the contribution of school library inquiry activities to student learning. Here is where it is important to find out from the students what they have learned. For example, inquiry projects should result in students developing a deep understanding of a topic, knowing how the process of inquiry works, and appreciating the importance of their learning. For example, to discover to what extent inquiry projects had an impact on student learning, elementary students from Grades 1-6 in the *Library Power* project (Ober, 1999) were interviewed at the end of their project and asked:

- Could you tell me about your project—how you used the books and computers? What worked well, what caused problems?
- How did you get started? What did you do in the middle? How did you finish? How did you feel at each of these points?
- What did you learn; what stands out in your memory? Did you share your project outside of school? How is your project like things people do outside of school?

A similar approach to be used with secondary students is the *School Library Impact Measure*, also called the *Student Learning Impact Measure* or *SLIM* (Todd, Kuhlthau & Heinstrom, 2005). At three points in the inquiry process, students are asked to complete reflection sheets with these questions:

- Take some time to think about your topic; write down what you know about it.

- How interested are you in this topic?
- How much do you know about this topic?
- Thinking back on your research project, what did you find easiest to do?
- Thinking back on your research project, what did you find most difficult to do?
- What did you learn in doing this research project? (This question is only asked at the end for the project.)

Other aspects of student learning that might be examined through interviews, reflection sheets, learning logs, or inquiry groups include the:

- ability to identify the source, the reliability, the validity, and the relevance of information;
- ability to create reliable and well informed products; or
- ability to responsibly manage one's digital identity.

Analysis of student responses to interview questions or reflection sheets will be a demanding and time-consuming exercise for school librarians and teachers, but these professionals will be able to see how students have developed their knowledge and understanding of curriculum content as well as information handling and process skills that are important for school, work, and beyond. Involving students in discussions of their inquiry learning process also helps students to be aware of and to be able to monitor and adapt their personal learning processes.

6.3.5 Evidence-based Practice

Evidence-based practice is a holistic and integrated approach to using data for decision-making. Evidence-based practice in school libraries integrates three kinds of data: a) evidence FOR practice (using findings from formal research to inform practice); b) evidence IN practice (using locally produced data for transforming practice); and c) evidence OF practice (using user-reported and user-generated data to show the results of what school librarians do) (Todd, 2007). School librarians gain access to evidence FOR practice through their professional education and from the many published summaries of school library research (e.g., Haycock, 1992; Kachel et al, 2013). School librarians use evidence generated IN their practice, such as circulation records and schedules of instructional activities, to make decisions, for example, related to purchases of resources for reading promotion activities and related to plans to ensure all students have opportunities to experience inquiry-based learning.

6.4 Impacts of school library evaluation

Evaluation is a critical aspect of an ongoing cycle of continuous improvement. Evaluation helps to align a library's programs and services with the goals of the school. Evaluation demonstrates to students and teachers, to library staff, and to the wider educational community the benefits derived from school library programs and services. Evaluation gives the evidence needed to improve those programs and services and helps both library staff and library users understand and value those programs and services. Successful evaluation leads to renewal of programs and services as well as development of new programs and services. Evaluation also is essential to guide initiatives related to public relations and advocacy.

6.5 School library public relations

The concept of public relations focuses on long-term interaction and strategic communication that build beneficial relationships between an organization and its publics—a school library and its stakeholders (see section 3.5.4 Community engagement).

Marketing and promotion focus on more immediate products and services developed to meet the wants and needs of a library's users. In contrast, advocacy is fundamentally about action for change or the advancement of an idea or issue. In the long term, supportive relationships need to be built with the school library's stakeholder groups and supporters: This is school library advocacy. Both promotion and marketing and also advocacy need to be planned and implemented in a systematic way. Promotion and marketing are a part of the school-based work of a school librarian; a school librarian also has a part to play in advocacy but usually advocacy is planned and carried out by a group such as a school library association. The primary focus of school library promotion and marketing is the users of the library: Here the concern is library use. The focus of school library advocacy is the decision-makers and the people who can influence the decision-makers: Here the concern is library funding and other kinds of support that make the work of a school librarian possible.

6.5.1 Promotion and Marketing

Promotion is one-way—communicating to users about what a library has to offer. Marketing is a two-way exchange—trying to match the library's services to the needs and preferences of potential users. The services and facilities provided by a school library must be actively promoted and marketed so that the target groups (both the school and the larger community) are aware of the library's role as a partner in learning and a provider of desirable services and resources.

A school library should have a written promotional and marketing plan worked out in cooperation with stakeholders. The plan should include: desired objectives; an action plan that indicates how the objectives will be achieved; and evaluation methods by which the success of promotion and marketing actions will be assessed. The promotional and marketing plan should be evaluated, reviewed, and revised annually; the plan as a whole should be discussed thoroughly by a school librarian and the school administration at least once every second year.

6.5.2 Advocacy

Advocacy is a planned, sustained effort to develop understanding and support incrementally, over time. Advocacy is related to but different from promotion and marketing. School library advocacy is about developing understanding and support from key decision-makers; it is about raising awareness and increasing knowledge; and it takes time and planning. School library advocacy efforts should focus on engaging decision-makers and those who influence decision-makers, rather than school library users.

Advocacy is about building relationships.

Advocacy is about influencing others. Research has established six universal principles related to influencing others (Cialdini, 2006). These principles of persuasion are essential to advocacy success: reciprocity, liking, authority, social proof, consistency/commitment, and scarcity.

Reciprocity and Liking are about building relationships. People often do things for others because others have done something for them and because they like the other person. Authority and Social Proof are about making decisions in times of uncertainty. People often do things because someone in authority recommends an action or because others like them are doing that. Consistency/Commitment and Scarcity are about moving people to action. People are more willing to do something if they perceive that the action is consistent with their values and if they perceive that action will prevent them from losing something that they value.

These universal principles should be kept in mind to guide the planning of an advocacy program. For example, school librarians often need to target other librarians in the national library association to bring them onside to support a school library policy issue. Following are some guiding questions that might be helpful in planning an advocacy program.

- Scarcity: What might other librarians lose if school libraries are not well supported?
- Consistency/Commitment: What values do they share with you?
- Authority: Whose opinions do they respect?
- Social Proof: What other national associations have supported school library policy?
- Reciprocity: How can you support other librarians in the association with their issues?
- Liking: What do you like about other librarians and how can you show that?

Advocacy is something that school librarians and their allies can do if they join together with others and move forward in a planned way. The IFLA *Online Learning Platform* (www.ifla.org/bsla) provides resources for those who want to advocate for libraries and want to know more about how to do that. This site includes materials specific to school library advocacy, including case studies about forming a school library network, about changing school library legislation, and about developing school libraries as a force for educational reform. Advocacy is essential for enhancing and maintaining school library development. Both advocacy and evaluation build understanding and support for the work of improving teaching and learning for all individuals in our schools.

Useful Resources

American Association of School Librarians. (2014). *Advocacy*. Retrieved from www.ala.org/aasl/advocacy

Cialdini, R. B. (2006). *Influence: The psychology of persuasion* (Rev. ed.). New York: Harper Business Books.

Department for Education and Office for Standards in Education, Children's Services and Skills [UK]. (2006). *Improving performance through school self-evaluation and improvement planning*. Retrieved from [http://dera.ioe.ac.uk/5986/1/Improving_%20performance%20through%20school%20self-evaluation%20and%20improvement%20planning%20\(PDF%20format\).pdf](http://dera.ioe.ac.uk/5986/1/Improving_%20performance%20through%20school%20self-evaluation%20and%20improvement%20planning%20(PDF%20format).pdf)

Department for Education and Skills and the School Libraries Working Group [UK]. (2004). *Self-evaluation model: School libraries resource materials*. Retrieved from www.informat.org/schoollibraries/index.html

FADBEN. (2012). *The FADBEN manifesto: Teaching information-documentation and information culture*. Retrieved from <http://fadben.asso.fr/2012-FADBEN-Manifesto.html>

Haycock, K. (1992). *What works: Research about teaching and learning through the school's library resource center*. Seattle, WA: Rockland Press.

Kachel, D. E., et al. (2013). *School library research summarized: A graduate class project*. Mansfield, PA: Mansfield University. Retrieved from <http://sl-it.mansfield.edu/upload/MU-LibAdvoBklt2013.pdf>

LRS (Library Research Service, Colorado State Library, Department of Education). (2015). *School libraries impact studies*. Retrieved from www.lrs.org/data-tools/school-libraries/impact-studies/

Mollard, M. (1996). *Les CDI à l'heure du management* [CDI on time management]. Paris: École nationale supérieure des sciences de l'information et des bibliothèques.

Oberg, D. (2009). Libraries in schools: Essential contexts for studying organizational change and culture. *Library Trends*, 58(1), 9-25.

Todd, R. (2007). Evidence based practice and school libraries: From advocacy to action. In S. Hughes-Hassell & V. H. Harada (Eds.), *School reform and the school library media specialist* (pp. 57-78). Westport, CT: Libraries Unlimited.

Todd, R. J., & Kuhlthau, C. C. (2005a). Student learning through Ohio school libraries, Part 1: How effective school libraries help students. *School Libraries Worldwide*, 11(1), 63-88.

Todd, R. J., & Kuhlthau, C. C. (2005b). Student learning through Ohio school libraries, Part 2: Faculty perceptions of effective school libraries. *School Libraries Worldwide*, 11(1), 89-110.

Todd, R., Kuhlthau, C., & Heinström, J. (2005). *SLIM Toolkit*. New Brunswick, NJ: Center for International Scholarship in School Libraries, Rutgers University. Retrieved from <http://cisssl.scils.rutgers.edu/index.html>

Todd, R. J., Kuhlthau, C. C., & OELMA. (2004). *Student learning through Ohio school libraries: The Ohio research study*. Columbus, OH: Ohio Educational Library Media Association. Retrieved from www.oelma.org/studentlearning/default.asp

Williams, D., Wavell, C., & Morrison, K. (2013). *Impact of school libraries on learning: Critical review of published evidence to inform the Scottish education community*. Aberdeen, Scotland: Robert Gordon University, Institute for Management, Governance & Society (IMaGeS). Retrieved from www.scottishlibraries.org/storage/sectors/schools/SLIC_RGU_Impact_of_School_Libraries_2013.pdf.

GLOSSARY

The scope of this glossary is based on suggestions from reviewers and contributors to the guidelines document. For further information related to library-related terminology, readers may wish to consult ODLIS (Online Dictionary for Library and Information Science), written by Joan M. Reitz and published by ABC-CLIO at www.abc-clio.com/ODLIS/odlis_1.aspx. Hardcover and paperback editions of the dictionary are available from Libraries Unlimited.

Advocacy: a planned, sustained effort to develop understanding and support incrementally, over time.

Bibliographic instruction: Teaching users how to use the library's texts and systems, often referred to as "BI" (See also Library instruction; Media and information literacy; User education.)

Cataloguing: the process of describing an information resource and creating entries for a catalogue. Usually includes bibliographic description, subject analysis, assignment of classification notation, and activities involved in physically preparing the item for the shelf.

Circulation: The process of borrowing and returning library materials. Also refers to the total number of items checked out over a period of time and to the total number of times a given item is checked out during a period of time, usually one year.

Citizenship: The legal and political status of being a member of a community (i.e., a citizen), along with the rights, duties, and privileges of being a citizen. In addition to involving the individual's basic rights and responsibilities, it also involves the quality of an individual's character and how he or she acts as a person within the community.

Civic engagement: The taking of individual and collective actions designed to identify and address issues of public concern; developing the knowledge, skills, values, and motivation necessary to act to make a difference in the quality of life of the community.

Code of ethics: A set of standards governing the conduct and judgment of librarians, library staff, and other information professionals in their work. Usually includes standards for equitable access, intellectual freedom, confidentiality, respect for intellectual property rights, excellence, accuracy, integrity, impartiality, courtesy, and respect for colleagues and for library users.

Collection: All materials that the library collects, organizes, and makes available. Usually refers to physical items but could also refer to digital resources, sometimes called "holdings." The documents in a collection may be physical or digital; in print or non-print formats; located locally or remotely; owned by the library, accessible through the library for a fee, or freely available from other institutions.

Culture of information: The body of knowledge necessary for enabling students to understand the nature of information and how it is created, to develop an enlightened understanding of the stakes and mechanisms of the information and communication industries, and to develop a critical approach to the endless technological innovations and the "documentarisation" of human beings when personal data are being used. Also includes developing ethical and responsible attitudes regarding the use of information. (See also Media and information literacy.)

Curation: The development, care, organization, and supervision of a museum, gallery, or other exhibit space and all the objects stored or displayed in it. Also, developing collections of digital objects, such as websites. The person in charge of such special collections (i.e., curator) requires specialized knowledge and experience related to selecting items of merit and to assisting users in locating and interpreting the items in the collections.

Database: A large, regularly updated file of related information, consisting of records of uniform format organized for ease and speed of search and retrieval and managed with the aid of database management system software. Databases frequently used in school libraries include catalogues, periodical indexes, abstracting services, and full-text reference resources, usually leased annually under licensing agreements that limit access to library members and library staff.

Indigenous: A term used to identify the universal population of indigenous peoples, although some may choose to define and identify themselves in their own languages or specific tribal identities. Some may use other labels or names such as Native, Native American, Aborigine, First Nation, etc.

Information literacy: The set of skills, attitudes, and knowledge necessary to access, evaluate, and use information effectively, responsibly, and purposefully. Usually includes the ability to know when information is needed to solve a problem or make a decision, to articulate that need, to locate and utilize information, to share it with others if necessary, and to apply it to the problem or decision. Also known as “information competence” and “information fluency.” (See also Media and information literacy.)

Library instruction, an inquiry-based approach to: Teaching that emphasizes thinking about information and using information within a problem-solving perspective and that integrates the knowledge of tools, sources, and search strategies within the teaching of thinking and problem solving. This approach began to be emphasized in the 1990s.

Library instruction, a sources approach to: Teaching users about the nature and uses of the library’s tools and sources, especially reference texts and indexes for finding information. An approach emphasized during the 1960s and 1970s.

Library instruction, a pathfinder approach to: Teaching users how to use search strategies, that is, to use logical patterns based on expert practice, to access library tools and sources. Recommended search strategies are often outlined in published guides called “pathfinders” or “guides to the literature.” This approach began to be emphasized during the 1980s.

Library instruction, a process approach to: Teaching users how to develop a personal learning process through mediating the affective, cognitive, and physical aspects (feelings, thoughts, actions) of using information to develop knowledge or solve problems. This research-based approach, based on the Information Search Process (Kuhlthau, 1985), began to be emphasized in the 1990s.

Library program: (See School library program.)

Media literacy: (See Media and information literacy.)

Media and information literacy: The set of skills, attitudes, and knowledge necessary to understand and utilize the various kinds of mediums and formats in which information is communicated and to understand and utilize the information being communicate through those mediums and formats. Includes such concepts as “information and media are created by humans, for personal, social, political, and economic purposes, and are inherently biased.”

Pathfinder: A recommended search strategy to access library tools and sources. Sometimes called “library guide” or “guide to the literature.”

Program: (See School library program.)

School librarian: A teacher with education in librarianship who has responsibility for leading or initiating the activities, programs, and services of a school library. In addition to managing daily operations, a school librarian supports the curriculum through collection development, teaches media and information literacy skills appropriate to grade level, assists students with selecting reading materials appropriate to their reading level, and helps classroom teachers integrate library services and materials into instructional programs. A school librarian may be known by various professional designations (e.g., teacher-librarian, library media specialist, learning resources teacher).

School library: A physical and digital learning space within a public or private elementary or secondary school that serves the information needs of its students and the curriculum needs of its teachers and staff. A school library provides a collection of education materials appropriate to the grade levels of the school. A school library is managed by a school librarian who is dedicated to enhancing the cognitive, personal, social, and cultural growth of students and teachers through activities and services related to reading, inquiry, and research. The school library is known by various terms (e.g., school library media centre, centre for documentation and information, library resource centre, library learning commons).

School library program: A planned comprehensive offering of teaching and learning activities designed to develop students’ media and information literacy skills, research and inquiry skills, engagement in reading, digital skills, and other literacy-related and curriculum-based competencies.

User education: Any means used to help users understand a library, its texts and systems, and its services, including signage, handouts, and guides to the literature as well as direct teaching. (See also Bibliographic instruction; Library instruction; Media and information literacy.)

BIBLIOGRAPHY

At the end of each chapter in this guidelines document are listed **Useful Resources** related to the topics addressed in that chapter. This bibliography includes resources consulted during the process of revising the guidelines and resources suggested by reviewers and contributors to the guidelines document; however, it excludes resources listed at the end of chapters.

Alexandersson, Mi., & Limberg, L. (2004). *Textflytt och sök slump: Informationssökning via skolbibliotek* [Moving text and searching by chance: Information retrieval through the school library]. Stockholm, Sweden: Myndigheten för Skolutveckling.

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs*. Chicago: American Library Association.

American Association of School Librarians. (2008). *Learning 4 life: A national plan for implementation of Standards for the 21st-Century Learner and Guidelines for the School Library Media Program*. Chicago: ALA. Retrieved from www.ala.org/aasl/learning4life.

American Association of School Librarians. (2009). *Standards for the 21st-century learner in action*. Chicago: AASL.

Asselin, M., & Doiron, R. (2013). *Linking literacy and libraries in global communities*. Farnham, England: Ashgate Publishing.

Barrett, H., et al. (2010). *Skolbibliotekets möjligheter: Från förskola till gymnasium* [The possibilities of the school library: From pre-school to senior high school]. Lund, Sweden: BTJ Förlag.

Capra, S., & Ryan, J. (Eds.). (2002). *Problems are the solution: Keys to lifelong learning*. Capalaba, Australia: Capra Ryan & Associates.

Chapron, F. (2012). *Les CDI des lycées et collèges: De l'imprimé au numérique* [CDI or school libraries in high schools and junior high schools: From print to digital] (nouvelle édition). Paris, France: Presses universitaires de France.

Coatney, S. (Ed.). (2010). *The many faces of school library leadership*. Santa Barbara, CA: Libraries Unlimited.

Connaway, L., & Powell, R. (2010). *Basic research methods for librarians*. Westport, CT: Libraries Unlimited.

Cook, D., & Farmer, L. (Eds.). (2011). *Using qualitative methods in action research*. Chicago, IL: American Library Association.

Court, J. (Ed.). (2011). *Read to succeed*. London [UK]: Facet Publishing.

Crowley, J. D. (2011). *Developing a vision: Strategic planning for the school librarian in the 21st century* (2nd ed.). Santa Barbara, CA: Libraries Unlimited.

Das, L., & Walhout, J. (2012). *Informatievaardigheden en de mediathecaris* [Information literacy and the school media specialist]. Rapport 30. Heerlen, Netherlands: Open Universiteit, Ruud de Moor Centrum.

- Erikson, R., & Markuson, C. (2007). *Designing a school library media center for the future* (2nd ed.). Chicago: American Library Association.
- Farmer, L. (2014). *Introduction to reference and information and services in today's school library*. Lanham, MD: Rowman & Littlefield.
- Farmer, L. (2011). *Instructional design for librarians and information professionals*. New York: Neal-Schuman.
- Farmer, L., & McPhee, M. (2010). *Technology management handbook for school library media centers*. New York: Neal-Schuman.
- Hughes-Hassell, & Harada, V. H. (2007). *School reform and the school library media specialist*. Westport, CT: Libraries Unlimited.
- Gordon, C. (2000). *Information literacy in action*. Melton, Woodbridge, UK: John Catt Educational.
- Guldér, M., & Helinsky, Z. (2013). *Handbok för skolbibliotekarier: Modeller, verktyg och praktiska exempel* [Handbook for school libraries: Models, tools and practical examples]. Lund, Sweden: BTJ Förlag.
- Hart, G. (2011). The “tricky business” of dual use school community libraries: A case study in rural South Africa, *Libri*, 61(3), 211-225.
- Hart, G. (2012). Teacher-librarians leading change: Some stories from the margins. *School Libraries Worldwide*, 18(2), 51-60.
- Hoel, T., Rafste, E. T., & Sætre, T. P. (2008). *Opplevelse, oppdagelse og opplysning: fagbok om skolebibliotek* [Adventure, discovery and enlightenment: A textbook about school libraries]. Oslo, Norway: Biblioteksentralen.
- Kelsey, M. (2014). *Cataloging for school librarians*. Lanham, MD: Rowman & Littlefield.
- Kiefer, B., & Tyson, C. (2009). *Charlotte Huck's children's literature: A brief guide*. New York: McGraw Hill.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2012). *Guided inquiry design: A framework for inquiry in your school*. Santa Barbara, CA: Libraries Unlimited.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2015). *Guided inquiry: Learning in the 21st century school* (2nd ed.). Westport, CT: Libraries Unlimited.
- Lester, J., & Koehler, W. (2007). *Fundamentals of information studies* (2nd ed). New York: Neal-Schuman.
- Limberg, L. (2003). *Skolbibliotekets pedagogiska roll: En kunskapsöversikt* [The pedagogical role of the school library: A systematic review]. Stockholm, Sweden: Statens skolverk.

Limberg, L., Hultgren, F., & Jarneving, B. (2002). *Informationsökning och lärande: En forskningsöversikt* [Information retrieval and learning: A research review]. Stockholm, Sweden: Skolverket.

Limberg, L., & Lundh, A. H. (Eds.). (2013). *Skolbibliotekets roller i förändrade landskap*. [The role of school libraries in changing landscapes]. Lund, Sweden: BTJ Förlag. Retrieved from [www.kb.se/Dokument/Bibliotek/projekt/Slutrapport 2013/Skolbibliotekets roller slutrapport 2013.pdf](http://www.kb.se/Dokument/Bibliotek/projekt/Slutrapport%202013/Skolbibliotekets%20roller%20slutrapport%202013.pdf)

Liquete, V. (Ed.) (2014). *Cultures de l'information* [Cultures of information]. CNRS Editions: Paris, France.

Malmberg, S., & Graner, T. (2014). *Bibliotekarien som medpedagog eller Varför sitter det ingen i lånedisken?* [The librarian as co-pedagogue, or Why is nobody sitting at the library desk?]. Lund, Sweden: BTJ Förlag.

Markuson, C., & European Council of International Schools. (2006). *Effective libraries in international schools*. Saxmundham, UK: John Catt Educational.

Morris, B. J. (2010). *Administering the school library media center* (5th ed.). Santa Barbara, CA: Libraries Unlimited. Available on the World Wide Web as an e-book.

Niinikangas, L. (1995). An open learning environment – new winds in the Finnish school library. *Scandinavian Public Library Quarterly* 4, 3-10.

Pavey, S. (2014). *Mobile technology and the school library*. Swindon, UK: School Library Association UK. Series: SLA Guidelines Plus

Rosenfeld, E., & Loertscher, D. V. (Eds.). (2007). *Toward a 21st century school library media program*. Lanham, MD: Scarecrow Press.

Sardar, Z., & Van Loon, B. (2010). *Introducing media studies: A graphic guide*. London, England: Icon Books.

School Library Association [UK]. *Guideline series*. Retrieved from www.sla.org.uk/guidelines.php

Schultz-Jones, B. A., & Ledbetter, C. (2013). Evaluating students' perceptions of library and science inquiry: Validation of two new learning environment questionnaires. *Learning Environments Research*, 16(3), 329-348.

Shaper, S. (Ed.). (2014). *The CILIP guidelines for secondary school libraries*. London, UK: Facet Publishing.

Schlamp, G.(Ed.). (2013). *Die schulbibliothek im zentrum: Erfahrungen, berichte, visionen* [The school library in the centre: Experiences, stories, visions]. Berlin, Germany: BibSpider.

Thomas, N. P., Crow, S. R., & Franklin, L. L. (2011). *Information literacy and information skills instruction: Applying research to practice in the 21st century school library* (3rd ed.). Santa Barbara, CA: Libraries Unlimited. Available on the World Wide Web as an e-book.

Tilke, A. (2011). *The International Baccalaureate Diploma Program and the school library: Inquiry-based education*. Santa Barbara, CA: Libraries Unlimited. Available on the World Wide Web as an e-book.

Tomlinson, C., & Lynch-Brown, C. (2009). *Essentials of young adult literature* (2nd ed.). Old Tappan, NJ: Pearson.

Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K., & Cheung, C. K. (2012). *Education aux médias et à l'information: programme de formation pour les enseignants* [Media education and information: A training program for teachers]. Paris, France: UNESCO.

Woolfs, B., Weeks, A. C. & Coatney, S. (2013). *School library media manager* (5th ed.). Westport, CT: Libraries Unlimited.

Zamuda, A., & Harada, V. H. (2008). *Librarians as learning specialists: Meeting the learning imperative for the 21st century*. Westport, CT: Libraries Unlimited.

Appendix A:

IFLA/UNESCO School Library Manifesto (1999)

[www.ifla.org/publications/ifaunesco-school-library-manifesto-1999]

The School Library in Teaching and Learning for All

The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.

The Mission of the School Library

The school library offers learning services, books, and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School libraries link to the wider library and information network in accord with the principles in the *UNESCO Public Library Manifesto*.

The library staff supports the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials complement and enrich textbooks, teaching materials, and methodologies.

It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem solving, and information and communication technology (ICT) skills.

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional, or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials.

Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political, or religious censorship, or to commercial pressures.

Funding legislation and networks

The school library is essential to every long-term strategy for literacy, education, information provision and also economic, social, and cultural development. As the responsibility of local, regional, and national authorities, the school library must be supported by specific legislation and policies. School libraries must have adequate and sustained funding for trained staff, materials, technologies, and facilities. School libraries must be free of charge.

The school library is an essential partner in the local, regional, and national library and information network.

Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained.

Goals of the school library

The school library is integral to the educational process.

The following are essential to the development of literacy, information literacy, teaching, learning, and culture and are core school library services:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination, and enjoyment;
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format, or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national, and global resources and opportunities that expose learners to diverse ideas, experiences, and opinions;
- organizing activities that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators, and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy; and
- promoting reading and the resources and services of the school library to the entire school community and beyond.

The school library fulfils these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

Staff

The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.

The role of school librarians will vary according to the budget and the curriculum and teaching methodology of the schools, within the national legal and financial framework. Within specific contexts, there are general areas of knowledge that are vital if school librarians are to develop and operate effective school library services. These include resource, library, and information management and teaching.

In an increasingly networked environment, school librarians must be competent in planning and teaching different information-handling skills to both teachers and students. Therefore they must continue their professional training and development.

Operation and Management

To ensure effective and accountable operations:

- The policy on school library services must be formulated to define goals, priorities, and services in relation to the school's curriculum.
- The school library must be organized and maintained according to professional standards.
- Services must be accessible to all members of the school community and operate within the context of the local community.
- Co-operation with teachers, senior school management, administrators, parents, other librarians and information professionals, and community groups must be encouraged.

Implementing the Manifesto

Governments, through their ministries responsible for education, are urged to develop strategies, policies, and plans, which implement the principles of this Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programmes for librarians and teachers.

Appendix B:

Budget Plan for the School Library

School librarians need to understand the following, related to developing a budget plan for the school library:

- School budgeting process
- Timetable for the budget cycle
- Key staff associated with the budget process
- Identified needs of the library
- Budget accountability processes

The components of the budget plan include the following:

- Amount for new resources (e.g., books, periodicals, multimedia, and digital material)
- Amount for supplies and administrative materials
- Amount for promotional events and materials
- Amount for services (e.g., duplication, repairs)
- Costs of using ICT equipment, software and licensing costs, if these are not included in a general ICT budget for the school

As a general rule, the school library material budget should be at least 5% of the per student expenditure for the school system, exclusive of all salaries, special education expenses, transportation, and capital improvement funds.

Staff costs may be included in the library budget; however, at some schools, it may be more appropriate to have them included in the general staff budget. Regardless, estimating staff costs for the library is a task in which the school librarian should be involved. The amount of money available for staffing is closely related to important issues such as how many opening hours the school library can manage and what quality and range of services it can offer. Special projects and other developments such as new shelving or facility renovation may require a separate bid for funds.

Appendix C:

Instructional Models for Inquiry-Based Learning

Some well-developed models of the inquiry-based learning process include:

Michael Marland's Nine Questions (United Kingdom)

Marland, M. (1981). *Information skills in the secondary curriculum*. Schools Council Methuen.

Stripling and Pitts' REACTS Model (USA)

Stripling, B., & Pitts, J. (1988). *Brainstorms and blueprints: Teaching research as a thinking process*. Westport, CT: Libraries Unlimited.

The Information Process (Australia)

Australian School Library Association and Australian Library and Information Association. (2001). *Learning for the future: Developing information services in schools* (2nd ed.). Carlton South, Australia: Curriculum Corporation.

Focus on Inquiry (Canada)

Alberta Learning. (2003). *Focus on inquiry: A teacher's guide to inquiry-based learning*. Edmonton, AB: Alberta Learning, Learning Resources Branch.

Guided Inquiry (USA)

Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2007). *Guided inquiry: Learning in the 21st century*. Westport, CT: Libraries Unlimited.

Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2012). *Guided inquiry design: A framework for inquiry in your school*. Westport, CT: Libraries Unlimited.

Schmidt, R. (2013). *A guided inquiry approach to high school research*. Westport, CT: Libraries Unlimited.

Appendix D:

Sample School Library Evaluation Checklist (Canada)

From: *Achieving Information Literacy: Standards for School Library Programs in Canada* (pp. 74-77).
Ottawa, Canada: The Canadian School Library Association and The Association for Teacher Librarianship in Canada, 2003.

1. Program focuses on teaching information literacy and promoting reading	YES	Some-what	NO
a. Inquiry-based learning connected to a continuum of information literacy skills			
b. Integration of information literacy program across the curriculum			
c. Collaboration between teachers, teacher-librarians, administrators, parents and community members			
d. Teacher-librarian involved in assessment and reporting of student achievement			
e. Equitable access for all students to library programs			
f. Reading and literacy program development, support and implementation			
2. Staffing model includes qualified, competent and highly motivated teacher-librarian(s), supported by technical and clerical staff	YES	Some-what	NO
a. Collaborative planning and teaching with classroom teachers where subject goals and information literacy goals are met through resource-based, inquiry projects.			
b. Teacher-librarian teaching technology and information literacy skills to staff and to students in inquiry projects and on as-need basis			
c. Collection development of a variety of resources based on provincial curriculum requirements and local interests			
d. Efficient management of human resources (clerical, technical staff, student pages, volunteers)			
e. Efficient management of equipment (loans, acquisition and maintenance)			
f. Efficient management of the facility (bookings, layout, furniture, maintenance)			
g. Clerical processes (circulation, acquisitions, budgets, ordering, tracking, cataloguing, shelving, reporting, data entry)			
h. Leadership (incorporation of new learning theories in resource based joint projects, teaching new technologies)			
i. Personal enthusiasm and commitment to student learning			
j. Professional development (e.g. web based activities and opportunities)			
3. A funding model which involves inclusive and long-range planning, connected to the school goals	YES	Some-what	NO
a. Program budget prepared yearly by teacher-librarian, based on curricular needs and interests of all staff and programs			
b. Budget with a base plus yearly amount per student for long range planning			
c. Budget to include on-going and new school initiatives			
d. Budget to include resources, supplies, repairs, equipment, service contracts, professional development and capital expenditures			
e. Budget that identifies and prioritizes needs of the school			
f. Budget that reflects input of stakeholders			
g. Funding for special programs - author visits, reading initiatives, etc.			

4. Library has a wide range of appropriate learning resources, which are carefully and expertly selected to meet the formal and informal needs of all learners.	YES	Some-what	NO
a. There is a selection policy that reflects the learning needs of the school			
b. There is balance in the variety of formats (e.g., print, serials, video, audio, electronic, online databases, internet, others)			
c. There is balance in the accessibility levels of materials			
d. Sufficient computer work stations and printers			
e. Sufficient viewing and listening equipment			
f. Sufficient number of items per student (quantitative)			
g. High correlation between resources and learning needs of community, i.e. curriculum and interests (qualitative)			
h. The collection is current (weeded and replenished) and in good repair			
i. Access to a central union database			
j. Access to digital library resources			
k. Access to website information			
l. Procedures for access, coordination and sharing of resources			
5. Library has technologies that are current, readily accessible and supportive of curriculum expectations	YES	Some-what	NO
a. Library program teaches effective and responsible use of technologies			
b. Contains sufficient workstations and software to assist students to seek, analyse, synthesize and communicate information in new and meaningful ways			
c. Access for all students and teachers throughout the school to current information resources and some databases 24/7			
d. Organization and management of basic library routines through automated systems.			
6. Library facilities are safe, flexible, spacious and well designed to accommodate a variety of learning activities	YES	Some-what	NO
a. Has workspace for individuals, small group learning and class instruction			
b. Is designed to adapt to new emerging technologies and applications			
c. Allows for flexibility in restructuring and reconfiguring library for new and traditional functions, efficiency, quality and growth			
d. Is comfortable - sound, lighting, temperature, wiring, furniture			
e. Is accessible before, during and after the instructional day			
f. Is visually attractive			
g. Is safe			

Appendix E:

School Library Evaluation Checklist for School Principals

A 12 Point Library Program Checklist for School Principals (USA)

From: Doug Johnson's Blue Skunk Blog

Retrieved from <http://doug-johnson.squarespace.com/blue-skunk-blog/2012/1/10>

The purpose of this tool is not to serve as a formal evaluation of either the librarian or library program, but to help the building administrator become aware of areas where you may need additional resources and assistance in order to make a major impact on your school's overall program.

Rapid changes in technology, learning research, and the library profession in the past 20 years have created a wide disparity in the effectiveness of school library programs. Is your school's library keeping current? The checklist below can be used to quickly evaluate your program.

1. Professional staff and duties

- Does your library have the services of a fully licensed school librarian?
- Is that person fully engaged in professional duties? Is there a written job description for all library personnel: clerical, technical, and professional?
- Does the librarian understand the changing roles of the librarian as described in current professional publications by state and national library organizations?
- Does the librarian offer regular staff development opportunities in information literacy, information technologies, and integration of these skills into the content area?
- Is the librarian an active member of a professional organization?
- Is the librarian considered a full member of the teaching faculty?

2. Professional support

- Is sufficient clerical help available to the librarian so that she/he can perform professional duties rather than clerical tasks?
- Is sufficient technical help available to the librarian so that she/he can perform professional duties rather than technical tasks?
- Is there a district library supervisor, leadership team, or department chair who is responsible for planning and leadership?
- Does the building principal, site leadership committee and staff development team encourage library personnel to attend workshops, professional meetings, and conferences that will update their skills and knowledge?
- Does the librarian participate in your district's Professional Learning Communities and in informal Personal Learning Networks?

3. Collection size and development

- Does the library's book and audiovisual collection meet the needs of the curriculum? Has a baseline print collection size been established? Is the collection well-weeded?
- Is a variety of media available that will address different learning styles?
- Have on-line resources been added to the collection when appropriate? Are there sufficient computers and Internet bandwidth for groups of students to take advantage of these resources?
- Has a recent assessment been done that balances print collection size and digital resources? Have some print materials been supplanted by on-line subscriptions? Has space formerly used to house print materials been effectively repurposed?
- Are new materials chosen from professional selection sources and tied to the curriculum through collection mapping?

4. Facilities

- Is the library located so it is readily accessible from all classrooms? Does it have an outside entrance so it can be used for community functions evenings and weekends?

- Does the library have an atmosphere conducive to learning with serviceable furnishings, instructional displays, and informational posters? Is the library carpeted with static-free carpet to reduce noise and protect electronic devices? Is the library climate-controlled so that materials and equipment will not be damaged by high heat and humidity, and so that it can be used for activities during the summer?
- Does the library contain general instructional areas, a story area (in elementary schools), a presentation area (in secondary schools), and spaces for individuals, small groups and entire classes to work?
- Does the library contain a computer lab or wireless laptops/netbooks for students and teachers working with a class or independently in the library and for the librarian to use to teach? Does the library contain and support multi-media workstations and digital video production facilities?
- Is the library fully networked with voice, video and data lines in adequate quantities? Does the library serve as the "hub" of these information networks with routers, file servers, video head ends, and technical staff housed there?
- Does the library maintain a useful, up-to-date web presence with linked resources for students, staff and families?

5. Curriculum and integration

- Is the librarian an active member of grade level and/or team planning groups?
- Is the librarian an active member of content curriculum writing committees?
- Is the librarian a part of grade-level or content area Professional Learning Communities?
- Are library resources examined as a part of the content areas' curriculum review cycle?
- Are library and information technology skills taught as part of content areas rather than in isolation? Are the information literacy skills of evaluating, processing and communicating information being taught as well as accessing skills?
- Is the safe and appropriate use of online resources a part of the information and technology literacy curriculum?

6. Resource-based teaching

- Does the librarian with assistance from building and district leadership promote teaching activities that go beyond the textbook and provide materials to help differentiate instruction?
- Do teachers and administrators view the librarian as an instructional design and authentic assessment resource? Does the library program support inquiry based and student centered learning activities throughout all curricular areas? Does the librarian collaborate with students and teachers to create a wide range of opportunities that enable the development and practice critical thinking skills and responsible digital citizenship?
- Does some flexible scheduling in the building permit the librarian to be a part of teaching teams with classroom teachers, rather than only covering teacher preparation time?
- Is a clear set of information literacy and technology benchmarks written for all grade levels available? Are these benchmarks assessed in a joint effort of the librarian and classroom teacher? Are the results of these assessments shared with stakeholders?

7. Information technology

- Does the library give its users access to recent information technologies such as:
- an on-line library catalog and circulation system for the building collection
- access to an on-line union catalog of district holdings as well as access to the catalogs of public, academic and special libraries from which interlibrary loans can be made
- full on-line access to the Internet
- a wide variety of online reference tools like full text periodical indexes, encyclopaedias, atlases, concordances, dictionaries, thesauruses, reader's advisors and almanacs
- a wide variety of computerized productivity programs appropriate to student ability level such as word processors, multi-media and presentation programs, spreadsheets, databases, desktop publishing program, graphic creation programs, still and motion digital image editing software
- access to collaborative learning/networking tools such as wikis, blogs and other online sharing programs and cloud computing resources such as online productivity tools and file storage?
- access to desktop conferencing equipment and software
- educational computer programs including practices, simulations and tutorials that support the curriculum
- Are the skills needed to use these resources being taught to and with teachers by the librarian?

8. Reference, networking & interlibrary loan

- Does your librarian have the expertise needed to provide effective and timely reference services to the building students and staff?
- Is your school a member of a regional multi-type system or library consortium?
- Does the librarian use interlibrary loan to fill student and staff requests that cannot be met by building collections?
- Does the librarian participate in cooperative planning and purchasing opportunities with other schools, both locally and regional?

9. Planning/yearly goals

- Does the library program have a district-wide set of long-range goals?
- Does the librarian set yearly goals based on the long-term goals that are tied directly to building and curriculum goals in collaboration with building leadership?
- Is a portion of the librarian's evaluation based on the achievement of the yearly goals?
- Is the library program represented on the building planning committees? On the district technology planning committee?

10. Budgeting

- Is the library program budget zero or objective based? Is the budget tied to program goals?
- Does the librarian write clear rationales for the materials, equipment, and supplies requested?
- Does the budget reflect both a maintenance and growth component for the program?
- Does the librarian keep clear and accurate records of expenditures?
- Does the librarian write grant applications when available?

11. Policies/communications

- Are board policies concerning selection and reconsideration policies current and enforced? Is the staff aware of the doctrines of intellectual freedom and library user privacy? Do these policies extend to digital resources?
- Does the district have a CIPA-compliant safe and acceptable use policy (or responsible use policy) for Internet and technology use?
- Does the librarian serve as an interpreter of copyright laws? Does the librarian help others determine the rights they wish to assign to their own intellectual property?
- Does the librarian have a formal means of communicating the goals and services of the program to the students, staff, administration, and community? Is the library's web presence professional, easy-to-navigate, current and useful? Does the librarian use social networking tools to communicate with stakeholders?

12. Evaluation

- Does the librarian determine and report ways that show the goals and objectives of the program are being met and are helping meet the building and district goals? Does the librarian create an annual library report for administrators, staff and parents that includes qualitative and quantitative measurements?
- Do all new initiatives involving the library and technology program have an evaluation component?
- Does the district regularly evaluate the library program using external teams of evaluators as part of any accreditation process?
- Does the librarian participate in formal studies conducted by academic researchers when requested?