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European Schools Libraries: Guidelines and Recommendations for the Development of Good Practice

JOINT TEACHING COMMITTEE

Meeting on 5 and 6 October 2011 – Brussels

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Meeting on 6 October: 9.30-17.30

REPORT ON THE *STAGE* FOR EUROPEAN SCHOOL LIBRARIANS HELD ON 24–25 MARCH 2011:

GUIDELINES AND RECOMMENDATIONS FOR THE FURTHER DEVELOPMENT OF GOOD PRACTICE

The Libraries Working Group includes the following members:

SUSAN WAREING HMI:	Secondary Inspector and Chair
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Introduction

The importance of school libraries

The European Schools' libraries matter. Their importance must be seen in the context of the same international preoccupations about the need for societal and economic change that have caused us, for example, to re-examine the European Baccalaureate itself. For example, the Lisbon process of 2000 sets out an explicit commitment to lifelong learning, in the context of Europe's urgent need to reshape itself, in order to compete in a globalised world. Marquart (2008) considers that an effective lifelong learning attitude should be acquired right from the early stages of life, linking it to the **development of European citizenship**, and the will to overcome divisions and prejudices through collaboration. This is very close to the European dimension that underpins the life of the European Schools.

The UNESCO/International Federation of Library Associations and Institutions (IFLA) Manifesto (2008) underlines the importance of information literacy as the basis of 'knowledge societies where the power of information and communication helps people access the knowledge they need to improve their daily lives and achieve their full potential.' The Manifesto emphasises that '**the school library** has an important role to play in the field of information literacy and media education. It 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 imagination, helping them to live as responsible citizens.'

The benefits, in terms of teaching and learning, of maintaining an effective school library are evident in the following quotations:

- 'the best school librarians had a positive impact both on teaching and on students' learning.'

***From a report by the Office for Standards in Education
(British Inspectorate, 2006)***

- Where teachers and librarians collaborate:
 - librarians develop their professional skills and a more profound insight into pedagogical processes
 - teachers note greater understanding of information literacy skills and an appreciation of library resources
 - students are motivated and focused, learn the content and improve their information literacy skills.

Kent State University, 2005

In spite of this vital role for school libraries, Marquart paints an overall picture of school library provision in the European Union as varied as we shall see in our discussion of libraries across the European Schools: '...a wide variation in services and activities, existing problems – the lack of funding, formal recognition...' (c.f. the status of primary libraries in the European Schools) and also the range of professional backgrounds of library staff (detached, part-time, PAS employees, volunteers etc).

Both Marquart and the UNESCO document agree that collaboration between the teaching and library staff (and also senior school management, administrators, parents) is a crucial factor in fostering pupils' learning and enhancing their learning outcomes. This theme is also relevant to our discussion of European Schools library provision, as is the forging of strong links between school libraries and other information professionals and institutions, to provide a wider range of traditional and digital resources, visits, loans, reading activities including those led by locally or nationally recognised authors or artists.

Background

The purposes of the *stage* for European Schools librarians, held on 24–25 March 2011, were threefold. Firstly the Working Group wished to fulfil its commitment, made at the previous *stage* in October 2008, to help to provide a space, at the same interval (three-yearly) as the *stages* organised for the teachers of the European Schools, in which school librarians can meet to exchange and develop ideas for improving their practice.

Secondly, the Working Group wished to help librarians to maintain a professional network through which to combat the relative isolation in which it is not unusual for them to find themselves.

Thirdly, the Working Group's initial mandate was to provide guidelines and recommendations for good practice for the development of European Schools libraries. Some progress was made towards the fulfilment of this goal at the 2008 *stage*, but the data that emerged from that *stage* was not sufficiently robust to provide a firm basis for a final report. Nevertheless, the interim recommendations are included below, in italics, as they formed the starting point for the evaluation of the progress made since 2008.

In order to carry out this evaluation, the Working Group invited all European Schools in December 2010 to submit an audit of their current library provision. Most, but not all of the schools took part in the audit. Librarians who attended the *stage* felt that the analysis of the data presented at the *stage* provided an accurate picture of the current situation of libraries across the European Schools. The anonymised analysis is set out in detail in the Annex at the end of this document. However, each of the draft 2008 recommendations below is followed by a brief summary of progress in the three years to 2011.

Draft recommendations from the 2008 Stage and summary of progress by 2011:

Resources:

- *2008 Recommendation 1: The development plan for the library as a learning resource centre should be part of the school development plan.*
- *2008 Recommendation 2: All libraries should be given adequate resources, both human and technical, to fulfil their tasks within the school's overall pedagogical function. Both types of resources are crucial to supporting the role of the school librarian.*

Progress by 2011:

The audit results show that the majority of schools who responded could point to the inclusion of library provision in the **school development plan** in a variety of ways. A very positive finding is the location of the library within one school's pedagogical objectives. In another, the library is rightly seen as 'a pedagogical place where both teachers and pupils can have access to all the information they need and do their work.' Some librarians feel that the need to engage in action planning within the school has led to increased awareness on the part of school leaders of the importance of the library for pupils' current and lifelong learning.

ICT facilities in school libraries appear to be improving in general, although there is scope for further improvement. The ratio of computers to pupils is greater in secondary libraries than in primary. This may reflect either relative pupil numbers or the fact that primary libraries have no official status in the European Schools system. However, most schools find ways of making provision for primary libraries. We shall return to this point later. Some computers are reserved for staff use. All respondents to the audit benefited from at least some Internet access, sometimes through the schools' Wi-Fi systems. Common e-safety precautions include restrictions on access to email, social networking and also games, at least for some age groups.

Seven schools report that to a large or at least some extent, their libraries either are already Multi-media Centres or are developing in that direction. In some schools the library is not, as arguably it should be, at the centre of the school's Multi-media provision. This is often related to the constraints of school buildings. The overall picture is mixed. When asked about their ICT resources, some librarians list now quite traditional hardware and software, such as encyclopaedias and other DVDs, printers, scanners and projectors. Much more work remains to be done on this aspect of library provision if it is to meet the technological, learning and research needs of 21st century pupils as effectively as schools in some national systems.

In 2008 there were many instances of librarians, especially where there is only one, being unable to take any breaks during their working hours. Now there seems to be more frequent assistance from teachers, volunteers, study advisors or older pupils, together with variable shift patterns, to enable librarians to take a regular lunchtime or other break. There remain significant human resource difficulties for some librarians in terms of the physical management of the cataloguing process of large and increasing book collections.

Relevant recommendations for the future¹:

The Board of Governors and the Office of the Secretary General of the European Schools should:

- give practical support to school leaders in developing 21st century multi-media information centres and placing them at the heart of the schools' pedagogical mission
- give official recognition of nursery/primary libraries in the European Schools with, as soon as practicable, appropriate funding to support their further development.

¹ A full list of recommendations for the future can be found on pp. 12-13 below.

School leaders should:

- actively promote the library as the learning centre of the school and develop it, together with the librarians'/information managers' specialist skills, as a multi-media information centre for 21st century pupils
- actively support librarians/information managers in integrating the library/multi-media information centre into the school, and in collaboration with teachers on relevant pedagogical issues, especially on information literacy
- where this is not yet in place, ensure that library/multi-media information centre provision is included in the school's annual plan and evaluated as an integral part of the school's provision for teaching and learning.

Inspectors should:

- within time constraints, try to include in their school visits an evaluation of library provision for pupils in their own language section, informing directors and the Chair of the Libraries Working Group of any progress or barriers to progress against these recommendations
- when involved in whole-school inspections, inspectors should also consider the quality of school libraries as resource centres and comment on this in their report.

Librarians should:

- make use of a wide range of communication and other strategies to maximise the use of the library/multi-media information centre by the school community (teachers and whole classes/individual pupils of all ages, parents and others) within and outside the school day
- use their professional role of librarian/information manager to make a strong and confident contribution to the development of the library/multi-media information centre and the school.

Teachers should:

- maintain an ongoing dialogue with librarians/information managers as fellow professionals in order to help to ensure that the latest, richest and most appropriate stock for their subject/language section is available in the library/multi-media information centre for pupils' independent learning, research and reading for pleasure.

NB General recommendations for parents are that they:

- continue to read any information provided by the school about developments in library/multi-media information centre provision and
- continue to encourage their children's regular use of the library/multi-media information centre for a range of curricular and extra-curricular purposes
- maintain their current very valuable support for European Schools libraries.

- *2008 Recommendation 3: Librarians have a pedagogical function. They should therefore have a dedicated space of their own on the Learning Gateway, to support networking and the exchange of good practice.*
- *2008 Recommendation 4: School Directors should ensure that librarians are perceived to have equal status with other professionals working within the school community.*
- *2008 Recommendation 5: They should therefore have the opportunity to meet regularly with teachers, to promote professional dialogue about pedagogy, in which both teachers and librarians have a role. It is particularly important for new teachers, so that they quickly develop an understanding of what the library has to offer.*
- *2008 Recommendation 8: Librarians should be entitled to a 'stage' every two years, rather than the current four-yearly interval, with the participation of external experts.*

Progress by 2011:

Networking for librarians

There are difficulties in providing a common network for members with varied rights of access to different parts of the European Schools ICT systems (PAS employees, parents, inspectors, for example). However, since the 2008 *stage* all librarians and all members of the Libraries Working Group have had access to their own dedicated area of the Learning Gateway. Some librarians engage with it more frequently than others and some have developed their own communication systems, to interact with their school community and with each other, for example, via a library area on their school website or even through their own library 'blogs'. This is another point to which we shall return.

Training for librarians and teachers in the use of the library to promote pupils' learning

We shall set out below reasons why we believe that the development of its school libraries (nursery and primary as well as secondary), should be seen as **a key pedagogical priority for the European Schools system.**

Only one school mentions in its response to the audit, taking part in **meetings with coordinators** or even with their own counterpart(s) from another phase. Lack of primary-secondary communication contributes to the feelings of isolation that some librarians express. Ideally the two libraries should be in close proximity. Some schools have considered merging the two together to facilitate communication. A

single library, seen as a cohesive unit with effective collaboration and teamwork can increase the library's influence, credibility and ultimately its status within the school.

The audit shows that training for teachers, in terms of what the library has to offer, is very variable between schools and, it is most likely to be provided for new teachers during their school induction. In some schools, however, training is dependent on the interest of individual language sections and teachers. It appears that secondary teachers are less likely to be offered such training than their primary colleagues.

The impact of this lack of training for teachers may partly explain the equally variable pattern of whole class library visits, the planning of which can offer the possibility of productive collaboration and professional dialogue between librarians and teachers. Another explanation may be found in the differing attitudes of adolescents towards reading and library use, as well in differing attitudes across the cultures of language sections. The trend in the primary phase is generally for regular, often weekly or fortnightly class visits at fixed times. In early secondary, pupils appear to have at least an initial induction and introduction to resources available for their language section. Between S1 and S3 there is a fairly regular pattern of class visits, but by S4-7 pupils visit the library individually, sometimes quite frequently, for study and social purposes.

Links with national libraries

In terms of the ability of librarians to keep pace with developments in the host country's national library system, the picture is again very variable, with only two schools indicating regular attendance at such courses. This variability has real implications for the ability of librarians to acquire the necessary skills to take up their aforementioned contribution to the learning of 21st century pupils. The need to maintain effective links with national library systems is one reason why a single central system for cataloguing and inter-library communication was judged to be unfeasible at the 2005 Librarians' *Stage*. While there is some gravitation towards a particular system by some schools, it seems likely that for the foreseeable future this will be a local decision.

A three-year cycle of 'stages'

Our commitment as a Working Group to hold the 2011 *stage* not two **but three years after the last one, in line with the professional development cycle for teachers of the European Schools**, is a small, practical demonstration of that belief. The Chair of the Working Group has asked the Secretariat that this three-year cycle be maintained beyond the fulfilment of the Working Group's mandate represented by this document.

The nature of such *stages* is also linked to the perceived status of librarians. While it may sometimes be useful to stimulate change in a given field by engaging a renowned international expert, the Working Group felt it more important for the 2011

stage to explore with the librarians, in line with current theories of the management of change, the extent to which they themselves already have at their disposal the capacity to effect change at a local level. Collaboration with colleagues, to 'grow the improvement upwards', rather than waiting for change to come down from the centre, is likely to be significantly quicker and better tailored to the needs of individual schools or groups of schools, especially at a time of scarce resources.

Relevant recommendations for the future²:

Teaching, learning and training

The Board of Governors and the Office of the Secretary General of the European Schools should:

- confirm that a *stage* for librarians/information managers will continue to be held at three-yearly intervals and that the Libraries Working Group will be convened in the term before each *stage* for the purpose of planning it.

School leaders should:

- actively support librarians/information managers in collaborating with teachers on relevant pedagogical issues, especially on information literacy
- work with school leaders and teachers to make best use of and further develop their specialist skills to enhance the school's provision for teaching and learning.

Teachers should:

- be proactive in getting to know the library/multi-media centre and how it can contribute to pupils' achievements in school and to their lifelong learning
- be a role-model for pupils of enthusiastic and regular library use and appropriate behaviours, starting with whole-class visits
- exchange pedagogical expertise with the librarian/information manager, especially but not uniquely on information literacy, so that displays and events in the library are coherent, when appropriate, with those in the classroom
- support curricular and extra curricular events in the library/multi-media information centre and encourage the participation of pupils and parents.

Librarians should:

- work with school leaders and teachers to make best use of and further develop their specialist skills to enhance the school's provision for teaching and learning.

2008 Recommendation 6: Librarians should take part, from the earliest stages, in working groups and other committees in school connected with the

² A full list of recommendations for the future can be found on pp. 12-13 below.

implementation of pedagogical projects, so that libraries can make a full contribution.

2008 Recommendation 7: Where there is a direct link to the funding of the library, librarians should be involved in the preparation of the school's annual budget.

Progress by 2011:

Fundamental issues from the 2008 *stage* were: (1) the professional status that librarians themselves and others perceive librarians to have within the school community and (2) the extent to which the librarians themselves can take responsibility to build their own capacity to be key professionals who contribute fully to their schools' development. The Working Group viewed these issues as such a central barrier to improvement within the European Schools libraries that the empowerment of librarians was chosen as the main theme for the 2011 *stage*.

Apart from involvement with the **school development plan** (see recommendation 1 above), another way in which librarians can contribute to policy and decision making relevant to their professional role is through **membership of school working groups and committees**. This varies between schools, but a few librarians attend the Primary or Secondary Education Council, sometimes by invitation, and the School Advisory Council. Most librarians, but surprisingly, not all, attend the Library Committee. Other forums in which librarians participate include meetings with school management, with parents involved with the library, with health and safety and Admin Boards and the planning of cultural projects.

A very encouraging development is the strong contribution that the majority of librarians are said to make to the development of the schools' ethos. This contribution can be fostered or inhibited by the **physical location, architecture and fittings of the library itself**, as well as the schools' occasional need to use the library as an extra classroom. Hence the school whose primary library is 'a central part of the primary school' or where the library's central contribution to school ethos is 'reinforced by its central location.' While one secondary library by contrast is described as 'still outside the main work of the school and information.'

While some libraries are seen as places where students learn at an early age to derive **pleasure from reading** and researching information, other schools point interestingly to libraries as the site of pupils' wider social development, from learning to 'follow rules' to learning, for example, respect, citizenship, communication, contact with other cultures and care for others.

The assessment of progress against the draft recommendations from the 2008 *stage* informed discussion during the first session of the *stage*, entitled 'Where are we now?' The main issues that emerged were linked to:

- a) **communication with stakeholders** (fellow librarians, school leaders, teachers, parents and pupils) and how to encourage library use
- b) **structural/systemic issues affecting library development in the European Schools** (a perception that school libraries constitute a fairly low priority within the European Schools system and in some of the schools and that central change towards new technologies and educational trends is slow)
- c) **librarians' perceived lack of status** compared to other professionals within their schools and their need for increased support from school leaders.

Relevant recommendations for the future³:

Professional status of librarians

School leaders should: (as stated on p.5 and 6 above)

- actively promote the library as the learning centre of the school and develop it, together with the librarians'/information managers' specialist skills, as a multi-media information centre for 21st century pupils
- actively support librarians/information managers in integrating the library/multi-media information centre into the school, and in collaboration with teachers on relevant pedagogical issues, especially on information literacy
- where this is not yet in place, ensure that library/multi-media information centre provision is included in the school's annual plan and evaluated as an integral part of the school's provision for teaching and learning.

Librarians should:

- make use of a wide range of communication and other strategies to maximise the use of the library/multi media information centre by the school community (teachers and whole classes/individual pupils of all ages, parents and others) within and outside the school day
- use their professional role of librarian/information manager to make a strong and confident contribution to the development of the library/multi-media information centre and the school.

Ways forward

The 2011 *stage* considered the typical profile of an effective school library, using the work of Lynn Barrett (2010) for the British School Libraries Association. She puts forward 'Four factors key to achieving an effective school library'. These echo the research we have quoted earlier and the above issues raised by *stagiaires*. These key factors are:

³ A full list of recommendations for the future can be found on pp. 12-13 below.

- the presence of a professional librarian with educational expertise
- information literacy teaching (independent research skills)
- integration between library provision and the school curriculum through librarian/teacher collaboration
- **support of heads and policy makers.**

This last point is supported by inspection findings from the Office for Standards in Education, the British Inspectorate:

‘The most effective headteachers [directors] had a vision for the library’s key role in ... making a difference to learning. They talked about placing the library at the centre of the school – and meant it. They funded the library well and understood the importance of appointing well qualified staff. Headteachers [Directors] gave [librarians] opportunities to enhance the role of the library and extend its impact on pupils’ learning.’ (2006)

For Maquart, even the definition of those who work in school libraries is complex. They may be known as a school librarian, but increasingly as information manager, knowledge advocate or information literacy promoter. Barrett’s definition of an effective school librarian also encompasses something of this complexity. For her they are:

- highly qualified professionals, learning specialists and information mediators
- reading experts
- teachers of the skills of information literacy within the context of the curriculum
- leaders in schools, regarded on a par with teaching colleagues and
- work collaboratively with teachers to inspire, encourage, create, and model high quality learning experiences.

This is a particularly challenging definition for the European Schools, given the varied professional qualifications, levels of professional confidence and lines of demarcation between different stakeholders who work for the education of pupils in our system.

The work of Batista (2008) on power and influence and of St Clair (1991) on the ‘Solo Librarian’ (i.e. an isolated librarian or information collector/provider who has no professional peers within her immediate organisation) was used to inform a discussion with the *stagiaires* on how they might begin to address issues (a) to (c) above. The following reflections and possible strategies emerged:

a) Communication with stakeholders, managers, parents, colleagues

- Knowing the clients: the audit tells us much about the views of senior leaders and librarians but teachers and parents (and pupils) need to be consulted to ascertain their needs and views about our school libraries.

- Better use could be made by some librarians of regular email contact, web-based leaflets and blogs, displays in entrance halls or staffrooms to stimulate stakeholders in dialogue about library matters.
- Parents, older pupils and teachers could be encouraged to participate in readings for younger pupils.
- Librarians who are involved in library committee meetings, could improve communication by means of clear agendas, published well in advance, to give time for reflection.
- Librarians need to understand cultural differences between language sections, leading to their different views about the role of libraries and librarians in education.

b) Encouraging more frequent library use by:

- seeing the librarian's role as that of a service provider who creates a welcoming, open atmosphere
- being positive and using inclusive language ('we' and 'our'): informing users (for example, in notices etc) of what they **should** do, rather than what they **should not**
- keeping a balance between enforcing necessary 'rules' and treating pupils with respect
- making sure that the latest titles are quickly available and attractively displayed
- encouraging visits by local community members who have high credibility with pupils (well-known musicians, radio and television presenters as well as authors)
- promoting discussion with teachers about research on the impact of reading on learning
- learning from bookshops that provide a variety of study and social spaces, such as a cafeteria and a space to share music
- organising social events in the library, including outside the school day, to create a sense of belonging and ownership amongst users.

c) Librarians' personal and professional qualities and skills:

- taking an **active** part in any committee meetings attended
- developing more technological skills and multi-media resources for 21st century pupils: electronic readers etc as well as books
- being increasingly a facilitator of learning rather than, or as well as, guardians of the collection
- being flexible and tolerant
- trying to see challenges and opportunities rather than problems
- having confidence that they are educators within the school
- being able to take their place as an expert professional in school
- being proactive rather than waiting for improvements from the centre.

Conclusions and summary of final recommendations

This report has attempted to provide an evidence-based analysis of the quality of the current provision for school libraries across the European Schools system. The report has also sought to put forward a research-based description of good practice in the functioning of school libraries. Although there has been considerable progress on some issues from the last *stage*, two important previous recommendations date back to at least 2005 and have not yet been resolved. These are (1) the perceived lack of status of librarians and (2) the benefits of their having regular contact with teachers.

It should be clear from the report that the Working Group designed the *stage* precisely to help librarians to change their own perceptions of their professional status and, in doing so, to learn how to take the initiative in influencing positively the perceptions that other stakeholders hold of them. The openness and enthusiasm with which the librarians engaged in this process is a testament to their professionalism.

While the *stage* clearly helped most of the librarians to see themselves more as agents of change than as passive recipients, there are limits to what individuals can achieve, even collaboratively, beyond a certain point, without the support of the overall system. This leads us to the following key recommendations:

1. The Board of Governors and the Office of the Secretary General of the European Schools should:
 - give practical support to school leaders in developing 21st century multi-media information centres and placing them at the heart of the schools' pedagogical mission
 - in particular by:
 - ensuring the recruitment and continuing professional development of appropriately qualified and experienced librarians/information managers
 - giving official recognition of nursery/primary libraries in the European Schools with, as soon as practicable, appropriate funding to support their further development and
 - confirming that a stage for librarians/information managers will continue to be held at three-yearly intervals and that the Libraries Working Group will be convened in the term before each stage for the purpose of planning it.

2. School leaders should:
 - actively promote the library as the learning centre of the school and develop it, together with the librarians'/information managers specialist skills, as a multi-media information centre for 21st century pupils
 - actively support librarians/information managers in integrating the library/multi-media information centre into the school and in collaboration with teachers on relevant pedagogical issues, especially on information literacy
 - where this is not yet in place, ensure that library/multi-media information centre provision is included in the school's annual plan and evaluated as an integral part of the school's provision for teaching and learning

3. Inspectors should:
 - within time constraints, try to include in their school visits some time in the school libraries to evaluate provision for pupils in their own language section, informing directors and the Chair of the Libraries Working Group of any progress or barriers to progress against these recommendations.

4. Librarians/information managers should:
 - make use of a wide range of communication and other strategies to maximise the use of the library/multi media information centre by the school community (teachers and whole classes/individual pupils of all ages, parents and others) within and outside the school day
 - use their professional role of librarian/information manager to make a strong and confident contribution to the development of the library/multi-media information centre and the school
 - work with school leaders and teachers to make best use of and further develop their specialist skills to enhance the school's provision for teaching and learning.

5. Teachers should:
 - be proactive in getting to know the library/multi-media centre and how it can contribute to pupils' achievements in school and to their lifelong learning
 - be a role-model for pupils of enthusiastic and regular library use and appropriate behaviours, starting with whole-class visits
 - maintain an ongoing dialogue with librarians/information managers as fellow professionals in order to:
 - help to ensure that the latest, richest and most appropriate stock for their subject/language section is available in the library/multi-media information centre for pupils' independent learning, research and reading for pleasure.

- exchange pedagogical expertise with the librarian/information manager, especially but not uniquely, on information literacy, so that displays and events in the library are coherent, when appropriate, with those in the classroom
- support curricular and extra curricular events in the library/multi-media information centre and encourage the participation of pupils and parents.

NB General recommendations for parents are that they:

- continue to read any information provided by the school about developments in library/multi-media information centre provision and
- continue to encourage their children's regular use of the library/multi-media information centre for a range of curricular and extra-curricular purposes
- maintain their current very valuable support for European Schools libraries.

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Annex:

Library Audit – The contribution of the library to teaching and learning in the school (Analysis of responses completed December 2011)

NB: responses from schools have been anonymised.

1. Number of librarians in the school
2
3
S-2 P-2
1
1,5
2
2
1
1 post, 4 librarians

2. Number of hours they each work per week
Secondary: 36 (80%, not holiday periods) Primary: 7,2 (20%)
Primary (Part time): 22
Lower Secondary (PAS): 37,5
Upper Secondary (DET): 37,3
37,5
37,5
37,5
37,5 + 0,5 position
37,5
37,5 for both (0,5 position each)
37,5
18,25, 6,25 6,25, 6,25 (in reality more)

3. Are they detached, part-time or administration staff? Please give the number.		
Detached	Part-time	PAS
		2
1	1	1
		4
		1
		1
2		
	1	1
1		
	1	

4. How do you finance any additional paid staff?
No
No
No
No
0,5 post is paid for by the Parents Association
No
Maternelle assistants work certain hours per year according to contracts
No
No

5a. Do you have volunteers in the libraries?	5b. If YES, how many?	5c. How long per week approximately?
Yes	Primary, 12	15 in total
Yes	Primary, 2	10 in total
Yes	S-3 P-15	3 times per week 3 hours
No, no need		
Yes	Secondary, 3-5 Primary, up to 8	Half day each week Different times
Yes	3	3
Yes	10	8, but not regular
Hardly	1	3
Yes	2	5, 8

6. How do you organise the libraries so that the librarians can have breaks for lunch etc?

Primary: library is manned by volunteers
Secondary: no breaks
Primary: 30 minutes during pupils' lunch time 11:30–12:00
Secondary: both are replaced by a study advisor and eat lunch together
S- Teachers replace the librarian at lunchtime
P- The volunteers open the library during the lunch break
Open all day. Culture of trust. Study advisor's office next to the library
Organised by the librarian, library is closed or older students take responsibility
Can have breaks or lunch separately
Work different shifts
Teachers replace librarian at lunch time
Often no lunch break is taken because 12:00–13:30 is the busiest time

7. How many libraries do you have in the school?

2
3
2
1
2
1
1 (2, with secondary library in 2012)
2
2

8. Which years and cycles are these libraries for? Opening times?				
Nursery/Primary	Lower secondary S1-3	Upper secondary S4-7	Combined secondary	Whole school library
x 09:00-11:00, Fri 09:00-13:00			x 08:30-16:15	
x M 09:00-15:45 T-F 08:15-15:45	x 08:00-16:30 W 08:00-12:30	x 07:45-16:00 W 07:45-13:00		
X 08:20-16:00			x 08:20-16:15	
				x 07:30-17:30
x M-W 08:30-17:00 Tu 08:30-13:00			x M-Th 08:15-16:45 F 08:15-14:45	
X M-W 08:30-16:30			x 08:00-16:30	
x (2 sites) M-W 08:30-16:30 TTF 08:30-12:30				
x			x 08:20-16:15	
x MTT 08:30-15:50 WF 08:30-12:00			x 08:00-16:00	

9a. What is your budget for the library?	9b. Is this fully used?	9c. Do you have any other sources of income for the library?
3000-4000 (secondary)	Yes	No
36254	Yes	Donations
S-13592 P-3000	Yes	Second hand book sale
5000	Always money left	Additional funds from PA, and additional funds from budget on occasions
14443	Yes	Donations
32393	Yes	Donations from PA
11600	Yes	Collection of 10 euros per child from parents (voluntary)
9800	Yes	No, but many book donations
Media – 8000 Subscriptions – 5000 Consumables – 1000 Bond software – 1295 Training courses - 1100	Yes	No

10a. What cataloguing system is in use in the various libraries?	10b. Is this adequate for the needs of the school?
EDUCAT-B (primary) OBJECT (secondary)	P-good for Dutch, but other languages S-no Upgrade is planned
OLIVER	Yes
VUBIS (secondary) PMB (primary)	Yes
DEWEY DECIMAL	Yes
BIBLIOTECA2000 (until 12.2010) OLIVER (from 1.2011)	Yes. Note change of system from Jan. 2011
ALEPH	Yes
ALEPH (network with National Library of XXXXXX)	Yes, but time consuming and not enough human resources for retrospective cataloguing (25,000 titles)
OLIVER (secondary)	Yes
BOND Biblioteca2000	No, mainly because it is not web-based

11. What ICT resources are available in the libraries? (ie number of computers, internet access, and restrictions of use)

Number of computers	Internet access	Restrictions of use (eg email, websites, social networking, monitoring software)	Other ICT resources in the library
P – 1 *, S - 8	Yes, all	P – not public, S – none, no games	No
S4-7: 5, 1 for librarian S1-3: 6 +1 P: 5+1	S4-7: 6 S1-3: 7 P: 6	S4-7: games, websites, monitoring software S1-3: no email, games or facebook P: for 3 computers	S4-7: Universalis, Britannica P: cameras, videos, CD players
S – 6 P - 0	S - 6	S – no email, games, streaming or social networking	
2, but mainly for librarian use	Yes. Wi-fi throughout the school	Yes	
3, +2 for librarian	3, +2 for librarian	Yes	Printer, scanner, beamer
S – 11 P – 4 (staff only)	S – 11 P - 3	S – 11 P - 4	
3	Staff only	No	
6	4	No email, games, streaming or social networking	
2	S-1 P-0	Yes	No

* not for public use

12. Which subjects, groups, age groups use the library for class visits, and approximately how frequently does this happen?

<p>P – all. Some teachers use it more than others, the XXX section the most. S – S1/2 XXX section classes the most (2/3 times per week); S1-3 – all language groups use the library regularly. Higher years use the library as study and social area S4-7: 3-5 per month</p>
<p>P: all sections and classes, pupils on their own in the lunch break every day S - S4-7 come frequently on their own; S1-3 have to sign up if they want to come on their own P - all the classes every week</p>
<p>All subjects are catered for, whole classes are invited with their teacher, all age groups are welcome and make frequent use of the library, class visits happen 3-4 times per week</p>
<p>Mainly classes S1-3 from weekly to monthly, depending on teacher. All nursery and primary classes visit the library regularly according to fixed timetables, and the library is also used by SWALS groups</p>
<p>S – S1 students have an introductory visit; sometimes teachers come with their pupils to the library to show them the books of the language section or use the computer room for research P – All classes come once a week and students may come alone</p>
<p>P1-2 Class visits every week. P3-5 Visits every 15 days and access 08:30-08:45 to borrow books</p>
<p>Class visits are not common practice. S1 pupils get information about the library at the beginning of the year as part of the Learning to Learn activities</p>
<p>Induction visit</p>

13. Which groups and committees are the librarians involved in?			
Primary/Secondary Education Council	School Advisory Council	Library Committee	Others (please specify)
x	x	S - Yes	x
x	x	On development	Meetings of librarians with school management. P: meeting with coordinators + DD, and with sec. librarians
x	x	Yes	Working group on libraries
X but close liaison with Deputy Directors	Yes	Yes	Health and safety group, Admin Board
		Yes	
PS x	PS x	PS Yes	Yes: parents library association
			Reflection Group Library (report attached)
		X	
Upon invitation	x	Yes	In many cultural project workgroups

14. What is stated in the current school plan about the use of the library? It would be very helpful if we could have a copy of any relevant information.

No specific references, librarians not consulted in the School Plan

Under teaching objectives: to share, develop and use efficiently the pedagogical and didactic resources of the school; to give access on line to all the books of the library (with Oliver software)

S - Nothing about the use, but more about the quality of life in the library

P – each class has to visit the library regularly

Recent library report and school development plan attached

Mention of library development in the annual and multi-annual plans

The library is considered to be a pedagogical place where both teachers and pupils can have access to all the information they need and do their work

Reflection Group Report, June 2010. The school management has not informed the library about the general school plan

On the school website (secondary, library)

Library policy is published on the school website

15. What is the school and/or library policy on the security of the resources in the library?

P – with the computer system. Makes the volunteers very important. Books cannot be borrowed when the library is not supervised

S – no specific policy, and no technology to control the books

S4-7: on each book: number + stamp + cataloguing system

An anti-theft system has been set up using RFID

No serious incidents involving theft or vandalism for many years

No security problems until now

No policy

No barcode system. Library is open under staff supervision and teachers have free access

There is constant supervision and few books disappear

Reminder letters, media replacement, automation processes for control

16. What statistics are available about the use of the library?
P – no
S – all records of borrowing are available back to at least 2000
Cataloguing system (Oliver): new members, borrowers, loaned books, new books, return
S- The number of loans, the total amount of books
P – loans statistics
The database in ALICE has been lost
A variety of statistics is available, including a user questionnaire from users in 2010
S – can only be organised through the National Library
Statistics for the last 3 years
The software system allows for the extraction of detailed statistics about the number of loans per language section, per pupil etc.
Difficult because of software problems. About 50 per day on average are lent

17. How far are teachers in the schools trained in the use of the library to promote students' learning?				
To a large extent, and by the librarian	To some extent	Occasionally	Not at all	Other
	P		S	
P		No formal procedure in secondary		
		x	X the project will be developed this year	
X all new teachers are given detailed inductions				
	X depends on the language and teachers interest			All new teachers get an induction as part of the school induction policy
				S – teachers are not specifically trained in the use of the library
	X			
	X New teachers are shown around, and teachers are provided with material to motivate them to go there			
X				

18. How far is the library a multi-media centre in the school? Please comment.			
To a large extent	To some extent	Not really	Other
	P, S. Internet access makes this possible to some extent		
P: books, audio CDs/DVDs. Access to website links, newspapers etc.	S4-7: Good equipment, pupils are interested	S1-3: Multimedia is available all over school, not just library	
	X S - multimedia is restricted to pedagogical use	P	

	X constraints because of location of the library		
	X stock of audio-visual documents is to be built up		
		S – cannot be considered a multimedia centre because other such rooms are available	
	X		
		X Users come for books and computers	
		X has a long way to go	

19. How much does your library contribute to the ethos of the school? Please comment.			
To a large extent	To some extent	Not really	Other
P – central part of the Primary school	S – has improved, but still outside the main work of the school and information		
Library = read, study, search, work Respect and citizenship. P: provides the pleasure of reading and searching for information on subjects			
P	X S - the students must follow our rules		
X reinforced by its central location			
X the library offers a multi-cultural collection. A place for communication and contact. Self responsibility, care for other students and active participation			
		X	
X			
X It's an area where they can study quietly and where they learn to respect their fellow students and various rules			
	X important for pupils in free periods and breaks		

20. How does the school deal with the provision for SWALS students in the library with the budget?
P – no extra money S – SWALS teachers request books and some are ordered

P: Every language taught (12) has books in the library. The budget is shared equally depending on the size of the section
S: Both librarians have ensured the purchase of books and work with the SWALS teachers to select them
S - Not possible to answer now
P – they have a dedicated section in the library. To increase the number of books in the section a part of the global budget is used which is divided according to the representation of the language in the school
As the budget of 80 euros per mother tongue is not adequate at all we have to use the normal budget to fill the gaps
S – a budget of 300 euros is allocated each year to every swals country with which books can be bought in the language of the country
SWALS students have an adequate amount of resources. Librarians do the largest amount of work
Additional dictionaries and reference books are bought with this budget
Budget is adequate and SWALS teachers are committed

21. Does the librarian go on courses in the school's host country to maintain contacts with national systems?			
Regularly	Occasionally	Never	Other
		x	
	Librarian S4-7	Librarian S1-3 and P	
	x		
			X PAS staff can go on courses but have not done so
X Member of the DBV			
S – regular training and contact with National Library			
		X	No training scheme at our school for the moment
	X Once, 4 years ago		
		x	

22. How much does the school librarian get involved in careers advice? Please comment.			
To a large extent	To some extent	Not really	Other
	S – knows some information. No careers materials in the library	P	
		S4-7	

	X students are provided with documentation about university studies etc.		
X Position of the library helps			
		X has own material and magazines on careers advice	
	S – librarians make efforts to participate in careers advice by providing information about university courses		
		X	
		X	
		X although librarians are looking into this	

23. From a management perspective, what needs to be done in your school to make the library more important as a multi-media centre?
S – many changes have taken place and computers are effective
P: would like to develop the library to develop even more as a centre of learning S: in the process of creating a library committee
S - Teach the students how to search information on the internet and how to use it for their work P – we need to develop a multimedia department in the library and put in some computers. This is already in the 2010-11 projects for the library of the primary school
Too many constraints because of the building, but if a separate primary library could be created this would help
Harmonisation of secondary teacher's knowledge how to integrate the library into the curriculum would be helpful. Knowledge is often related to the language section. More needs to be done to work with the teachers
S – Provide the necessary equipment (as far as the budget allows)
Lack of human resources is our major problem. Collection of approx. 30,000 items and a large number of users (700 students and 70 teachers). Collection increases by approx. 2000 items per year
Install more computers, buy more DVDs and find ways to have the students see their contents making it visual and auditory etc.
Libraries are not as developed as in German schools. P and S are working together in specific projects, and librarians with each other

Other comments:

Training of librarians needs to be examined

Problem of dealing with the resources

Provision of increased support from the school management

Overall motivation of ES about the role of libraries towards learning and new education trends