

THE PRIMARY SCHOOL LIBRARY

guidelines



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Chartered Institute of
Library and Information
Professionals

THE PRIMARY SCHOOL LIBRARY GUIDELINES

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THE PRIMARY SCHOOL LIBRARY GUIDELINES

The *Guidelines* are intended to be a practical support to everyone concerned with establishing, maintaining and developing dynamic primary school libraries across the UK: Headteachers, teachers, governing bodies, primary school librarians/library co-ordinators and Schools Library Services.

The *Guidelines* address the library needs of pupils between 4 and 11 years as independent learners and imaginative readers; embedding the school library in the teaching and learning culture of the whole school. The *Guidelines* also recognise that the use of information and communication technologies is integral to every aspect of primary school library provision.

CILIP worked with key librarians throughout the UK to produce this document. The principles and practices recommended, read together with *CILIP's Guidelines for Secondary School Libraries*, cover the library needs of pupils throughout their school career – from primary to secondary school – and form an essential support to the lifelong learning process.

The terminology used in the *Guidelines* is generic and the *Guidelines* have been distributed throughout the UK. However, primary schools in Scotland should use the *Guidelines* as useful background information and should refer primarily to *Standards for School Library Resource Services in Scotland: a Framework for Developing Services*, Convention of Scottish Local Authorities (COSLA) 1999 and *Taking a Closer Look at the School Library Resource Centre: Self Evaluation using Performance Indicators*, Scottish Consultative Council for the Curriculum [et al].

CILIP

CILIP is the leading professional body for librarians and information managers with over 22,000 members. It is committed to enabling its members to achieve and maintain the highest professional standards, and encouraging and supporting them in the delivery and promotion of high quality library and information services responsive to the needs of users.

The Primary School Library Guidelines can be found on the CILIP web site: www.cilip.org.uk

Schools Library Services/Central Library Support Services

CILIP believes that a Schools Library Service plays a key role in developing school effectiveness. This is achieved through support and advice in the development and improvement of school libraries, use of learning resources, the development of effective information handling skills, and access to wider reading choices for all pupils.

Schools Library Services are available to schools in the UK through a range of options for purchase of all, or parts of, their service, or via central education funding. CILIP or the local public library can direct schools to the nearest Schools Library Service.

Cover illustration

The cover illustration is by Quentin Blake, the Children's Laureate, and was specially created for *The Primary School Library Guidelines*.

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Real learners need real libraries.

*Better libraries, Department of Education and Science,
1989, ISBN 085522 2107*

A lively, welcoming and well resourced school library is essential. It gives pupils broad and positive experiences of books, computers, and other media.

The library is not just a space but a living organism, continually evolving to respond to the learning and teaching needs of the whole school - an expression of the ethos and values of the school community. It is also an effective and economical shared resource.

The school library should be a centre for learning and literacy development; a place where pupils, surrounded by books, can enjoy and respond to the stimulating environment. ICT, through access to CD-ROMs, the Internet and the National Grid for Learning, is an integral component of this learning environment.

Effective library provision is concerned with equality and social inclusion. Through the school library, all pupils have access to learning resources. The school library's role is to help create confident, enthusiastic readers, and to engage children in lifelong learning.

DEVELOPING A LIBRARY APPROPRIATE TO THE NEEDS OF THE SCHOOL

A key learning environment

Pupils need to develop appropriate learning strategies and become independent and lifelong learners. The school library is the cornerstone to this process.

Libraries empower pupils, not only by supporting the teaching and learning in the school, but by giving them the freedom to make their own choices about reading and learning experiences.

Library skills need to be introduced to pupils from an early age and practised throughout their school career.

Libraries in schools give children the opportunity to:

- extend their reading experiences
- discover and use information
- learn research skills.

School libraries are important to the learning outcomes of the whole school and the impact goes beyond its walls to the family and the wider community.

As a base for family learning activities, the school library may be the only contact some parents have with the world of books and learning resources.

Good school libraries

- enrich pupils' reading experiences and develop pupils' skills as independent learners
- provide resources and information that teachers and pupils need
- support the teaching and learning process, and extend the school's curriculum
- have skilled, enthusiastic staff with time allocated for library duties
- have up-to-date, attractive and suitable resources in a range of media
- are adequately funded to ensure continuing maintenance and development
- are planned and designed to be pleasant and stimulating environments
- are monitored regularly to assess their use
- are guided by a whole school policy for the library
- make good use of the expertise and stock of a Schools Library Service, and develop ongoing links with the local public library.

A whole school approach

Library planning must:

- be part of the school's policies for teaching and learning
- be included in curriculum planning that promotes the development of literacy and reading for information
- reflect the school's profile of teachers and pupils and the nature of the local community
- complement styles of teaching and learning in the school
- recognise the need for staffing, support, accommodation and funding
- set targets which are realistic and achievable within an agreed period of time
- establish an agreed policy and development plan for the library
- ensure the support and formal endorsement of the governing body and staff
- contribute to school improvement
- keep abreast of ICT developments.

POLICY

The library policy document should define the visions, aspirations and role of the school library.
West Sussex Schools Library Service 1998

Context

The school library policy does not exist in isolation. It should relate to:

- national educational initiatives
- Local Education Authority plans and initiatives
- the policies, ethos and aims of the school, e.g. School Improvement Plan
- local support services, e.g.
 - Schools Library Service/Central Library Support Service
 - Public Library Service
 - other LEA departments
 - Education Action Zones
- the social and cultural environment of the school, the local community and other local initiatives, e.g.
 - Out of Hours learning initiatives
 - Equal Opportunities
 - Social inclusion
 - partnerships with other organizations
 - pre-school activities
 - liaison with secondary schools
 - cultural diversity
 - literacy policies.

Purpose and Content

The purpose of the policy is to make clear, for the whole school community, the role, aims and objectives of the library, including:

- the library's status as a learning environment in the school and its role in raising achievement
- the relationship with other areas e.g. other school policies, the curriculum, study support, classroom collections
- the relationship with the school's overall aims as defined in the School Improvement Plan and the role of the library in achievement of school improvement priorities.

The Policy should include:

1 All aspects of library provision, including:

- accommodation
- staffing
- funding
- learning resources
- organization
- ICT
- support for teaching and learning.

2 Use and access, including:

- patterns of class and individual use
- supervision arrangement
- opening times
- library's role in information skills programmes
- reading development and book promotion
- use of ICT
- after hours activities.

3 Monitoring and evaluation

4 Planning and future development

Policy should inform practice, and therefore practice should inform policy. It should be revised regularly alongside other school plans and form part of the school cycle of reviews. Policy should be reported to the governing body and form part of the School Improvement Plan and INSET programmes.

CILIP recommends that the school has a library policy that is effectively implemented through good practice.

CREATING THE ENVIRONMENT

The ideal location

Ideally the library should be:

- a whole school resource
- centrally located within the school
- easily accessible to all classes and all children, whatever their particular needs¹
- a single-use area.

The library should embrace:

- the central fiction collection
- the central non-fiction collection
- access to ICT, e.g. Internet, Intranet, CD-ROM
- study space
- enough seating for a whole class
- informal reading areas.

Classroom book corners benefit from a centralised library from which staff and pupils select fresh collections termly.

Schools with no suitable central area must find alternative locations for a central collection which include as many of the 'ideals' as possible.

Other spaces for the school library can be created imaginatively but it is important that the library functions *fully* according to the recommended guidelines, and fulfils Health and Safety criteria.

¹DfEE *Access for Disabled People to School Buildings* Bulletin No.91, HMSO, 1999, ISBN 011271062X

The school library should be exciting and welcoming, and identifiably different from classrooms. A multi-media, interactive learning environment motivates pupils to explore resources for both curriculum related work and for their own personal exploration of the resources.

Accommodation and shelving

Accommodation

Size is important. There are a number of factors to consider when calculating the ideal size of the library.

- DfES building regulations²
- the number of shelves and wall/floor space required to house recommended number of books and accommodate study, group or class activities.

Shelving

Shelving may be either wall mounted or freestanding.

Ideally shelving should be:

- a maximum height of 1200mm (and never higher than 1500mm). This will provide three shelves per bay
- 250mm deep
- 900 - 1000mm in length

with

- a minimum one front-facing display shelf per bay
- a minimum of 1000mm circulation space in front of and between shelving units. This is a Health and Safety requirement.

DIY shelving is not recommended for safety reasons.

²DfEE *Area Guidelines for School Buildings* Bulletin No. 82, HMSO, 1996, ISBN 0112709214

Shelving must provide:

- safe, back-edge book supports
- shelf guiding
- adjustable shelves
- options for face-on book display.

Other forms of shelving include:

- kinder boxes for picture books
- big book storage
- paperback carousels.

Shelving should be purchased from a specialist library supplier. A Schools Library Service or CILIP can provide contact details of suppliers and advise on library layout.

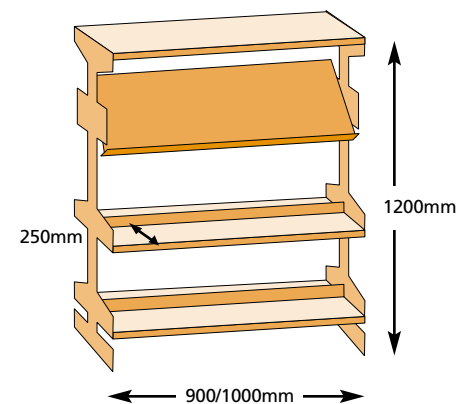


Diagram showing one bay with three shelves

CREATING THE ENVIRONMENT (continued)

Furniture and equipment

Furniture and equipment should include:

- tables and chairs of a size appropriate for most of the children
- workstations for CD-ROM, Internet use, access to computerised library catalogue
- sufficient power points and network connections for ICT desk and other audiovisual equipment
- a table for issuing and return of books with room for a computer
- easy chairs, bean bags or cushions for 'comfy reading'
- carpets, curtains and other soft furnishings – all create a welcoming and comfortable environment
- listening stations with headphones
- storage for audiovisual resources, other media formats, posters/charts
- display facilities.

Lighting

Wherever possible, make the most of natural light. Strip lighting is preferable and needs to be placed appropriately for even distribution of light.

Guiding and signs

Clear guiding and signs will ensure that the library is easily accessible and effectively used.

This should include:

- general signs on bays e.g.

Fiction A – C

- and shelves e.g.

Athletics 796.4

- a wall subject index, e.g.

Bangladesh	954.9
Bible	220
Biology	574
Birds	598
Boats	386

- subjects listed on the end of a bay panel, e.g.

600s

612	Human Body
624	Bridges
640	Food

Health and Safety

All plans for the development or reorganisation of the library (including furnishing, staffing, use and movement of pupils) must be in line with the school's, and other recognised authorities' Health and Safety documents.

Early and regular consultation with the Health & Safety representative and/or any other appropriate officer is advised for all new library plans, schemes and alterations.

Safety tips

- shelves should be strong enough to take the weight of books
- shelves should not have sharp edges
- bean bags and other soft furnishings must be flame resistant and have removable covers
- mobile shelves must have lockable castors.

STAFF

All staff, pupils, parents and the governing body need to be involved in the school library, sharing in plans, and helping to ensure that use is successful and effective.

Why appropriate staffing is essential

Running a school library is more than day to day operational routines.

Time and support is required for management and strategic development. This needs to be done by the library co-ordinator or librarian and includes:

- policy and development
- overview of resource selection
- organization of library
- overview of use
- creating imaginative and confident readers
- development of skills programme for pupils.

It is also necessary to run the library on a day-to-day basis. The library co-ordinator/librarian can share the following tasks with additional helpers:

- preparing stock for use
- shelving books
- keeping the library tidy
- supervising access
- supporting pupil use
- organizing displays, promotions and special events.

Staffing options

Primary school libraries can be managed in one of the following ways:

- a full time professional librarian – CILIP recommendation
- a professional librarian shared by a group of schools
- a teacher as a library co-ordinator, line managed by the Headteacher. Enthusiasm and experience are essential and the post should be open to all teachers.

See Appendix 1 for the responsibilities of a primary school librarian/library co-ordinator.

Help from a Schools Library Service

A Schools Library Service can:

- help and advise in the organization and management of library resources
- promote the enjoyment of reading and literacy development across the curriculum, and the development of information handling skills
- lend resources to support the school library and classroom work
- train and support the professional development of library staff.

Other sources of help

- all teaching staff should contribute to the selection of resources, the planning and monitoring of library use and implementation of the whole-school information skills programme
- classroom assistants can be trained to help with the routine tasks and library supervision at lunchtime, or before and after school
- pupil helpers can help promote the library to other children and carry out routine tasks
- volunteers, e.g. parents and governors, can provide valuable help with routine tasks as well as with library events
- one-off task groups can achieve a particular aim.

BUDGETS AND FUNDING

The library should have a fair share of the total capitation because it is a whole school resource serving all staff and pupils.

Better Libraries, Department of Education and Science, 1989

General guidelines

- The school's total budget must include an adequate amount for the library every year. This figure must be a discrete item in the school book policy
- Learning resources need to be regularly replaced in order to be relevant to the needs of the curriculum, and the reading and information needs of pupils and teachers
- Resources such as books, CD-ROMs, Web sites, magazines and story tapes remain useful *only* while up-to-date or in good physical condition
- There also needs to be a budget for the physical environment and appropriate furniture and equipment
- It is important to plan ahead and cost for ICT developments including:
 - Internet access and the National Grid for Learning
 - CD-ROM
- One computer with CD-ROM and Internet access is a basic requirement
- A computerised library management system greatly improves pupils' access to resources, as well as improving stock management.

Assessing funding needs for learning resources

Budget preparation

In order to assess adequate funding for learning resources, consider:

- the cost of replacing outdated or worn out resources and filling stock gaps. Regular stock maintenance and annual monitoring and evaluation will identify the items and areas that need replacing and developing
- the proportion of funding required for developing new curricular areas
- the need for funding books and non-book material eg. CD-ROMs and tapes.

How many items?

CILIP recommends:

- **13 items per pupil (based on National Curriculum coverage and fiction reading books per pupil)**
- **that 10% of existing stock is replaced annually**
- **2,400 as the minimum number of resources for a school, regardless of pupil numbers.**

This ensures a full range of resources to cover the information needs of the curriculum and provide sufficient reading materials for all ages and abilities.

Formulating the budgets for learning resources

Resource requirements

School Roll

- a) Number of up-to-date library resources (fiction* and non-fiction) in stock =
- b) CILIP recommendation for total stock provision (13 attractive, up-to-date items per pupil) x school roll =
- c) Shortfall in library provision (b-a) = (if this is a large figure, a 3–5 year budget programme should be built into the library development plan)
- d) Recommendation that 10% of existing stock is replaced annually (a/10%) =
- e) Total Annual Resource Budget: (c + d x average resource price) =

Average resource price = £12.80 (October 2001)

(this figure takes into account hardback, paperback, educational and mainstream children's publishing)

*This excludes reading schemes and text books.

SELECTING RESOURCES

Selecting the right resources for the library is the key to success. It will enable the primary school library to inspire a child's imagination, provide for a child's information needs and create life-long learners.

Why is selection so important?

The school library will stand or fall on its stock. Pupils (and teachers) who find what they want will return to use the library and will trust the library to meet their needs. The stock reflects a balance between supporting the curriculum and providing resources to meet individual needs and interests.

As well as providing all users with resources that they *know* they want and need, the library can take them beyond the known into new worlds. Selection is not just responsive to need; its role is also to inspire and challenge. Where better to discover new resources, new authors, genres and interests, than in the school library?

Selecting and withdrawing resources needs to be systematic to ensure currency and relevance. A regular routine needs to be established.

Selection policy

This should be part of the library policy. It should complement the whole school policy on resource provision, i.e. in the context of core book provision in classrooms, home reading schemes, resources for the Literacy Hour, and ICT. The selection policy is therefore part of a wider policy; creating a context for stock management in terms of acquisition, promotion and use.

Acquisition: who selects?

The librarian/library co-ordinator has overall responsibility for selection

Issues to consider:

- do all staff have opportunities to recommend titles?
- are specialist curriculum and interest areas recognised?
- can parents, carers and other adults also recommend titles?
- how can pupils contribute to the process?
- is the special expertise of both adults and pupils recognised, e.g. in the area of languages other than English?
- does the collection reflect the cultural diversity of the community?

General principles

The range and balance of stock in the library should follow an agreed plan that is a part of the school's library policy.

Issues to consider:

- the ratio of fiction to non-fiction
- the proportion of curriculum resources to leisure reading
- the proportion of stock for early years, KS1, KS2
- the relationship of classroom collections and literacy resources to the central library
- equal opportunities, including multicultural provision and special needs provision.

Sources of Supply

Schools Library Service (SLS)

A Schools Library Service offers a cost-effective way of exchanging and acquiring up-to-date stock regularly. Some SLSs offer a book shop or ordering service, and competitive terms, as well as ready-serviced stock (saving teachers' time), and give impartial and informed advice on suitable material for purchase. Some SLSs provide access to Library Suppliers' CD-ROM and Internet ordering services.

Library suppliers

Library suppliers offer a wide range of materials which can be viewed in showrooms, catalogues, on CD-ROM or on the Internet. They process stock, i.e. classify/jacket/label ready for immediate use. Discounts can be negotiated. A Schools Library Service or CILIP can provide contact details of library suppliers.

Bookshops

Discounts of 10% can usually be negotiated. The local bookshop is a valuable place to see resources.

SELECTING RESOURCES (continued)

Assessment criteria

Assess the item in the school context, e.g. relate current stock to the School Development Plan and the curriculum. Is it relevant to the age and abilities of the pupils? How will the item make a difference? For all resources check:

- purpose
 - relevance to pupils or staff
 - does it achieve what it sets out to do?
 - does it appeal to the target age group?
- suitability
 - reading age
 - print size
 - readability
 - clarity of illustration
 - ease of use
 - use of language
- medium – book/tape/CD-ROM/magazine, how appropriate?
- production
 - quality (e.g. paper)
 - durability (e.g. binding)
 - ease of use and safety
 - attractiveness to pupils
 - accessibility
- value for money
 - quality
 - standard of production
 - minority appeal – take into account that a more limited print run usually means it will be more expensive
 - library need
 - hard-back v. paperback. Paperbacks should always be plastic-jacketed. Decide which format is most appropriate for the age group and intended use
 - borrow or buy?
- equal opportunities
 - how cultures, religions, ethnic diversity, gender and disabilities are presented in text and images
 - the provision of dual-language and mother-tongue e.g. Welsh
 - author credentials.

Short cuts to assessment

Assessment of resources can be time consuming. Relying on the work of others can speed up the process.

Sources of help and advice

- services offered by a Schools Library Service include exhibitions of recommended books, booklists, reviews, etc. Borrowing recommended resources from a Schools Library Service is a cost-effective way of supplementing library and classroom resources
- review journals and newspapers, e.g.
 - Books for Keeps*
 - Carousel*
 - Child Education and Junior Education*
 - The School Librarian*
 - Times Educational Supplement*
- the Internet, e.g. National Grid for Learning literacy web sites (always check the credentials of the organization providing the web site)
- specialist literacy organizations, e.g. Book Trust and REACH.

Consider carefully

- Internet recommendations – many sites are commercial and may not be impartial
- sales representatives represent one publisher only. A library supplier or Schools Library Service will display a wide range of resources for comparison
- donations may be out of date or unsuitable. Only put in stock if the quality, currency and content are relevant to pupil needs
- very cheap books – are they just shelf fillers, or do they address stock gaps?
- public library book sales. If the books for sale are no longer suitable for the public library, are they suitable for the school library?

A useful strategy

- buy several books and other resources per curriculum subject at different ability levels
- buy a range of 'enrichment' material and popular fiction
- borrow more copies of:
 - popular fiction
 - expensive, special or unusual books
 - topic books.

Stock review programme

It is important to undertake regular audits and edits of library stock, to ensure that resources remain relevant and attractive.

- establish criteria for the removal of resources, considering:
 - equal opportunities issues
 - physical condition
 - currency of information
 - attractiveness to pupils
 - relevance to curriculum or other pupil needs
- decide on methods of disposal, remembering that stock no longer suitable for the library is unlikely to be useful elsewhere
- resources which are out-dated, offensive or in poor condition, should be pulped/binned.

The stock review should include an assessment of stock gaps. Information from this contributes to the production of a development plan and to the informed acquisition of new stock.

A Schools Library Service can advise on all aspects of the selection policy including evaluation and maintenance.

SELECTING RESOURCES (continued)

CD-ROMs/Web sites

General selection criteria, eg. content and coverage/currency and accuracy, apply to all formats.

Other considerations include:

Compatibility

- will it run on existing equipment?

Ease of use

- clarity of screen and instructions
- available search strategies, eg. keyword, topic, illustration, and/or [Boolean] searching
- help prompts
- time required to train staff and pupils

Functions and facilities available as a part of the software, eg.

- dictionary
- print
- download to disk
- notepad
- search record
- cross-references.

Networking capability

Use of medium

eg. sound, music, video, photographs.

Are updates available?

If so, how often and at what cost?

Reviews of CD-ROMs can be found on the BECTa or TEEM Web sites.

The Educational Software Data base gives information about the technical requirements for running software.

See page 24 for these Web site addresses.

Non-fiction

Content

- wide-ranging or specific?
- stimulus material or full information for topic research?
- at an appropriate level for the intended audience?
- introducing new concepts or assuming prior knowledge?

Style and language

- clear and grammatically correct
- conveys an enthusiasm for the subject
- matched to reading abilities and interests of the intended audience
- are differentiated texts available?

Information accuracy

- correct and current
- avoids errors and bias
- any instructions for activities or experiments should be workable and safe
- author credentials.

Illustrations

- should interact well with the text
- should positively convey accurate information in an appropriate form, eg. photographs, diagrams, maps, charts and drawings
- have appropriate captions which are written at the same level as the text.

Format

- suitable for the subject matter and intended users.

Information-finding aids

- contents pages should use sensible terms and assist in using the resource
- indexes should contain relevant terms and useful references
- glossaries should explain difficult terms.

Fiction and picture books

Assessment criteria

While quality is important, so too is balance of stock and having the right book for the right child. A rich reading experience includes access to 'fast food' reads as well as the more challenging; the TV tie-ins, series, short stories and novelty books. The content should be appropriate to the maturity of the reader.

Plot

- originality
- creation of a sense of time and place
- sensitive handling of controversial themes
- imaginative handling of familiar themes
- suited to the intended readers.

Characterisation

- how do the characters interact with other characters in the story?
- how appropriate are they within the genre?

Style and language

- stimulating use of language
- language level for the intended readership
- authentic dialogue, particularly the use of patois and dialect
- avoid stereotyped language use. Use of slang should not be gratuitous but appropriate to the plot and readership.

Illustrations

- artistic merit
- illustrations which complement the text
- cover and pictures appeal to the intended readers
- illustrations reflect the nature of the story.

Big Books

- will it last? Look at paper quality and binding.
- is the print size large enough to use with a whole class?

LIBRARY ORGANIZATION

Simple and easy procedures are essential for the effective organization and use of the library. Books, and other resources, need to be organized in a logical sequence and labelled clearly. A Schools Library Service will be able to provide advice.

Classifying and organizing resources

General rules

- Divide the library into fiction and non-fiction resources and label bays, shelves and sections clearly

Arranging the non-fiction books

- Classify books according to the Dewey Decimal Classification System. Dewey organises knowledge into 10 numbered categories, e.g. 900: Geography and History. A Schools Library Service can provide training and advice on how to classify, or can do this for you.
- As well as the Dewey system, coloured labels to indicate broad categories can be used. A Schools Library Service can advise on local policy.
- Shelf non-fiction resources in a single sequence, from left to right within bays and in numerical order
- Provide an alphabetical subject index in a range of formats, e.g. wall chart; computer search screen; booklet; drawer of cards.

Arranging fiction books

- Shelf alphabetically by author's last name, left to right, within bays.

Arranging the picture books

- Generally these are shelved separately from the fiction books, or displayed in bright kinder boxes.

Loaning resources

An issue system can be useful in order to:

- keep track of books as they are borrowed
- record and assess children's reading habits
- facilitate the issuing of bulk loans of reading materials to classroom book corners
- encourage children to be responsible
- familiarise children with library routines which will give them a generic understanding of all libraries, e.g. public libraries
- reduce stock loss.

However, issue systems:

- can be time consuming
- need dependable people to operate them
- require pupils to be trained to use them.

CILIP recommends that a school library uses a computerised library management system which includes cataloguing* and loan functions. See *Computerised Library Management Systems* p.11

Other options for issuing resources

If a computerised library management system is too expensive, other options for recording loans include:

- An exercise (or similar) book in which the pupils write the titles of the books they have borrowed. Most schools allocate a page of the book to each child. When books are returned, the child ticks off the record of the loan. Some schools like to note both the date of the loan and of the return.
- A book-card for each child, which is used to record items borrowed. The cards are kept in book-pockets in the classroom, arranged by the children's names. The book title is written on the card, sometimes with the date. Again, when books are returned, the child ticks off the record.

Details of suppliers of book-cards and book-pockets can be found in the catalogues of library suppliers.

Security

- Security systems are expensive and not normally necessary in primary schools.
- Ideally teachers, parents, classroom assistants or primary helpers should be in the library at all times when the library is in use.

*Manual cataloguing systems are not recommended.

COMPUTERISED LIBRARY MANAGEMENT SYSTEMS

Costs involved

Hardware

- number of computers – at least one dedicated computer is needed
- networking costs, if more than one computer
- printer
- barcode reader.

Software

Assess the software packages on offer and decide which modules are needed.

Other costs

- barcodes
- initial input of records: many systems allow data to be imported requiring only the addition of a class number e.g. catalogue records – this saves time and money
- ongoing maintenance and upgrades
- helpline/support
- staff training
- staff time.

An efficient computerised library management system will enhance the effectiveness of the library. The system makes the recording of loans simple and provides useful information about library use. Keywords make finding information easy. When assessing different systems cost, installation, operation and maintenance all need to be considered e.g. printing subject specific lists and producing statistics.

System considerations

- is the screen layout clear and user-friendly?
- does the catalogue offer all the fields you need – author, title, Dewey classification number, edition, publisher, publication date, price, resource type, keywords, notes?
- is searching by keyword simple?
- is there a limit to the number of keywords which can be applied to a resource?
- can lists be printed?
- what reports and statistical information can be produced, e.g. top 10 use, books borrowed by boys?
- is issuing and returning straightforward?
- can the system be networked across the whole school?
- is the system easy to manage?
- does it offer an interactive element, e.g. pupils adding their own reviews?
- is the system easy to backup?
- what systems are other local schools using?
- can you visit another school to see the system in use?

Company Information

- does the company have a good reputation?
- does the company employ librarians who will understand the needs of a school library?
- is there a user group?
- can demonstrations be organized?
- is the manual easy to use and comprehensive?
- what technical support is offered?

For further advice

A Schools Library Service can advise on evaluating the range of computerised library management systems available for a primary school library.

CILIP recommends that schools use one of the specialist computerised library management systems available.

THE LIBRARY AS A FOCUS FOR LITERACY

“Enjoyment of reading at the youngest possible age sets us up for life as full members of a literate society”

*Liz Attenborough
Project Director – The National Year of Reading*

Something for everyone

Children of all ages and abilities, including reluctant and less able readers, need a variety of reading choices to feed their moods and interests.

The youngest readers

Even before children start school they can visit the school library as part of their introduction to the school day. Picture books, novelty books, board books and nursery rhymes should be part of the core stock to encourage children and parents to read together.

Developing readers

There are many attractive first reading series which offer both familiarity and challenges but which are not devised as reading schemes. Pupils should feel they are reading 'real books' (keep reading schemes in the classroom).

Poetry, short stories, non-fiction, picture books for older readers and story-tapes also appeal to new readers. Many will still enjoy the younger picture books. The short paragraphs of text in non-fiction books can also be interesting for new readers.

Reluctant readers

Make sure that there is plenty to interest reluctant readers, e.g. picture books for older readers, suitable graphic novels, short stories, jokes, simple non-fiction, comics and ICT.

Reader development

Confident readers

Confident readers still need support. The main fiction sequence should include quick reads as well as more in-depth stories. Extending pupils' reading experiences includes becoming familiar with genres, a wide range of authors, series and different publishers. Pupils relish the freedom to dabble, explore, read up and down, take risks, make choices and read for escapism.

The school library should encourage reading exploration.

Some reader development activities

- story times for children of all ages
- private reading time
- author/illustrator visits
- book weeks
- shadowing national book awards, e.g. the *Carnegie* and *Greenaway Medals*
- celebrating national reading initiatives, e.g. Poetry Day; World Book Day
- promoting public library activities, e.g. the Summer Reading Challenge
- family literacy
- linking with whole school events, e.g. celebration of key festivals and events.

Some examples of reading activities

Outside the requirements of the curriculum there are many enjoyable ways to involve pupils creatively in the reading process. Pupils of all abilities need to be reassured that their reading experiences are valid, and to have opportunities and activities to measure and test validity.

Reading Groups

A Reading Group starts with the interests of the pupils and allows them to develop the identity of the group and the nature of the reading activities, which can include:

- exploring book-related Web sites
- producing book reviews and recommendations for the whole school
- involving pupils in book selection for the library
- taking part in the planning of book weeks
- helping with story sacks.

Story Sacks

Combine a book (fiction or non-fiction) with activities and a collection of objects, and package them in a decorated fabric sack. The sacks can be put together by parents and other volunteers and loaned for use at home as well as in the classroom. Story sacks work well with pupils of all ages including children with special needs. They involve parents in supporting their children's literacy and stimulate book sharing in families*.

*Story Sack is a Basic Skills Agency project. For contact details see Appendix 2.

INFORMATION LITERACY

In a world of global information, the ability to handle information effectively has never been more vital. The school library is much more than a gateway to information sources. It is where pupils learn to make sense of what they see and acquire the essential building blocks of information skills – the key to the lifelong learning process. The school must adopt a whole approach to teaching information skills, so that skills are not taught out of context but are reinforced in the classroom and the library as the curriculum requires.

Introducing learning skills

- Reading for information is a skill that needs to be taught and learned, using print forms and on a computer screen
- Start with a basic introduction to the layout of the library, the range of resources and how to find them
- Move onto the models and structures of information handling skills that help pupils make sense of the information available – these can be used in the classroom and the library
- With a strategy for searching and evaluating information, pupils will be equipped with lifelong learning skills.

Reinforcing the learning sequence

- Pupils need time and opportunity to learn how to make full use of the library and to handle information efficiently and effectively
- Information literacy must be taught and reinforced throughout pupils' school careers across the curriculum
- Pupils need systematic guidance and experience in the selection and use of information books and other sources
- The seeking of information, and the resulting organization and presentation needs to be within the everyday demands of each curriculum subject
- The creation and use of computer databases are highly valuable learning experiences
- As with all newly acquired skills, pupils' progress needs to be recorded to maintain and ensure continuity and development
- Carefully planned homework activities provide opportunities for pupils to reinforce and extend reading for information, in interesting ways, outside of the curriculum.

Extending interactions with text⁴

The Exit Model	
Process Stages	Teaching Strategies
1 Activation of prior knowledge	Brainstorming, concept mapping, KWL grids
2 Establishing purposes	Question-setting, KWL* And QUADS** grids
3 Locating information	Situating the learning in meaningful contexts, teacher modelling
4 Adopting an appropriate strategy	Metacognitive discussion, teacher modelling
5 Interacting with the text	Text marking and restructuring, genre exchange, cloze activities, sequencing
6 Monitoring	Teacher modelling, understanding strategy charts
7 Making a record	Writing frames, grids, teacher modelling
8 Evaluating information	Discussion of biased texts
9 Assisting memory	Review, revisit, restructuring
10 Communicating information	Different types of writing frames, drama, alternative outcomes

*KWL = Know, Want, Learned

**QUADS = Questions, Answers, Details, Source

⁴National Literacy Strategy Module 6, Reading and Writing for Information: Teachers Notes, DFEE, 1998, ISBN 019 3121913

JUDGING SUCCESS

Effective libraries must be responsive to educational and technological change, and contribute to school improvement and pupils' learning. This requires a continual process of self review and evaluation which is both qualitative and quantitative. Evaluations are only successful if their outcomes are efficiently disseminated and used effectively to inform future action.

Key questions

- Are there sufficient resources in the library to meet the needs of the various curriculum subjects and cater for pupils' personal and leisure interests?
- Do resources meet the individual learning needs of pupils of all ages and abilities?
- Are the library and its resources easily accessible to pupils?
- Are these resources relevant and of good quality?
- What use do pupils and staff make of the library and its resources?
- How does the library ethos contribute to educational standards within the school?
- How does the library affect school improvement, including pupil achievement?
- Do the school library and the local public library complement and support each other? Are pupils confident users of both?

Performance measures

Strengths, weaknesses and areas for development will be identified by judging the service against the following quantitative and qualitative performance measures. Targets for raising standards should then be set.

Service Input – Quantitative Measures

- size of bookfund
- spending per pupil
- number of books in library
- number of multimedia items/CD-ROMs in library
- book ratio per pupil (minimum 13 books per pupil)
- school community involvement:
 - teachers
 - parents/volunteers
 - pupils
 - primary helpers/classroom assistants
 - governors
 - other adults
- number of hours the library is open/accessible
- number of computers in the library
- internet access
- accommodation:
 - space for shelves
 - reading space
 - shelving: accessibility, flexibility, height, guiding facilities
 - display space
 - chairs/tables
 - lighting
 - power sockets
 - floor covering.

Service Input – Qualitative Measures

- quality of stock
- range of stock
- appropriateness of stock
- range and quality of displays and book promotion activities
- training for teachers and pupils
- effectiveness of the information skills programme
- inclusion of library in curriculum plans
- input into the school's Annual Report.

Service Output – Quantitative Measures

These can be easily retrieved from an computerised library management system.

- number of books issued
- number of classes using library regularly
- percentage of books on loan at any one time
- number of pupils using library
- breakdown of users by pupils (age and gender) teachers, class/year groups.

Service Output – Qualitative Measures

- how easy is the library to use by classes and individuals?
- who is not using the library, and why?
- quality and effectiveness of book promotion activities
- contribution of library to achievements and school standards
- impact on pupils
- profile of individual pupil's reading development
- pupils' confidence in using information and learning skills
- ways in which the library is used to support teaching and learning in the school.

Key questions which could be asked by an Inspector

- “who uses the library – and who doesn't?”
- are learning resources accessible for the school's curriculum and range of pupils?
 - is the library adequately resourced?
 - what is the quality and diversity of the resources?
 - do the resources match the differentiated learning needs of the pupils?
 - how suitable is the layout of the library: its organization, use and accessibility?
- what is the library's contribution to:
 - raising standards and individual progress?
 - supporting behaviour and personal development?
 - supporting teaching and the curriculum?
 - assessment?
 - supporting spiritual, moral, social and cultural development and pupil welfare?
 - supporting partnerships with parents, the community and leadership?
 - supporting the management and efficiency of the school?

Documentation to support performance measures

- library policy, including book selection and stock review guidelines
- library development plan
- material demonstrating how information literacy is taught across the curriculum, including the school's curriculum planning documents
- facts and figures about the library, e.g. from a computer database
- details and photographs of any special library based events
- comments on the library's contribution to whole school policies
- examples of pupils' work produced using the library, e.g. project work.

CILIP recommends that the school library is evaluated on a regular basis and that reports are shared with the Headteacher, other staff, governing body and parents.

ref: Goodman, J. The School Library, Making the most of inspection. SLA (Guideline) 1996 0900641 80 0.

EXEMPLAR 1 – POLICY INTO PRACTICE: IMPROVING THE SCHOOL LIBRARY

“Our library is in a bit of a mess – can you help?” asked the Head of an inner city primary school of her local Schools Library Service. The school had 380 pupils on the school roll, Infants taught on the ground floor, Juniors on the first and second levels, and all the restrictions of a Victorian building.

The background

At the request of the Headteacher, a member of Schools Library Service staff visited the school. She prepared a written report outlining strategies for improvement and development, with a suggested action plan. The school decided to buy in six days of specialist Schools Library Service librarian time to get the process underway.

The problem

The school had two libraries, both in a state of disarray.

- The Junior library had been moved recently and books were in boxes in a dirty and dingy room. Existing wall shelving was insufficient. While some new books had been bought in the past few years, much of the stock was old and in poor condition. On the positive side, the room was quite large and located adjacent to the teaching rooms.
- The Infant library was in a corner of a hall, which was also used as a gym and as a dining area. It was blocked off with discarded classroom furniture, and the books were in no obvious order.

The solution

- Amalgamate the two libraries in the space of the existing junior library.
- Purchase new free-standing double-sided bays of shelving to complement the existing wall shelving.
- Weed the stock. This task was undertaken by the Schools Library Service librarian and a teacher with responsibility for the library. It took over two days and resulted in more than 50% of the books being discarded. Initially staff were horrified by the amount of stock that needed to be removed, but soon became convinced that ‘less is more’. Pupils’ needs could not be met by out-of-date books. Arrangements were made to have the remaining stock cleaned by parent volunteers.
- Colour-code and re-classify the stock to help the pupils find what they wanted more easily. The Schools Library Service librarian worked quickly through the books allocating numbers from a simplified Dewey Decimal Classification System (available from the Schools Library Service). The books were then re-labelled. Five children were co-opted to sort the books into first colour, and then number order.

The library was quickly transformed by the rationalised shelving, cleaned and properly classified books, and new, bright and relevant wall subject index, posters, guiding, and labelling. As there was no funding for new furniture, tables and chairs were cleaned, providing (just) adequate seating for a whole class of children.

The Infants were delighted with their area of the library which was created with a barrier of large plants. The displays of paper cut out parrots, leopards, monkeys and butterflies prompted one five year old to say “Is this *our* wild library?”

The way forward

Now that the library was attractive and organized, the pupils were keen to use the spaces and books. Two short meetings with the SLS and school staff resulted in a timetable for use and a longer-term development plan. Plans for the future include a computer with CD-ROM and Internet access, and a computerised library system to facilitate loans, records and teaching library skills. Funds were pledged to up-date and expand the stock, and the issue of the (still) shabby furniture and shelving was put on to the medium-term budget. Similarly, the condition of the room was discussed and, in the context of whole-school building works, will eventually be completed. It was agreed that pupils were to share in the responsibility for keeping the library tidy.

Conclusion

With a modest budget, the school now has a functioning learning space. The pupils are delighted with the changes, and library skills make more sense in the new organization of the resources. The library is now used every day for project work and parent volunteers encourage pupils to borrow books to take home. The Schools Library Service visits regularly to advise and support.

EXEMPLAR 2 – ICT AND INFORMATION HANDLING SKILLS IN THE SCHOOL LIBRARY

The school library has a key role to play in making the most of opportunities offered by ICT and The National Grid for Learning: in providing access to information and resources; in supporting teachers in their use of ICT to ensure effective teaching; and in supporting the development of skills needed by pupils. Used effectively and appropriately, ICT can in turn develop the role of the library within the school.

BECTa

Background

Year Five's focus for their physical geography lesson this week is Volcanoes. The teacher has already consulted with the library co-ordinator about the availability of resources, and planned the session accordingly.

In the classroom, planning a strategy

The teacher builds on last week's work on mountains and establishes why some mountains are volcanoes. The class decides that it needs to find out the following.

- physical properties of volcanoes
- where they are?
- which ones are still live?
- when was the last eruption?
- when is there likely to be another eruption & where?

The teacher asks them to suggest where they think they will find the information they require. The school library is quickly identified as the most likely source of resources to supplement the project collection on loan from the Schools Library Service in the classroom.

Books are obviously a valuable resource but this school is lucky to have two computers in the library on which they can use CD-ROMs and access the Internet. The teacher reminds the class that the use of the Internet involves on-line costs.

The class works in three groups and allocates responsibility for research using these three different information sources. After a brain-storm, suitable questions have been formulated.

In the library, locating and gathering

Groups 1 and 2, using the books and the CD-ROMs, work together initially to agree a strategy. Using the guide to the Dewey system, they discover the number for volcanoes. They also discuss using the reference section of the library, particularly the encyclopedias and possibly the atlases.

The CD-ROM group finds two useful CD-ROMs at the identified Dewey number – *Violent Earth* (Wayland) and *Interfact: Volcanoes* (Two-Can) which has the bonus of a clearly illustrated, accompanying booklet. Using these two disks highlights the fact that, unlike books, CD-ROMs are not all organised in the same way.

- The Wayland CD-ROM, *Violent Earth*, brings up a contents page which leads directly to the section on volcanoes. Each section has its own menu, accessed from the contents menu. The group sees from this that they will be able to answer their questions by clicking on the appropriate icons. The timeline alerts them to other places to look for information and they are quick to share their expertise with the other groups.
- The *Interfact: Volcanoes* CD-ROM is less structured and has more generic titles on the Help screen, but the group is able to apply the terminology they have already learned and find appropriate places to look. The interactive nature of the CD-ROM allows the pupils to watch volcanoes erupt and see inside the crater.

The book group soon finds some interesting information about Pompeii in the History section of the library.

Selecting and appraising

The teacher has identified the most potentially useful Internet site (using search engines such as *Ask Jeeves for Kids* or *Alta Vista*).

- The pupils look at a site called *Volcano World* (<http://volcano.und.edu/vw.html>) provided by experts at the University of Hawaii. The advantages of the site are its currency and interactive nature. The site offers pupils the opportunity to ask an expert for information.
- E-mail replies are guaranteed within a few days. There is an E-mail forum on the site which allows users around the world to communicate with each other. Pupils can also post work on the site to be shared with others.

As the project develops during the week, the class discusses the advantages and disadvantages of each information source, checking with each other the currency and accuracy of the information gathered. Although the E-mail replies from the Internet site generate the most excitement, and the interactivity of the CD-ROM is much discussed, the books proved very instructive when planning the layout and presentation of the finished project.

ICT is more than just a tool. Its potential for increasing the range, relevance and accessibility of information and communication used in schools is significant. Equally, its potential is considerable for supporting school librarians in their everyday role and in their continuing training and professional development.

Using ICT – training needs for schools: identification of training need. Part A: Expected outcomes for school librarians, Teacher Training Agency.

APPENDIX 1 – RESPONSIBILITIES OF THE PRIMARY SCHOOL LIBRARIAN/LIBRARY CO-ORDINATOR

Responsible to: The Headteacher

Primary purpose: To plan and implement the school's library policy in consultation with the Headteacher, governors and staff, and in conjunction with the overall School Development Plan.

Key tasks to be undertaken by the primary school librarian/library co-ordinator, to:

- manage the school library and library resources throughout the school
- develop and promote the role of the library in the support of the curriculum
- work closely with the teaching staff in planning and delivering the curriculum
- develop and support the information skills curriculum in consultation with the teaching staff
- prepare financial estimates for the school library and manage the budget
- supervise and train all library staff, volunteers and pupil helpers
- select, acquire, maintain and withdraw library stock, ensuring a balance between subject and ability levels
- organize, catalogue and classify library resources, electronic and print-based
- make full use of ICT in the library
- make the library attractive and accessible to all children and staff, including displays, guiding and publicity materials
- promote the effective and efficient use of the library and library resources
- encourage reading and enjoyment of literature
- create and organize reader development activities, e.g. Book Week
- work with the wider community, especially parents
- make full use of the Schools Library Service and other sources of information and support
- develop links with secondary schools to facilitate transition and a coherent approach to library skills
- keep the Headteacher, school governors and parents informed about the needs and development of the library and information service in school.

APPENDIX 2 – CONTACTS

Libraries

For advice, information and publications about school libraries and librarians, and contact details of suppliers of books, library furniture, equipment, and computerised library management systems, contact:

The Chartered Institute of Library and Information Professionals

7 Ridgmount Street
London WC1E 7AE
Tel: 020 7255 0500 Textphone: 020 7255 0505
Fax: 020 7255 0501
E-mail: info@cilip.org.uk
Web site: www.cilip.org.uk

Schools Library Service

The local public library or CILIP hold contact details.

School Library Association

Unit 2
Lotmead Business Village
Lotmead Farm
Wanborough
Nr Swindon
Wiltshire SN4 0UY
Tel: 01793 791787
Fax: 01793 791786
Web site: www.SLA.org.uk

For advice particular to individual UK countries, contact:

CILIP in Scotland

Executive Director
Scottish Centre for Information and Library Services
1 John Street
Hamilton ML3 7EU
Scotland
Tel: 01698 458888 Fax: 01698 458899
Web site: www.slainte.org.uk/CILIPS/clpshome.htm

CILIP Wales

Executive Officer
Department of Information and Library Studies
University of Wales
Aberystwyth
Llanbadarn Fawr
Aberystwyth, Dyfed
Wales SY23 3AS
Tel: 01970 622174
Fax: 01970 622190
Web site: <http://users.aber.ac.uk/hle/>

CILIP In Northern Ireland

Executive Officer
Belfast Education & Library Board
40 Academy Street
Belfast BT1 2NQ
Tel: 028 9056 4011

For advice on international aspects of school libraries, contact:

International Federation of Library Associations (IFLA): Section of School Libraries and Resource Centres

Glenys Willars
County Education Librarian
Library Services for Education
Rothley Crossroads
929/931 Loughborough Road
Rothley
Leicester LE7 7NH
Tel: 0116 2678008
Fax: 0116 2678039

APPENDIX 2 – CONTACTS (continued)

Literacy and Learning

Basic Skills Agency

1 – 19 New Oxford Street
London WC1A 1NU
Tel: 020 7405 4017
Fax: 020 7440 6626
Web site: www.basic-skills.co.uk

National development organization for literacy and numeracy (England and Wales) for children and adults. Developed the idea of Story Sacks.

BECTa (British Educational Communications and Technology Agency)

Milburn Hill Road
Science Park
Coventry CV4 7JJ
Tel: 01203 416994
Fax: 01203 411418
Web site: www.becta.org.uk

Supports the development of the National Grid for Learning and other ICT initiatives in education.

Booktrust (and Young Book Trust)

45 East Hill
Wandsworth
London SW18 2QZ
Tel: 020 8516 2977
Fax: 020 8516 2978
Web site: <http://www.booktrusted.com>

National charity for books and reading. Provides a book information service; administers book prizes e.g. Nestle Smarties Book Prize; manages projects e.g. Bookstart, Children's Book Week; produces Bookfax and information about school book spending.

Campaign for Learning

19 Buckingham Street
London WC2N 6EF
Tel: 020 7633 0840
Fax: 020 7930 1551
Web site: www.campaign-for-learning.org.uk

For all information concerning family learning.

Centre for Language in Primary Education

Webber Street
London SE1 8QW
Tel: 020 7633 0840
Fax: 020 7928 4624
E-mail: info@clpe.co.uk

Education Extra

St Margaret's House
17 Old Ford Road, Bethnal Green
London E2 9PL
Tel: 020 8709 9900
Fax: 020 8709 9933
Web site: www.educationextra.org.uk

Supports out of hours learning initiatives including family literacy, reading clubs, funding & training.

National Literacy Trust and Reading is Fun(damental), UK and The National Reading Campaign

Swire House
Buckingham Gate
London SW1E 6AJ
Tel: 020 7828 2435
Fax: 020 7931 9986
Web site: www.literacytrust.org.uk

Provides an on-line data base and information on literacy; journals; conferences and training.

NIACE

21 De Montfort Street
Leicester LE1 7GE
Tel: 0116 204 4200
Fax: 0116 285 4514
Web site: www.niace.org.uk

National organisation for adult/ lifelong learning opportunities including Adult Learners' Week

The Poetry Society

22 Betterton Street
London, WC2H 9BU
Tel: 020 7420 9880
Fax: 020 7240 4818
Web site: <http://www.poetrysociety.org.uk/>

The Publishers Association and Educational Publishers Council

29B Montague Street
London WC1B 5BH
Tel: 020 7691 9191
Fax: 020 7691 9199
Web site: www.publishers.org.uk

Ensures that publishing reflects the need of the curriculum and education sector.

REACH: National Advice Centre for Children with Reading Difficulties

California County Park
Nine Mile Ride
Finchamsted
Berkshire RG40 4HT
Tel: 01189 737575
Fax: 01189 973 7105
Web site: www.reach-reading.demon.co.uk

Provides advice and assistance relating to reading disability in children and offers a comprehensive resource collection of books and materials.

APPENDIX 2 – CONTACTS (continued)

Literacy and learning (continued)

Reading and Language Information Centre

University of Reading
Bulmershe Court, Earley
Reading RG6 1HY
Tel: 0118 9318820
Fax: 0118 9316801

Provides advice and information on children's language and literacy needs through courses; publications and an exhibition collection.

Scottish Book Trust

137 Dundee Street
Edinburgh EH11 1BG
Scotland
Tel: 0131 2293663
Fax: 0131 2284293
Web site: www.scottishbooktrust.com

Quality in Study Support (QiSS)

The Urban Learning Foundation
56 East India Dock Road
London E14 6JE
Tel: 020 7093 3905
Fax: 020 7093 3902
www.qiss.org.uk

Advice and publication on out of hours learning and homework clubs.

Teacher Training Agency (TTA)

Portland House
Stag Place
London SW1E 5TT
Tel: 020 7925 3700
Web site: <http://www.canteach.gov.uk/>

For information about the expected outcomes for school librarians (NOF ICT Training).

For information about the New Opportunities Fund ICT Training initiative call the NOF enquiry line on 0845 000 0120 or visit NOF's Web site (www.nof.org.uk).

Welsh Books Council

Castell Brychan
Aberystwyth
Ceredigion SY33 2JB
Wales
Tel: 01970 624151
Fax: 01970 625358
Web site: www.clc.org.uk

Provides an advisory and sales for schools in Wales about Welsh Language books and Welsh interest books in English.

Key book events

● **Adults Learners' Week**

Date: May every year
Contact: NIACE

● **Family Learning Weekend**

Date: October every year
Contact: Campaign for Learning

● **National Children's Book Week**

Date: first week of every October
Contact: Booktrust

● **National Poetry Day**

Date: first Thursday of every October
Contact: The Poetry Society, 22 Betterton Street
London, WC2H 9BU.
Tel: 020 7420 9880 Fax: 020 7240 4818
Web site: <http://www.poetrysociety.org.uk/>

● **Read On: National Reading Campaign**

Contact: The National Literacy Trust
Web site:
<http://www.literacytrust.org.uk/campaign/index.html>

● **Shadowing The Carnegie and Greenaway Medals**

Date: May/July every year
Contact: CILIP
Web site: www.carnegiegreenaway.org.uk

● **World Book Day**

Date: March/April every year
Web site: www.worldbookday.com

APPENDIX 3 – THE SCHOOL LIBRARY IN TEACHING AND LEARNING FOR ALL: INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND

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 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.

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 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.

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 lifelong learning skills and develops the imagination, enabling them to live as responsible citizens.

Funding legislation and networks

The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it 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.

The school library is an essential partner in the local, and regional 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 evaluation and using information, regardless of 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 democracy.
- Promoting reading, the resources and services of the school library to the whole school.

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.

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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: resources, 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 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 4 – FURTHER READING

BECTa, Connecting Schools, *Networking People 2000*: 1999, Free. ISBN 1 85379 435X

ICT planning, purchase and good practice for the National Grid for Learning.

BECTa, *From Chalkboard to Internet*: 1999, ISBN 1 85379 432 5

How to use e-mail; what you can find on the Web; what you need to get connected; ways of using the Web; how to choose a service provider; how to use search engines.

BECTa, *Implementing IT*: 1997, ISBN 1 85379 394 9

A toolkit for managing the development and delivery of a whole-school IT policy. Pack contains planning tools and templates.

BECTa/DfEE, *Superhighway Safety*: 1999. Free. Children's safe use of the Internet

Charlton, Leonore, *Designing and Planning a Primary School Library*: School Library Association, 1994. ISBN 0 900641 69X

Convention of Scottish Local Authorities (COSLA), *Standards for School Library Resources Services in Scotland: a framework for developing services*: 1999

DfEE, *Study Support. A Code of Practice for the Primary Sector*: 1999.

Dubber, Elizabeth, and Yendall, David, *Display and Publicity for the School Library*: School Library Association, 1996. ISBN 0 900641 789

Dubber, Geoff, *Developing Information Literacy Skills through the Primary School Library*: School Library Association, 1999. ISBN 0 900641 92 4

Dunne, John, *Establishing a Primary School Library policy*: School Library Association, 1994. ISBN 0 900641 71 1

Gawith, Gwen, *Library Alive! Promoting Reading and Research in the School Library*: A&C Black, 1987. ISBN 0 713629002

Irvin, Norah and Cooper, Lesley
Who next...? A guide to children's authors: LISU, 1999. ISBN 1 901786 17X

Lemaire, Kathy, *Issues Systems for the Primary School Library*: School Library Association, 1998. ISBN 0 900641 894

McGonagle, Janet, *Promoting Literacy through the Primary School Library*: School Library Association, 1998. ISBN 0 900641 908

Powling, Chris, *Storytelling in Schools ... and some stories about it*: Reading and Language Information Centre, 1997. ISBN 0 704910 68 3

Scottish Consultative Council for the Curriculum [et al], *Taking a closer look at the School Library Resource Centre: self evaluation using performance indicators*: 1999, ISBN 1 85 955 8488

Tilke, Anthony, *On-the-Job Source Book for School Librarians*: LA Publishing, 1998. ISBN 1 85604 270 7

Tilke, Anthony (ed.), *The Library Association Secondary School Library Guidelines*: LA Publishing, 1998. ISBN 1 85604 278 2

Wray, David and Lewis, Maureen, *Extending Literacy: developing approaches to non-fiction*: Routledge, 1997. ISBN 0 415 128 307

ICT Web Sites

National Grid for Learning
<http://www.ngfl.gov.uk/>

Virtual Teacher Centre
<http://www.vtc.ngfl.gov.uk/>

Scottish VTC
<http://www.svtc.org.uk/>

VTC Cymru
<http://www.vtccymru.ngfl.wales.gov.uk/>

N. Ireland Network for Education
<http://www.nine.org.uk/>

BECTa
<http://www.becta.org.uk>

New Opportunities Fund
<http://www.nof.org.uk>

Information sheets
<http://www.becta.org.uk/technology/infosheets/index.html>

CD-ROM reviews

<http://www.becta.org.uk/information/cd-roms/index.html>

Educational Software Database
<http://besd.becta.org.uk/>

TEEM (Teachers Evaluating Educational Multimedia)
<http://www.teem.org.uk/>

The primary school library is a vital component in addressing the Government's agenda of raising educational achievement. The library provides a stimulating environment with a wide range of multi-media resources that encourage even the youngest pupils to develop reading skills and discover that learning can be fun. In doing this, the library not only supports the formal curriculum but, by promoting learning for pleasure, lays the foundation for a lifetime of learning.

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