

IMPROVING PAY & STATUS

**A SCHOOL LIBRARIAN'S
SELF-EMPOWERMENT PACK**

THE CHARTERED INSTITUTE OF LIBRARY
AND INFORMATION PROFESSIONALS

FOREWORD

THE PURPOSE AND CONTENT OF THIS PACK

A debate on the pay and status of school librarians at the 2002 Conference of CILIP's School Libraries Group decided that a self-empowerment resource would be of great value to school librarians. With school management increasingly devolved to heads and governors, even in the state sector, the Conference recognised that individual school librarians need to be better equipped in order to develop advocacy strategies which will support their services and win them better pay and status.

This resource pack addresses that need and is designed to support CILIP members who work in schools. It supplies school librarians with

- Key facts and figures relating to best practice
- Recommendations from CILIP and other authoritative organisations on pay and status
- Strategies for influencing heads and governors
- Evidence from research

The pack is divided into two sections. The first deals with pay. It unpicks some of the factors determining school librarians' salaries, outlines strategies which have been successfully used by school librarians in making arguments for better pay and concludes with anonymised case studies. This section is designed to be used in conjunction with CILIP's "Salary Guide for School Libraries".

The second section unpicks seven of the areas which can help to define the status of the librarian within the school. We hope that we will be able to add additional themes to this section over time.

The pack is based on the experiences of many librarians who work in and with schools. We want it to be a resource that develops and reflects how librarians use the pack and includes new strategies, research and arguments as they emerge. If you have ideas of themes which you feel should be incorporated please contact jonathan.douglas@cilip.org.uk

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Introduction - advocacy as a self empowerment strategy

What Advocacy is

Advocacy is speaking out and winning influence.

What Advocacy can do for you

Advocacy is a powerful tool for school librarians. It helps us to gain:

- Status amongst conflicting and competing priorities,
- Funding from limited budgets
- New partners who appreciate our importance,
- Recognition of our activities as central to the school's mission from head teachers and governors.

How to go about advocating your service

Advocacy requires a clear identification of:

- Target audience that you wish to influence
- Message which you want to get across
- Strategy which will enable you to get to your audience
- The evidence that will influence the audience

Online advocacy resources

“Their Reading Futures” is a partnership project from the Reading Agency, CIILP, ASCEL and YLG. It aims to take public libraries’ work with young readers to a new level. One of the main themes of the project is advocacy and the project website has excellent resources and suggestions for advocacy.

<http://www.theirreadingfutures.org.uk/advoc01.cfm>

The Reading Agency has been creating advocacy resources to support librarians. Although these focus on public libraries the strategies and themes are pertinent to school librarians.

<http://www.readingagency.org.uk/index2.cfm>

The American Association of School Librarians has compiled a super collection of ready-to-use tools to conduct an advocacy campaign-large or small-for school libraries.

<http://www.ala.org/aasl/advocacy/index.html>

The most comprehensive resource for library advocacy is the American Library Association’s “Library Advocates Handbook”. It includes guidance on building an advocacy framework, developing an action plan for promoting the library and communicating with stakeholders.

<http://www.ala.org/pio/advocacy/libraryadvocateshandbook.pdf>

The American Library Association’s advocacy resource hub is at

<http://www.ala.org/pio/advocacy/>

PART 1: PAY

1. WHAT SCHOOL LIBRARIANS GET PAID

1.1 CILIP'S RECOMMENDATION

CILIP, the Chartered Institute of Library and Information Professionals, recommends that a full time chartered professional school librarian should be paid *at least* the equivalent of SO1 on the APT & C Scales. In the '01/'02 scales this is £19,770, before weighting. This is only a baseline figure, and salaries are expected to extend into the PO scales to recognise heightened responsibility. CILIP recommends that appointments are made on a scale to allow salaries to recognise new skills and responsibilities.

1.2 SALARY GUIDELINES

CILIP publishes salary guidelines for school librarians. These are freely available on request from CILIP (phone 020 7255 0500 e-mail info@cilip.org.uk). They are designed for both advocacy and information and are addressed to school librarians, governors, heads and other decision makers.

1.3 SALARY DATA

CILIP (previously The Library Association) carries out surveys of secondary school library provision in the UK. The most recent survey '02 discovered that 23.5% of secondary school libraries employ a chartered full time librarian

Salary levels fall within a wide range. Out of the respondents 45.6% were full time librarians. From the total respondents

	Full Time	Full Time Term Only	Part Time	Part Time Term Only
less than £10K	2.3%	0	2.5%	17.3%
£10-15K	9.6%	9.5%	1.2%	5.7%
£15-17.5K	12.4%	2.1%	0.2%	0.2%
£17.5-20K	9.3%	1.6%	0.1%	0.3%
£20-22.5K	4.1%	1%	0	0
£22.5-25K	4%	0.6%	0	0
£25K	4%	0.3%	0	0.1
Median salary	£17,180	£11,340	£8,000	£7,830

The full results are available at www.cilip.org.uk

Other organisations have carried out research into the salaries of other non-teaching staff. The Professional Association of Teachers carried out a survey in August 2000 of Teaching Assistants. Responses indicated that they had a salary range between £9,531 and £12,444 and 93% stated that they worked between 1 and 10 extra unpaid hours a week. (source: www.nagm.org.uk)

2. WHAT DETERMINES SCHOOL LIBRARIANS' PAY?

2.1 THE ROLE OF GOVERNORS

When the new appointment of a school librarian is made (in common with all non-teaching staff), the governing body must decide on the point on the pay scale to which they are appointed. Governing bodies should have a clear pay policy discussed with staff. The Governors may ask for guidance from the Local Education Authority, but the decision rests with the Governors themselves.

Teachers' pay structure is fixed by law. School librarians' is not. Teachers' pay structure includes scope for automatic annual progression for classroom teachers (except for those who have passed the threshold, where further progression is on the basis of performance) as well as scope for discretion by governing bodies in setting the pay of classroom teachers, heads and deputies. Governing bodies must review the pay of all teachers annually with effect from 1 September. In doing so they must keep within the statutory provisions set out in the annual School Teachers' Pay and Conditions Document and described in the accompanying circular, and the DfES booklet *Reviewing Performance and Pay of Heads and Deputy Heads: guidance for governors*.

In contrast the payment of school librarians and other non-teaching staff is non-statutory and largely discretionary. The result is a wide variation in the levels of school librarians' pay. Single status (see 2.3) has been an attempt to introduce an element of regulation.

2.2 "ISN'T MY SCHOOL STRAPPED FOR CASH?"

Schools receive their annual budget from the local authority, which obtains most of its funding from central government with the remainder coming from the local community through the council tax. The LEA is legally required to delegate the vast majority of this budget to schools to decide how it will be spent. Recently the government has directed additional funding directly to schools bypassing the LEA altogether.

Therefore the responsibility for budget management rests largely with the school. The Audit Commission recently produced a report heavily criticising schools for underspending their budgets.

Remember "lack of money is no excuse for discrimination".

2.3 SINGLE STATUS

Single status pay reviews seek to establish equal pay levels across a local authority for comparable posts. Authorities may adopt different procedures for implementing this process. Either each postholder will be interviewed, or a group of postholders may be interviewed for a collective representation. Where the latter approach is taken the authority may provide a generic job description for the post. Postholders will be asked to match their job with the

job description and if available the sample job evaluation questionnaire relating to the generic job description. A postholder may appeal for a further assessment of the post. If there are major changes to job descriptions and roles then the post should be open to re-evaluation. The same applies when reviewing a post that has become vacant.

2.4 PAY SCALES

Although custom and practice in many posts, and CILIP's own salary recommendations, use APT & C salary scales these no longer have any statutory force. Many local authorities now have their own scales (some of which refer to the same scale terminology as the APT & C scales but with different figures). However, because of the Local Management of Schools, in effect these salary scales are now merely advisory.

2.5 THE REGIONAL MARKET

Increasingly regional pressures and the workings of the market are becoming more significant than fixed pay scales in determining school librarians' salaries. Regional pressures may include:

- established traditions within LEAs of well/poorly paid school librarians' posts
- relatively low/high levels of pay within the region
- the overall state of the local job market
- the number of professional librarians within the region

To keep informed of the local situation it is essential to maintain good contact with your local SLS. Local professional networks (including your CILIP branch) can also provide useful advice and support.

2.6 YOU AND CILIP

CILIP is the professional membership organisation for librarians and information workers in the UK. Chartered membership of CILIP is a demonstration of your skills and commitment. It shows that you have completed an approved course at graduate or post graduate level and that you have undergone further professional development prior to your submission for Chartered Membership. It also demonstrates your commitment to the Code of Professional Conduct. It will enhance your employability and support your status.

CILIP also provides information and advice to support librarians as they negotiate for better pay.

CILIP is not a union, it has no powers of collective bargaining. It is therefore recommended that as well as being a member of your professional institute you consider being a member of a union (see 3.4).

3. STRATEGIES FOR IMPROVING PAY

3.1 BENCHMARKING

Using national figures from the CILIP Secondary School Library Survey can begin to provide your argument with a context. Local figures are very useful and your schools library service may be able to provide you with an overview of how librarians across the LEA are being paid compared to you. Local groups of SLG or SLA may also provide fora for the confidential exchange of useful information and experiences.

3.2 UPDATING YOUR JOB DESCRIPTION

One of the most useful ways to argue effectively for a regrading is through renegotiation of your job description. Many school librarians still work with the job description on which they were appointed, despite the fact that their role and responsibilities have developed considerably. The best forum for revising a job description is an annual appraisal. These are usually carried out by a line manager and a good starting point for discussion is comparison of the current role with the role's job description:

- Revisit your job description in advance of the meeting.
- Draw out the significant changes and development of your role and list them.
- Then write a new job description building in your new roles and responsibilities.

This provides a powerful basis for a bid for regrading.

3.3 PERFORMANCE RELATED PAY

Although few school librarians are paid through formal PRP (Performance Related Pay) scales many schools are building flexibility into pay arrangements which recognise achievement. The normal way of doing this is to agree certain objectives (usually within an appraisal) and also the level of PRP which will be awarded if they are achieved. This is usually on top of the agreed salary level. The objectives are reviewed and PRP is awarded according to the extent to which they have been met.

3.4 UNION SUPPORT

Working with a union is a key strategy for improving pay and status. Several unions welcome school librarians. These unions come from both public sector and teaching backgrounds. The individual must decide which union will best represent their interests. When choosing which union to join you will primarily wish to consider how strong the union is within the context of the school. Some school librarians have found that membership of a teaching union is a useful strategy to highlight their crucial role in supporting teaching within the salary context.

3.5 ASSERTING YOUR VALUE

When expressing our importance, librarians frequently talk about our activity in terms of delivering a successful library service. It is crucial that we begin to articulate our value in terms of the broader organisational mission. Recent research has demonstrated that one of the crucial barriers to the school library realising its potential within the school is the gap created by the diverse

professional vocabularies of librarians and teachers. In order to win recognition we must more effectively assert our value in terms of how we help the school achieve its School Development Plan and support learning and teaching, rather than by describing the levels of our activity.

The DfES has commissioned a self-evaluation framework for use by school libraries which will be based on an assessment of outcomes and will allow school librarians to talk more authoritatively about the impact they make and offer them clear frameworks to measure this.

3.6 RECOGNISING CPD

Many jobs have a person specification which spells out the qualifications and skills required by the post holder. School library posts are frequently not supported by this document. This can weaken awareness of the skills and qualifications that a school librarian needs. Writing your own person specification is a good way of making the skills which you have explicitly relevant to your post. A simple indicative person specification for a school librarian/learning resource centre manager is included in the CILIP salary guidelines (page 7).

As a job develops so do the skills required to undertake that job. Updating the person specification of your post at the same time as reviewing your job description is an excellent way of demonstrating this. If you are using a review of your job description to argue for an improved salary then linking it to an updated person specification may strengthen your case (3.2 above).

3.7 MOVING TO TEACHING SCALES

Increasing numbers of school librarians in the private sector are improving their salaries and moving from non-teaching to teaching salary scales. Many are reporting that this is the most important strategy for improving their pay and establishing their status.

They have argued for this in a number of ways:

- Increasingly many have undertaken teaching roles – especially in developing students' information skills. Teaching salary scales recognise and endorse this activity.
- The role of a school librarian is closely allied to the teaching activities of all departments. Teaching salary scales recognise this role.
- CILIP recommends that school librarians have head of department status. Teaching salaries recognise this status, which is required if the librarian is to collaborate successfully with the full range of academic departments.

There are barriers to this happening formally in the state sector - teachers' salaries are legally established. However the arguments above are being used by some school librarians to argue for salary equivalence between librarians and teachers.

3.8 USING THE SALARY GUIDELINES

CILIP's salary guidelines have been used successfully by many librarians to improve their salaries. The guidelines embed their salary recommendations in a sound and practical vision of the school library and the work of the school librarian. They are intended to be used as guidance for library staff and also as an advocacy document which can be presented to heads and governors. In presenting the guidelines it is important to establish their authority. State clearly that they are:

- Endorsed and published as policy by the Chartered Institute of Library and Information Professionals – the professional body for Librarians and Information Managers in the UK, with a membership of over 22,000, about a third of whom work in the education sector.
- Written and researched by an expert team of experienced school librarians and school library service managers
- Based on an overview of best practice but also grounded in the market.

4. HOW IT CAN WORK –CASE STUDIES

4.1 NEW APPOINTMENT

A state school advertised for a librarian's post on a salary band at SO2, stipulating that the successful candidate would be expected to start on the bottom of the range and progress upwards. A librarian applied and was offered the job. He felt that because he was already on an equivalent salary at the top of SO2 within an FE institution that he should be appointed on the top point of SO2. He did not immediately accept the school's post but said that his acceptance would be dependent on the school agreeing to appointing him at the top of SO2. The school initially resisted, however he successfully negotiated by focusing on his relevant skills, qualifications and experience.

4.2 REGRADING

A librarian had been appointed 12 years previously on the equivalent of scale 5. At the time she had not Chartered, and has still to do so. Her salary has remained for the whole time of her employment within the range of scale 5, however her job has developed in a number of key ways:

- The library is now a multi-media learning resource centre. Previously it had only books and periodicals, and she has managed the acquisition and promotion of the new material types. As a consequence new ways of teaching in the history department have been developed and this has been documented.
- The library now offers a reading club and a Carnegie shadowing programme. The librarian has identified the role of these in supporting literacy at KS3.
- There is an after school homework club for an hour on Mondays and Wednesdays. The form teachers of 5 year 7 boys have said that this has had a sustained impact on their homework marks.

The librarian requested a meeting with her line manager to discuss her salary. She took to this meeting a copy of the CILIP salary guidelines, a revised job description and feedback from pupils and teachers on how the library is supporting learning and teaching. She requested a salary on the top of SO1. Her line manager and the bursar later awarded her a salary increase taking her to the bottom of SO1. They agreed to raise her to next scale when she has Chartered.

4.3 MOVING TO A TEACHING SCALE

A librarian had been employed at a private secondary school for 7 years. She had initially been employed at an equivalent SO1 salary. During that period her teaching activity had increased. She had developed the information skills programme from a library induction programme to a cross curricula programme which includes note taking skills and information verification strategies during years 7 to 9. She also works closely with the lower sixth formers. Her contact with departments has steadily increased over this period. Two years ago she was given funding for a part time assistant. In recognition of her new line management responsibilities she was given a new salary scale at the equivalent of PO1. On the basis of her increased teaching activity and work with teaching departments she has argued successfully that she needs to be paid on a teaching scale. She now feels that her assistant's post should

be made full time as her teaching responsibilities require increased clerical support. She is arguing that the assistant's job description and salary needs to be revised along with her hours.

5. YOUR ACTION CHECK LIST

- **Get an up to date copy of CILIP's guidelines for school library salaries and a salary sheet**
- **Check your job description to make sure that it is up to date and accurate**
- **Define how your activities contribute to the school's mission and impact on learning and teaching**
- **Develop and maintain good links with governors and budgetary decision makers in the school**
- **Network with other librarians to exchange successful strategies for salary improvement**
- **Talk to your line manager explaining how your job may have developed along with your role within the school**
- **Make sure all staff within the school library are included in a salary review**

Advocacy quotes

These look good on the top of a library development plan, or supporting a budgetary proposal:

“The library is a platform for self-development, a gateway to knowledge and a catalyst for the imagination” Tony Blair

“School libraries are in a unique position. Good libraries empower the user. The resources in a library can allow our imaginations to run free, can introduce new experiences, can promote knowledge and encourage independent learning” Cathy Ashton Schools Minister

“My vision of learning for children and young people in the future, has the library, in all its forms at its heart” Professor Tim Brighouse

“School libraries are an invaluable asset to teachers and a source of great enjoyment, and learning, for children” Joint DfES/DCMS response to “Empowering the Learning Community “

“Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open” Laura Bush – President Bush’s wife & a school librarian

“As for chartered librarians...it would be desirable if they could be present in every school” Lord MacIntosh – Government spokesperson – House of Lords 1997

“Reading is culture” Matthew Arnold

“The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens”
IFLA/UNESCO School Library Manifesto

Also refer to...

Ofsted guidance for school library inspection and learning resource centres
<http://www.ofsted.gov.uk/publications/docs/update36/update36-08.htm#TopOfPage>

“The School Library in Teaching and Learning for all: The IFLA/UNESCO School Library Manifesto” <http://www.ifla.org/VII/s11/pubs/manifest.htm>

PART 2: STATUS

1. INTRODUCTION

Status can determine the effectiveness of the school librarian and the extent to which the learning resource centre empowers teaching and learning. It determines whether the librarian can work collaboratively with teaching departments; It determines whether the librarian operates at a strategic level and it motivates the librarians and demonstrates the extent to which the library is a priority within the school.

A school librarian's status is defined by a number of factors. This section identifies seven of them and suggests strategies which the librarian can use to address them to improve status:

- **Structures** – the importance of good line management within the school and effective collaboration with teaching departments
- **National initiatives and strategies** – why they impact on status, how to find out about them and what they are.
- **Development planning** - how the school librarian's status can be raised by linking the library development more closely with the overall development plan of the school.
- **Environment** - asserting the importance of a work environment which acknowledges the status of the library and the librarian.
- **Budgeting** – strategies for winning an improved share of the budget
- **PR** – winning recognition for you and your service and raising its status through publicity within the school and the broader community.
- **Career planning and development** - how to use training and networking as a strategy for boosting your status.

2. STATUS AND SCHOOL STRUCTURES

2.1 Why it matters

For many school librarians their status is defined by the school structure within which they work. A bad structure can inhibit a school librarian's ability to work effectively across all teaching departments, confine their potential to support learning and ultimately inhibit the potential of the school library. It can demoralise and marginalise the librarian.

A DfES international review of research (www.resource.gov.uk) linking the school library to achievement, found that all research had highlighted the same three factors which determined the extent to which the library could boost pupil achievement:

- the presence of a skilled librarian
- stock of sufficient breadth and depth
- collaboration between the librarian and all teaching departments

Bad structures inhibit collaboration and therefore limit the potential of the library to impact on achievement.

2.2 What it should be like

In order to support the collaboration of teaching departments with the school library CILIP makes the following recommendations in the guidelines for secondary school libraries – they are endorsed as policy:

- **The school librarian should be line managed by the head teacher**
- **“The school librarian should have head of department status and plays a full part in the management of the school”**
- **“The school librarian has an overview of the curriculum, is not identified with a specific subject area, and has knowledge of school policies”**
- **“As a member of the management team at head of department level, the librarian is able to listen to, understand and meet the needs of the various subject and phase departments”**
- **“Any staff appraisal system includes the librarian”**
- **The school library should be managed by a chartered professional librarian**

Quoting these recommendations from your professional body can be a powerful argument. Also make explicit that issues of status are directly related to pupil achievement.

It is essential that a close working relationship is developed between the librarian and the head teacher. This needs to work practically so that the head has a real recognition of the role of the librarian in achieving the aims and

objectives of the School Improvement Plan, the development of independent learners and the creation of a lifelong love of reading. The head teacher's support is vital if the librarian is to attend all relevant meetings.

Regular meetings with the head teacher are essential. It is important to make sure that meetings focus on :

- recognition of the positive aspects of the librarian's work
- identification of areas where support and development would be helpful
- consideration of the librarian's developmental needs and any training requirements

2.3 How to change structures

- **Be sure of what you want – define where you want to be within the current school structure.**
- **Think through repercussions for any staff you may manage.**
- **Build up relations with the head teacher. Prepare for meetings by thinking through ways in which you're supporting school improvement and pupil achievement.**
- **Express your concerns about structure in terms of your ability to support teaching and learning and help to deliver the schools plans, not in personal terms.**
- **Look to the future and anticipate how a new structure could help deliver plans for how the school wishes to develop.**
- **Highlight it as a concern in your appraisal.**

Case study

After a term in office, an incoming Head, concerned about the apparent lack of communication between departments in relation to the curriculum, established a curriculum group to share strategies, plan resource provision and monitor consistency across all teaching areas. The school librarian was asked to chair the group for reasons, which closely mirror CILIP's recommendations (see 1.2):

'As a member of the management team at head of department level, the librarian is able to listen to, understand and meet the needs of the various subject and phase departments.'

'The school librarian has an overview of the curriculum, is not identified with a specific subject area, and has knowledge of school policies.'

Despite misgivings, the librarian found that this positioned her as a key member of staff in the development of the school and boosted her status.

3. NATIONAL INITIATIVES AND STRATEGIES

3.1 Why they're important

Just as the school library must deliver the school's aims, so the school (if it is within the state sector) must deliver local and national educational targets. It is therefore crucial to express your relevance in terms of these strategies and know where your library fits within them. Even within the private sector a knowledge of the national education agenda is relevant as it will influence your school's priorities and strategies.

With the increased devolution of power from Westminster to the national assemblies, the UK's educational agenda has become more and more nation specific. In consequence, this section will predominantly focus on English initiatives. In Wales, Scotland and Northern Ireland the local offices of CILIP and the local professional groups can offer excellent support. In addition the national education departments have their own websites:

www.deni.gov.uk

http://www.scotland.gov.uk/who/dept_education.asp

<http://www.learning.wales.gov.uk/>

Frequently these strategies may be generic, and libraries and learning resource centres may not be specifically mentioned. Don't let this put you off. Think creatively about how you can help deliver the developments, improvements and changes which are envisaged.

Important strategies such as the introduction of ICT, the Key Stag 3 Strategy and the development of out of hours learning have given many school librarians the opportunity to demonstrate creatively their role in delivering key agendas and have boosted their status within the school. It is becoming increasingly necessary for every school librarian to be a strategic thinker.

3.2 How to find out about them

The internet is the most useful way of enabling you to stay one step ahead of national developments. The key websites to be scanning are:

- The Department for Education and Skills www.dfes.gov.uk
- Ofsted www.ofsted.gov.uk particularly for evaluations of national initiatives
- CILIP's website www.cilip.org.uk will give you an excellent overview of policies affecting the broader library community
- Research influences government's policy and initiative programmes. The National Literacy Trust's website www.literacytrust.org.uk provides a comprehensive and authoritative overview.
- The LEA's website will help you gain a good overview of local education priorities – particularly those set out in the Education Development Plan (EDP).

Periodicals and press coverage are invaluable ways of gaining an understanding of the national context of your work. The Times Education Supplement covers debate on all key strategies. "The School Librarian" (the

School Library Association's periodical) and "School Libraries in View" (from the School Libraries Group) cover excellent examples of how school libraries are appropriating and responding to national school's initiatives. "CILIP Update"

Professional networking, both with teaching colleagues and with fellow librarians will also keep you up to date. If you have local school librarians' meetings then make sure these initiatives are on the agenda. Invite a local expert in (perhaps the LEA's literacy adviser or the LEA study support co-ordinator) to explore the school librarian's role in making them work.

3.3 How to use them

Audit your current activity. How does it relate to national initiatives? How can you develop it or label it so that it is obviously connected with key agendas?

For instance:

- Where does your year 7 library induction programme sit within the Key Stage 3 Strategy?
- Does an after-school reading club fit in with the school's study support commitment?
- Could a graphic novel collection be used in a targeted way to encourage boys' reading – a frequent target group in LEA's Education Development Plans?

When you have related your present work to key strategies and targets then use them as the building blocks of your development planning (see section 4). Use the vocabulary of the initiatives in meetings and seek to participate in any training that introduces these strategies to the teaching staff.

Don't be afraid to discontinue activities which you have previously done in favour of more pertinent activities which deliver important priorities. You can't do everything for everybody all the time.

When you feel frustrated about the portrayal of libraries in national strategies then participate in policy debate. The best way of doing this is to respond to consultation documents. They do change proposals. It is worthwhile. Education initiative consultations happen through the DfES's website. Click on "consultations" on the DfES homepage www.dfes.gov.uk to go to the current list. CILIP, SLA and the ASCEL respond on behalf of the profession. But that does not preclude your individual response. The more voices, the stronger the message.

3.4 What they are

Education Development Plan (EDP) – every LEA sets out its priorities annually These documents are relatively short and specific.

The Key Stage 3 Strategy – key for librarians. Module 10 of the training framework "Literacy Across the Curriculum" <http://standards3-virtualhosts.dfesstandardssite.net/keystage3/latcmd10.PDF> is for school librarians to use in training other school staff. The Ofsted evaluation of the

pilot points out the role for school librarians. The guidance for the second year also highlights the role of school librarians.

Study Support – DfES evaluation of out of hours learning has demonstrated its impact on pupil achievement, attitude and attendance. One of the most powerful forms of study support is “drop in activities” – which equates to simply keeping the library open, out of school hours. Study support is a key strategy to enable students who aren’t achieving within the classroom to learn in a different environment.

Extended schools – placing the school at the heart of a broader learning community. This encourages school libraries to think broadly of new partnerships, with feeder schools, with health agencies and with public libraries.

Specialist schools – the government’s massive commitment to the development of specialist schools will have huge implications for learning resource centres. School librarians need to be aware of all discussions within the school about developing a specialism and need to proactively present their role in supporting this development.

14-19 learning – learning for this age group will take place in school, colleges and the workplace, with an increased focus on vocational skills. It is essential that the school librarian is aware of this and develops partnerships with college and workplace librarians. <http://www.dfes.gov.uk/14-19pathfinders/>

Plans for developing the role and numbers of support staff – at present this consists of three areas, massive recruitment of support staff, new frameworks for their development and new provision for their supervision. School librarians are included within these plans. One of the signs of the government’s commitment to this is the massive injection of money through the standards fund into training of support staff. School librarians need to be aware of this and should be accessing it.

Re:source: the learning and access agenda – Re:source, the government’s agency for libraries, museums and archives has a strong strategic commitment to developing provision for learning and access. “Inspiring Learning for All” is a simple service planning framework which is being developed to encourage better quality learning support from all forms of libraries, as well as museums and archives. School librarians are finding it a very useful document. It can be found on the Re:source website www.resource.gov.uk . Re:source has also established regional learning and access teams in each of the English regions who will be advocating on behalf of libraries, museums and archives their role within education.

DfES self-evaluation framework for school libraries – as part of its response to the Library Information Commission’s report “Empowering the Learning Community” the DfES has worked with Ofsted, CILIP, ASCEL and the SLA to develop a self-evaluation framework for school librarians. This is shortly to be piloted.

Start with the Child – CILIP’s strategic vision for the future of library services for young people is an authoritative statement, useful for school librarians in developing their advocacy arguments. It gives an extremely helpful overview of current issues and policies. The report and supporting material can be downloaded at www.cilip.org.uk/startwiththechild

Case study – the introduction of ICT

An experienced School Librarian in an LEA Comprehensive with a high Muslim intake had always successfully and imaginatively used ICT to support the learning needs of a range of pupils. She had also played a key role in the Internet User Group run by the Schools Library Service, suggesting strategies to colleagues in other schools for integrating ICT with paper-based resources in the library. The school was so impressed by both her technical skills and by her results with pupils that when the NOF ICT funding was launched, she was appointed as the School’s NOF Manager with suitable financial recognition for her enhanced role.

Case Study - Using CPD & National Strategies

“I have been the School Librarian at Boston Spa Comprehensive School since 1989 and qualified with a BA in Librarianship in 1974. The NOF training I received during 2002 has had an enormous impact on my professional development, has enabled the role of the library to develop in school and has also had implications for the job itself.

“NOF developed the skills I already had that support independent learning and information handling. I now produce writing frames in all subjects at every level to help with directed research lessons and I am involved with the Post-16 critical thinking course. These two activities in themselves have changed the students’ perception of my role as a fellow professional with the teaching staff. I am also now able to advise students and staff on useful websites and guide them in subject specific research. I have also been asked to teach support staff basic ICT skills.

“The Key Stage 3 Literacy Strategy has provided an ideal platform for using my newly enhanced ICT skills in initiating consistent interdepartmental targets that save teaching staff time and students are comfortable using familiar writing frames for research and for evaluating sources and tasks.

Most importantly, participating in CPD has given me the confidence to communicate on a level playing field with teaching colleagues.”

4. Development Planning

4.1 What development planning can do for your status

Development Planning is the process through which you express your vision for the library and set out a means of achieving it.

If the management and school community are to recognise the central importance of the school library and the school librarian it is essential for the school librarian to demonstrate how the service is delivering the aims and priorities of the whole school. A development plan based on the school's mission and improvement plans is a key way of doing this. It overtly demonstrates the librarian's relevance to what the whole school is trying to achieve, and plans how this contribution can be made more significant.

The key principle is to base your planning on the agenda of the whole school and not just reflect library priorities.

4.2 How to go about development planning

There are a number of practical steps you should follow prior to drafting your plan:

- **Communicate with your line manager** and a member of the Senior Management Team to gain an understanding of the school's current priorities and of the whole school development plan. Identify areas where the library will be able to contribute to whole school objectives. You have a much better chance of achieving your vision if it is firmly grounded in whole school interests.
- **Define your goals and objectives and identify desired outcomes.** An example could be to help raise student achievement at Key Stage 3. At this point you also need to define how you will be able to measure your outcomes. As with this example, will it be through the SATs tests?
- **Assess your current situation** based on your objectives. What do you do already that contributes to the raising of achievement? For instance, do you participate in the delivery of the Key Stage 3 Literacy Strategy? In discussions with colleagues, define exactly how you can participate and how much improvement is a reasonable expectation.
- **Discuss the financial implications** of your objectives with the person who has fiscal responsibility within the school. There is no use in targeting an increase in the number of computers in the library if there will be no funding available to purchase them. You could, however, target improved access to ICT in the library from within the overall IT budget and then make your case with the person(s) responsible for allocating hardware. You might end up with upgraded machines, but this could still be an improvement in access and an important step forward.

- **Develop key partnerships.** Discuss your plans with relevant department heads, explaining what you hope to achieve and seek their support. If the science and history departments feel that improved ICT access in the library would be beneficial to their students' research, you will be able to show how the planned improvement will benefit students and then develop strategies to support them. Likewise, discussions with the English department could lead to a heavier involvement from you in delivering the Progress Units of the National Literacy Strategy. If your aims and objectives are targeted not only in your own development plan but in departmental plans as well they will carry much more weight. Discuss targets with partners and gain their support. For instance, will the IT department be able to upgrade your machines and perhaps add a few within their budget?
- **Decide if you will need any professional development** in order to achieve your targets. If you want to develop the information handling skills programme within the school, you may need to go on a course to support that development and any financial implications need to be made specific at an early stage.
- **Decide on a reasonable timescale** for achieving your targets. One may be something that will develop over several years and therefore only the first part can be achieved in Year 1, while another may be something, such as the development of an information handling project with the Business Department that will be completed by the end of Spring Term.
- **Define who will evaluate** the success of your target. It might be you, in the case of improving the resources in a particular area of the library, or it might be a Business teacher in the case of a pilot Business project.

All of this takes time, so early in the year you need to become aware of the planning cycle within the school. Your line manager will be able to tell you when development plans will be called for, but by then much of your preliminary work should be done.

Having completed the first steps, you are now ready to commit your plan to paper. The following grid is a useful tool in setting out your plan. If the library has not been required to prepare a development plan previously, you need to actively communicate your plan, not only to your line manager, but to SMT as well. A PowerPoint presentation, supported by the grid and any other relevant documentation, such as standards or guidelines in the case of resource provision, can make a very clear and positive argument for development.

Sample Development Plan Framework

Contributing Area:-

Year:-

Targets	Strategy	Human Resources	Financial Resources	Professional Development	Success Criteria	Evaluation
	•					
	•					
	•					
	•					
	•					

5. ENVIRONMENT AND REFURBISHMENT

5.1 Why space impacts on status

The environment you work in has a strong psychological impact on how you and others esteem your activities. Environment impacts on status in a variety of ways, it:

- **Indicates priorities** – squeezing a library into an inappropriate space and not giving the librarian office space suggests that the school accords neither the library nor the librarian the status required to allow the service to operate as a whole school learning resource. Inappropriate space will undermine your significance.
- **Affects performance** – the impact of your library will be limited by space which inhibits promotion of resources or provision of learning activities.
- **Impacts on health and safety** – it is an employer's first obligation to ensure the safety of employees. If your environment makes you vulnerable to physical or emotional damage it undermines your status.

5.2 The library

To support you in arguing for adequate library space provision use the “Area Guidelines for Schools” published by the DfES and available as “Building Bulletin”82. There is currently a new version of these Guidelines out for consultation¹. The new version does not substantially vary from the previous edition. **The Guidelines recommend that the school library should be able to accommodate 10% of the school pupils at any one time.**

Look out for examples of good local library design – your SLS should be able to help you locate good local examples. Remember to look at college and public libraries as well. Taking a head or governors to a really well designed library can be an effective strategy for alerting them to how important a good environment is.

Remember the library should be

- A whole school resource
- Centrally located within the school
- Easily accessible to all staff and students whatever their particular needs

¹ They are available at <http://www.teachernet.gov.uk/Management/ResourcesFinanceandBuilding/premises/schoolbuildings/sbdesignguidance/sbareaguidelines/>

The library should

- Offer an attractive, welcoming and supportive environment to all
- Stock resources to support the curriculum
- Stock resources to encourage reader development
- Stock resources to support pupils with differing needs
- Provide accommodation for 10% of the school's pupils at any one time
- Offer facilities for private study and out of hours support
- Support the development of independent learners
- Provide adequate teaching space
- Meet the requirements of the schools' Health and Safety Audit
- Provide a space with minimum opportunities for disruptive behaviour

It should not

- Be used as a convenient meeting space
- Be used for exams
- Be used as a "sin-bin"
- Be closed on a regular basis

5.3 The School Librarian's Space

The DfES Area Guidelines recommend that "the following non-teaching spaces may be required to support the library resource centre: librarian's office; workroom; equipment and stock storage". School librarians need space which will allow them to manage the service and communicate with colleagues. This requires the librarian to have:

- office space to carry out library management activities
- access to booking and using meeting space elsewhere in the school
- access to the staff room is a statement of the librarian's importance alongside teaching colleagues. It's often hard for the school librarian to be there at lunchtimes or breaktimes, when there are the largest number of other staff from around the school there. Even if it's not always a welcoming environment, do try to make an appearance when you can. It's an important sign of your status within the school.

5.4 Strategies for improving your library and environment

- Attend all relevant meetings. Promote the library as a learning environment supporting formal and informal learning activities.
- Collect and use examples of best practice in library design – professional journals can provide excellent examples (“The School Librarian”, “School Libraries in View” etc). SLSs and local networks can be invaluable. Visit local examples and take pictures.
- Seek views of staff and pupils about the library environment. Consultation can provide evidence for your arguments and help develop new ideas.
- Use recommendations from CILIP’s “Guidelines for Secondary School Libraries”, from the DfES’s “Area Guidelines for Schools” and from your SLS.
- Keep and use statistical evidence of library use and what its purpose was. Demonstrating the levels of purposeful activity (supervised study, structured work) in the library is useful for arguing specifically for more space or resources required to support that particular activity.
- Use stock loss figures to argue for a more secure environment (this might mean a security system, additional staffing or a library management system) - the library represents a significant capital investment and SMT will probably support any measures to safeguard it.

6. BUDGETING

6.1 How the library budget relates to the librarian's status

- The library budget demonstrates the senior management's appreciation of the importance of the library service.
- It determines how the library can develop and to what extent it will be recognised as the hub of learning and teaching in the school.
- Preparing a budget can empower the school librarian to forge new links with departments within the school and gain new recognition for the library and the school librarian's role.

6.2 Developing an argument for increasing your budget

Making the argument for your budget allocation requires preliminary communication with a number of people to gain support and to justify your proposals. There are two strands to be considered: curriculum support and general library development. There are also two sources of funding to take into account: the library budget and the central IT budget.

6.2.1 Curriculum Support

- First, talk with your line manager and/or the curriculum manager to identify new or expanding areas of the curriculum that will require additional resources in the coming year. Also discuss these with the relevant members of the teaching staff to pinpoint what they will need. This can be the beginning of a useful collaboration with curriculum areas, working together to exploit library resources and services.
- Talk with various department heads about existing programmes of study that involve using the library. Discuss the resources necessary to enhance their students' learning and include an amount for these in your request.
- It is important that your request relates not only to the library development plan, but to the whole school plan as well (see section on "Development Planning" above). For instance, if the school is highlighting ICT developments, you could request enhanced IT provision in the library. Talk to the head of IT in the school to see if there is a way for this to be financed centrally. Support your request with information about how the existing provision is being used and how enhanced provision would benefit the students in terms of the curriculum (ie research done in the library, etc.).
- Enhanced ICT provision doesn't just mean hardware. Look at the issue of online subscriptions and determine which ones would support the curriculum. If a subscription is to a magazine or newspaper, it will

probably be the responsibility of the library budget. However, if you want a subscription to an online encyclopedia or some piece of software that will be used across the curriculum, you have a strong argument for central funding.

6.2.2 Budgeting for Library Development

Here you are looking at developing your library stock to meet recommended guidelines, considering both numbers and the age of the existing collection. In formulating your request, it is important that you can be both realistic and pragmatic. It is no use asking to increase stock from 6 to 10 books per pupil when you know there will not be the funding available to do so, no matter how persuasive your argument. A better approach might be to propose a plan for upgrading the stock over a period of three to five years.

- Do your research and become aware of current guidelines and examples of good practice (see boxed figures on the following page).
- Then, begin by talking to your line manager and the curriculum deputy. Find out the kind of support you are likely to receive from SMT for improving the library stock. Offer to do a presentation to SMT and/or the Governing Body in which you can highlight standards the school should be striving for, current usage, and expected use with more curriculum involvement (as supported by the teaching staff).
- Carry out a survey of stock usage comparing the issue rate of newer stock compared to older stock. If you can show that the newer stock is good value for money because of how much it is being used, you have a good argument for increased expenditure.
- Be able to detail what areas of the stock will be targeted – fiction, non-fiction, CD ROMs, videos. What proportion of the proposed funding will be spent on each?
- It is wise to separate your request into different areas. For instance, you should be able to show what is required for print and non-print resources, subscriptions, photocopying and stationery. This will ensure that you are not given what at first appears to be a healthy budget, but is subsequently eaten up by day-to-day running costs.

6.3 Managing your budget

Once your budget has been allocated, be sure you are in a position to manage it properly.

- Plan how and when you will spend the money over the year. Be sure to plan to spend all of your allocation, except for subscriptions that may require a monthly spend, well before the end of the financial year.
- Establish a system that will allow you to keep track of what you have spent on different curriculum areas. This will allow you to go back to departments for discussions on how the resources are being used and to plan for the future.
- Prepare a budget report for SMT toward the end of the year that will inform them of how your money has been spent and inform them of any shortfalls. This will support your request in the next round of allocations.

CILIP's recommendations for school library resourcing

Minimum secondary school library provision: 13 items per pupil

Annual stock replacement: 10%

Annual budget:

$$\frac{\text{number of pupils} \times 13 \times \text{average stock unit cost}}{10}$$

More effective library stock provision – add 20%

Analysis of prices in the Book Data database (October 2001), covering over 16,000 titles, shows that the average price of Primary school books is £12.80 and Secondary school books is £13.34

7. Promotion

The school library is constantly projecting an image. From the posters on the wall to the profile of the librarian, messages are being sent to the school and the outside world.

Managing the promotion of your library and ensuring that its image helps gain support for the library amongst the school community, encourages the use of its services and raises the status of the library and the librarian.

It is important to match rhetoric with experience. If experiences of the library are radically at odds with the image you are trying to present, your credibility will suffer. But don't underestimate yourself.

A key strategy for good library PR is high quality customer care. Word of mouth is a powerful PR tool and a satisfied user can have a huge impact on how the library is viewed in the wider school community.

7.1 The PR plan

A good PR plan offers you a way of managing the promotion of your library, ensuring your energies are directed at activities which support your Library Development Policy and providing a way of monitoring the success of your promotions.

Writing a PR plan requires you to examine four themes:

- **What are the current perceptions of the school library?**

If you have written a Library Development Policy you should have established the main objectives for the library during the year, based on the issues that have arisen from an appraisal of the library in the context of the School Improvement Plan.

These objectives form the basis for your promotion projects. For example, you may have highlighted Reader Development as a key issue for development, perhaps non-fiction stock is underused, or staff loans have decreased. The purpose of PR is to identify and deliver the shift in perceptions required to meet your objective. Your first step is to consult with the library's stakeholders, the students, the staff, parents and governors.

Open up as many communication channels as possible. For example set up a library stakeholders' committee, ensure there is a suggestions box in the library that is frequently checked, survey users and non-users regularly and listen to what they have to say.

Backup your knowledge of stakeholder needs with a good understanding of current developments in the field in question. You need to have an idea of the wider world if you want to know where your library is within it.

- **Who do you want to target and whose opinions do you want to change?**

Set realistic objectives. Identify who you wish to specifically target and then identify ways you can influence their perceptions of the school library. Make sure that you relate your aims to your Library Development Policy and the needs of the school. The extent to which you gain coverage will provide success criteria for your PR work.

- **How do we get there?**

The type of project you are working on will help determine what promotional activities you use. If you are working on Reader Development you may decide to plan an ongoing programme of events during the year, such as book displays, author visits and national events, like National Poetry Day or World Book Day. Ongoing events throughout the year can ensure that the library appears to be the vibrant, exciting place that it is. They can establish a momentum which will encourage staff and students to support and use their library.

Build PR strategy into all your events as an integral element of your planning. You might invite the school newspaper or a local newspaper or radio station to judge or feature the winner of a competition. Could the school library's reading club produce reviews for the local paper? Does the council have a free magazine for local residents, and could your World Book Day activities give them a lively and attractive feature? Don't forget new media – in particular presence on the internet.

Other projects may have more limited objectives. You may be trying to secure funding for an essential piece of equipment for your library. You may need to provide statistics, or current literature to support your case. Presentations by the librarian supported with quotes from pupils and staff can be very powerful.

Consider whose support do you need to deliver your campaign. It is important to gain the approval of your head teacher before approaching the media. Your LEA might have a press officer who can advise you and support you with local media contacts. Also determine what resources you will need. Cultivating media contacts costs time and needs to be costed and budgeted into your project plans.

Establish a time frame for the completion of the project and highlight any steps along the way which will help you monitor your campaign. Don't be too rigid. Be ready to alter your plan as your situation changes.

- **Are perceptions changing?**

Monitoring the project using ongoing feedback will confirm that you are having an impact.

Commercial PR companies quantify their success by costing coverage (for instance 12 column inches in a paper which charges £20 per inch for advertisement has a media value of £240). Be prepared to talk about your successes in similar ways.

For more ideas and downloadable resources visit the American media and library PR website: <http://www.ssdesign.com/librarypr/toolbox.html>

Sample PR plan.

Library Development Plan Objective: Reader Development.

Project to support objective: World Book Day.

Project Plan

Activities	Timeline	Person(s) Responsible	Date Completed
Decide on schedule for day. Liaise with English department to set up activities. Ensure adequate staffing in library to support activities. Ensure adequate resources in library to support activities. Arrange author visits. Invite local booksellers into school.			

PR Plan.

Activities	Timeline	Person(s) Responsible	Date Completed
Advertise the events within school. Set up relevant displays. Invite media to cover events. Prepare Press Releases.			

8. CAREER PLANNING AND DEVELOPMENT

As champions of lifelong learning all librarians need to be engaged in professional development, constantly updating their skills as information professionals within a rapidly developing information culture. However in a school environment, with various competing needs for training it is sometimes the case that the librarian's training needs are overlooked and not prioritised. Training and support for the librarian should be an entitlement.

The librarian needs to be confident when asserting the need for training. This does not imply that they are under-skilled, but want to develop their contribution to the school, in response to changing needs and multiplying resources.

As well as formal training, CPD includes a variety of professional engagement. Opportunities to attend meetings and training courses will help to overcome the professional isolation experienced by many school librarians.

Regular meetings with line managers – particularly appraisals - should enable the librarian to identify the professional support needed to assist them in meeting the agreed targets.

Before an appraisal it is useful to consider the following points:

- Which internal and external meetings should you attend?
- Do you currently participate in all school – based INSET?
- Are you aware of the bidding cycle for training funding?
- Is the funding for your CPD commensurate with that awarded to the teaching staff?
- Is cover available to enable you to fully participate in CPD?

Arguments for your CPD:

NOF ICT training demonstrated that librarians' CPD was as vital as teachers' in delivering the current education agenda.

The Government's consultation on support staff has highlighted the training and development of non-teaching staff as a key national concern.

Networking and participation in professional groups boosts the profile of the school.

Professional networking allows access to new ideas and best practice – give examples of how you’ve used this to improve your service.

The government has identified the training of “support staff” as a priority in the 03-04 Standards Fund. The school librarian needs to participate in this.

The role of school librarians in national initiatives, such as the Key Stage 3 Strategy, have rapidly changed the skills required by a school librarian and therefore increased the need for CPD.

New technologies need new skills – the library and the librarian needs to be at the cutting edge of the school’s use of ICT.

CPD case study

“Although qualified since 1995, I was relatively new to school librarianship when I had the chance to apply for a NOF programme designed “by school librarians.” Was it all worthwhile? Most definitely YES – both personally in terms of my own professional development and, more importantly, to users of our Learning Centre at Tong School.

My self-confidence was boosted and subsequent training sessions and INSETs in school have demonstrated how much I absorbed during the NOF course.

The training was also invaluable in providing support for our users, both students and staff, and thus raised the profile of the Learning Centre. I am able to help staff focus on effective ways to integrate ICT into their research assignments and even helped some of them with their own NOF training. I have a regular feature in our weekly staff bulletin in which I highlight “Hot Sites on the Web.” I have been able to cascade nuggets of information to my assistant and have recently started introductory computer and Internet courses for our support staff. The NOF training has also helped me to recognise the limitations of our hardware and applications software in school and enabled me to apply for equipment and applications to develop our facilities for users.

Finally, my own confidence enables me to try new projects, such as designing Learning Centre pages for our school website, suggest more effective ways of working with ICT and offer new approaches to problems. And we all know that satisfied customers return...and pass the message on!”

If you have case studies or strategies which you would like to contribute for the next version of this document, please contact:

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