What School Libraries around the World are Doing to Encourage Reading

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IFLA Manifesto on School Libraries and Reading

The Core Role of a School Library

is to develop and sustain "in children the habits and enjoyment of reading and learning, and the use of libraries throughout their lives" (p. 61)

In order to

to provide "information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society" to equip students "with life-long learning skills" and develop "the imagination" to enable students "to live as responsible citizens" (p. 16)

School Libraries around the World

Country	School Library	Teacher-Librarian/ Librarian	Association
Australia	Yes	Yes, Masters required.	Australian School Library Association (ALIA) policies and guidelines
USA	Yes	Yes, BA or Masters required.	American Association of School Libraries (AASL) guidelines
Canada	Yes	Yes, Masters required.	Canadian Library Association, various states Standards of Practice for School Library Learning Commons in Canada 2014
Portugal	Yes	Yes	Portuguese Association of Librarians, Archivists and Documentalists
Hong Kong	Yes	Yes, Diploma. 50% teaching.	Hong Kong Teacher-Librarians' Association
Netherlands	Yes	Not compulsory., School Librarian and Assistant SL. School Librarian minimally requires HBO (BA).	Dutch National Association of Public Libraries

Case Study: Portugal School Libraries Profile

- 2,400 libraries in schools of all levels of education
- Portuguese Association of Librarians, Archivists and Documentalists (founded in 1973)
- Portuguese School Libraries Network Programme (SLN) (founded in 1996)
- School libraries Network Strategic Framework for 2014 -2020

Case Study: Portugal School Libraries Profile

- School libraries (based on principles and guidelines of the SLN report):
  - *integral part of the school curriculum*
  - *an essential resource of the education system*
  - *fundamental cores of the pedagogical organization of schools and essential instruments for the curriculum development*
  - *must meet set conditions of space and equipment; adapted to the diversity of their functions; diverse collections catering to the needs of school community; adequately trained teachers and technicians*

Case Study: Portugal Teacher-Librarian

- Presence of Teacher-Librarians (institutionalized in 2009)
- Strong role in educational reforms and national reading programme
- Training -Trained teacher with complementary instruction on school librarianship (i.e. continuing education, post graduate and master programs)

Case Study: Portugal Teacher Librarian

- Undertaken with regional supervision *(responsible for most of the initiatives related to training)*

- Continuous training of teacher librarians as media librarians (*training in ICT as a learning tool; digital educational resources production*)

Case Study: Portugal
How School Libraries Support Reading

- School libraries are seen as having active role in the National Reading Programme (NRP)
- School libraries are mandated to be integrated into the pedagogical activities of the school, i.e. reading promotion, reading skills, information literacy and digital abilities; cross-disciplinary competencies
- *Learning with the School Library Framework*

Case Study: Australia
Australian School Library Association

The Association is a non profit organization for the promotion of school libraries and teacher librarianship in Australia. The objects of the Association are:

(a) to promote an understanding of the aims, needs and educational significance of school library resource services and teacher librarianship;

(b) to establish, review and maintain national standards and guidelines for school library resource services;

(c) to be a national authority in the field of school library resource services and teacher librarianship;

(d) to promote research in the field of school library resource services and teacher librarianship nationwide;

(e) to develop, write and publish materials which will promote the development of school library resource services and teacher librarianship;

(f) to promote continuing professional development for teacher librarians and school library staff nationwide;

http://www.asla.org.au

Case Study: Australia Teacher-Librarian

- A qualified teacher librarian is defined as a person who holds recognized teaching qualifications and qualifications in librarianship, defined as eligibility for professional membership for the Australian Library and Information Association (ALIA).

- Within the broad fields of education and librarianship, teacher librarians are uniquely qualified. This is valuable because curriculum knowledge and pedagogy are combined with library and information management knowledge and skills.

- Teacher librarians support and implement the vision of their school communities through advocating and building effective library and information services and programs that contribute to the development of lifelong learners.

- Teacher librarians have three major roles.
  - Teacher librarians as curriculum leaders
  - Teacher Librarians as information specialists
  - Teacher librarians as information services managers

Case Study: Australia Information Literacy

- Principle
  The ability to locate, manage and use information to create information products using a variety of inquiry methods is an essential component of any information literacy program. A framework is required to ensure all targeted skills are identified and taught strategically and sequentially within the context of the school's curriculum. The aim of this framework is the development of highly competent, confident information users and creators.

- Statement
  Essential skills for contemporary learners are the ability to:
  - critically analyse their information needs
  - identify appropriate sources and synthesise
  - curate and re-imagine the information to construct personal knowledge
  - Information literacy skills are embedded in the Australian curriculum within the general capabilities and contextualised in a range of learning areas, providing the framework for teacher librarians to create and manage a prog

Case Study: Australia
How School Libraries Support Reading and Learning

- ### Principle
  The school library adds value to the endeavours of its learning community. There is significant value in the school library collection, services and programs offered by qualified library personnel.

- ### Statement
  Value is added through the provision of:
  - a school library collection that is targeted, high quality and diverse containing a balance of print and digital resources
  - a range of vibrant services and programs that is delivered within or from the facility, these:
    - contribute to the enrichment of academic success
    - develop information literacy and inquiry-based learning skills
    - foster literature and reading programs
    - facilitate professional development for staff
    - ensure collaboration and networking opportunities
    - support personal enjoyment

Case Study: Australia
How School Libraries Support Reading and Learning

(contd)

- qualified library staff with formal education in librarianship and/or classroom teaching
  - these professionals have expertise to fulfil the following complex roles of:
    - learning and teaching, reading and literacy development
    - school library management
    - collaboration with teaching staff
    - engagement with the education community

Framework for Twenty-First Century School Libraries and Librarians

Singapore Moving Forward

What We Have

- Dedicated school library spaces
- Library assistants and support
- MRL teacher (and team)
- (Limited) funding
- (Some) professional development

What We Lack

- Clear guidelines for space, management and programmes
- Better use of system
- Dedicated manpower
- Directed funding
- Relevant professional development

Interim Suggestions

- Rethink library aims in light of school's profile, needs and vision

- Reorganize space based on aims

- Reorganize books and other resources and programmes based on aims.
  - Trim and focus
  - Curate and attract

- Rethink manpower
  - Is a HOD or Key Position Holder heading the team?
  - Is there a team?
  - What do they do?
  - Is the work recognized?
  - Are all school staff invested in the work of the library?

- Get students involved in the school library.