

The School Library and Learning in the Information Landscape

Guidelines for New Zealand Schools

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Foreword

The school library or information centre is at the centre of school life and learning programmes in both primary and secondary schools. This book has been developed by the National Library of New Zealand and the Ministry of Education to help school principals, boards of trustees, library staff, and classroom teachers develop their school libraries in ways that benefit the students and the whole school community.

The National Library has a long history of involvement in developing and delivering programmes and resources to help New Zealand schools to improve the effectiveness of their teaching and learning. In identifying the key principles and critical success factors for effective school libraries set out in this book, *The School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools*, the National Library project team drew on this expertise and on observed best practice.

The Ministry of Education has also been involved in the development of this book from the beginning and has provided resources and advice to ensure that the suggestions in this book support and contribute to other current Ministry initiatives. The school library is an invaluable resource to support learning in every curriculum area and fosters independent learning, personal reading, and the development of information literacy skills, critical-thinking skills, inquiry skills, and ICT skills. The school library also has a major role in school-wide information management.

As part of the process of developing these guidelines, the project team reviewed overseas standards and guidelines, carried out a broad-based literature search covering key concepts, and consulted with national and international experts as well as with representatives of relevant national organisations. A project advisory group, comprising principals, teachers, and representatives from a range of other educational groups, initially confirmed the concept, focus, and approach. They also evaluated the initial draft and acted as a reference and advisory group to the writers.

Throughout the project, the developers built on the concept of the school library as a reliable base enabling learners to explore the wider information landscape with increasing confidence and skill. The school library was seen both as a prominent feature of the landscape for students at the school and as a multi-purpose navigational tool.

The National Library and the Ministry of Education wish to thank the writers, the wider project team, the advisory group, the schools who contributed, and all who were involved in developing this book. We hope that schools will find it a useful resource.



Sue Guest
National Library of New Zealand



Alison Dow
Ministry of Education

Introduction

About This Book

The School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools (referred to in the following text as “these guidelines”) has been developed by the National Library of New Zealand and the Ministry of Education for school principals, boards of trustees, library staff, and classroom teachers. Its purpose is to help New Zealand schools to develop their school libraries¹ to support students’ learning.

The library/information centre represents the largest investment in teaching and learning resources in any school. How it works, who makes it work, what it is and what it does in relation to learning and teaching is critical if progress is to be made towards an information literate school community.

Selby, 2000, page 1

The school library can affect students’ achievement in many ways. It is a fundamental resource for students, and it also gives them access to other learning resources, tools, and opportunities. In an ever-changing information landscape², which extends both within the school and beyond, a good school library enables learners to reach many diverse destinations. This book examines the school library’s role in helping students to develop information literacy and also in school-wide information management.

The heart of these guidelines is a conceptual framework of guiding principles for school library development. The framework is flexible enough to accommodate a range of perspectives and options that schools can explore and adapt to their own situation and changing circumstances.

Each guiding principle is described in a separate section, and critical success factors are identified for each principle. These sections also include relevant quotes from published research and “voices” – examples of good practice from a wide range of schools. The quotes and examples illustrate the scope of each principle and show how specific factors can contribute to putting the principle into practice successfully.

The final sections of the book suggest ways that schools can measure their library’s impact on their students’ achievements. They also provide a model process that schools can use for library planning and review.

Background

New Zealand has a long history of comment about school libraries and the need for guidelines and standards. These guidelines address important issues and recommendations raised in reports and other documents (for example, Fenwick, 1975; Foley, 1978; Chalmers and Slyfield, 1993).

A prime function of education is to produce individuals who have “learned how to learn”, so that they may continue to learn throughout their lives ... Without adequate library facilities, such an approach [to education] cannot succeed.

¹ Throughout this book, the term “school library” is intended to include the various ways that schools may name their library or information centre.

² Refer to page 9 for an explanation of the concept of an information landscape.

Recent years have seen:

- widespread developments in information and communication technologies (ICT);
- changes in education administration (with increasing emphasis on leadership and management at the local level);
- increasing recognition of the special relationship between the Crown and Māori.

A number of national guidelines, strategies, and programmes to improve students' learning and schools' levels of performance have been initiated. These include:

- the National Education Guidelines (NEGs) and the National Administration Guidelines (NAGs);
- the national requirements of the New Zealand Curriculum;
- the establishment of kura kaupapa Māori;
- a national Māori education strategy;
- a Pasifika literacy initiative;
- national strategies for improving literacy and numeracy and for developing ICT (including the establishment of the Ministry of Education's Online Learning Centre – Te Kete Ipurangi);
- a national assessment strategy that includes the National Certificate of Educational Achievement (NCEA);
- further initiatives to address educational disparity and raise student achievement.

Many of these initiatives include legal aspects that relate to the Education Act 1989 as amended by the Education Standards Act in 2001.

At the same time, the information environment has become increasingly complex and challenging for all involved. It is crucial for both students and school staff to learn how to access, manage, evaluate, and use information effectively. And it is still as important as ever for students (and other people) to read widely in order to develop personal understanding, empathy, and imagination.

More than ever before, then, schools are looking for ways to review the role of their library and develop strategies to ensure that it contributes effectively to raising their students' achievement.

The School Library's Impact on Students' Achievement

A substantial body of research (for example, Williams, Wavell, and Coles, 2001; Hamilton-Pennell et al., 2000) supports the view that quality school library and information services have a positive impact on students' achievement. Other studies (for example, the NZCER Competent Children Project, 1992–; Krashen, 1993) provide further evidence of the positive links between libraries and students' achievement.

At the International Association of School Librarians Conference held in Auckland, Ross Todd discussed the relationship of school libraries to learning as indicated by this research-based evidence (Todd, 2001). One point that he emphasised was the importance of taking a process approach to support students as they develop information literacy. A process approach explicitly and systematically develops students' ability to connect with information and to use it to construct personal understandings. Research evidence shows that students who learn through a process approach:

- are better able to master content material;
- develop more positive attitudes towards learning;
- respond more actively to the opportunities in the learning environment;
- are more likely to perceive themselves as active, constructive learners.

Research also shows, Ross Todd explained, that successful school library programmes set clear expectations and manageable objectives, establish realistic timelines, and systematically gather meaningful feedback from students and teachers about the effects of the programmes. New Zealand schools can consider the implications of these research findings for their own library development. Refer to the National Library website at www.natlib.govt.nz for links to relevant research.

The hallmark of a school library in the 21st century is ... its actions and evidences that show that it makes a real difference to student learning, that it contributes in tangible and significant ways to the development of human understanding, meaning making and constructing knowledge. The school library is about empowerment, connectivity, engagement, interactivity, and its outcome is knowledge construction.

Todd, 2001, page 3

Learning in the Information Landscape

The Learner's Perspective

Today's learner lives in a global information environment that information and communication technologies have transformed. These technologies not only contribute to a continuing flood of information but also have a major impact on the way people create, organise, and access information; on methods of communication; and on how work and leisure activities are structured.

Much has been written around the idea of the information superhighway, but from the learner's point of view, the metaphor of a landscape better describes the complex, ever-changing, diverse information environment. People's experience of the information landscape depends on where they are standing, where they want to go, the tools they are equipped with, and the degree of guidance available to them. While the information landscape is huge and diverse, within this landscape there is increasing convergence and integration of once-distinct areas and disciplines.

The current information landscape contains more information than ever before in an increasing range of formats and from a wider variety of sources. However, access to more information does not guarantee that the learner will be better informed. In fact, the opposite may be true unless learners can gain the knowledge, skills, attitudes, and values that they need to function effectively in this landscape.

Effective learning is increasingly more dependent on the development of information scaffolds to enable learners to connect with, interact with, and make use of a rich information landscape to develop their own understandings and perspectives.

Ross Todd, 28 August 2001. Quoted from email correspondence with the National Library project team

The School's Perspective

The New Zealand Curriculum Framework (Ministry of Education, 1993) acknowledges, on page 6, that students' learning opportunities at school are affected by a range of factors, including "access to resources", and that teaching should be "supported by resources of the highest possible quality". On pages 17–20, it identifies information skills as one of the essential skills groupings and lists a number of other skills that relate directly to the development of information-literate, lifelong learners. It also emphasises linking school-based learning with the world outside the school.

The evolving information landscape offers opportunities for increasing students' achievements and also poses new challenges. Schools can consider ways of:

- harnessing the new technologies to help their students achieve more;
- developing students' ability to think critically, solve problems, and make decisions about information;
- extending the range of information sources and resources available to students;
- facilitating students' access to information and expertise;
- providing online interactive learning experiences for students;
- creating customised learning environments;

- providing professional development in information literacy for teachers;
- creating in-school information resources;
- enhancing opportunities for distance education.

Further challenges include:

- achieving the right mix of print and electronic formats;
- ensuring equity in students' access to information;
- ensuring the quality, relevance, and authority of the information that students use;
- managing the potential problem of information overload;
- managing issues of copyright, plagiarism, privacy, safety, and security relating to students' use of the Internet;
- coping with the growing commercialisation of the Internet;
- keeping up to date with ICT software and hardware and maintaining the compatibility of systems;
- maintaining technical support for school software and hardware equipment and systems.

The information landscape also provides options through which kura kaupapa Māori can develop their own models for organising knowledge.

Schools' responses to these opportunities and challenges fall into two major areas – information literacy and information management. Both these areas should be developed through a school-wide, planned approach and supported by the effective use of ICT.

Pages 9–13 give an overview of how schools, and the school library in particular, can contribute to information literacy and information management.

Information Literacy in Schools

The term “information literacy” is sometimes used interchangeably with the terms “information skills”, “ICT skills”, or “library skills”, but these terms are not synonymous. Information literacy, as referred to in this document, is a broad concept. It embraces information skills, ICT skills, and library skills along with the problem-solving and cognitive skills, and the attitudes and values, that enable learners to function effectively in the information landscape.

Here is a useful definition of information literacy.

To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information ... [I]nformation literate people are those who have learned how to learn.

American Library Association, 1989, page 1

However, definitions of information literacy continue to evolve, with more and more emphasis on:

- the cognitive skills that underlie information literacy, including the ability to critically reflect on one's own learning and thought processes;
- the processes used to construct personal knowledge and generate ideas;
- the relationship between information literacy and other literacies (including print, oral, visual, digital, and cultural literacies);
- the effective management of information;
- the ethical use of information (including intellectual property and copyright issues);
- the economic and social relevance of information literacy (for example, to the knowledge economy, to equity issues, and to citizenship issues and concepts of social responsibility).

[Through its underlying processes,] information literacy facilitates a journey towards lifelong learning goals ... It is not a final destination in itself, because technology and life situations are constantly 'moving the goal posts'.

Moore, 2002, page 12

How do schools support information literacy?

Schools can develop a school-wide information literacy programme so that all their students will become increasingly information literate. Features of an effective information literacy programme include:

- a shared educational philosophy and a commitment by all staff to integrating an information process model (refer to pages 16 and 59) across the curriculum;
- a systematic approach to developing all aspects of information literacy;
- an environment where all staff practise and model information literacy skills and behaviours;
- opportunities for the students to explore issues relating to the provision and uses of information;
- a school community that is aware of relevant issues around information literacy;
- readily available resources to support the students in developing information literacy and to support professional development for the teachers;
- sound processes for assessing the students' achievements in information literacy and for evaluating and improving school information literacy programmes.

The student who contributes positively to the learning community and to society ... recognises the importance of information to a democratic society ... practises ethical behaviour in regard to information and information technology ... [and] participates in groups to pursue and generate information.

American Association of School Libraries, 1998, page 9

To be information literate is to be able to find, read, analyse, interpret and apply information with critical discrimination to build and communicate knowledge. Information literacy is a living literacy, a literacy needed for even basic operation in “wired” societies today; a literacy needed for **every** aspect of curriculum learning.

Gawith, 2000, page 4

Information Management in Schools

To become information literate, individuals need to learn to manage information. For organisations such as schools, information management means setting up and implementing effective systems to acquire, organise, circulate, and promote all the information and learning resources that belong to the school community or that it may wish to use. Effective information management, which is often facilitated by the use of ICT, enables members of the organisation to find these resources – whatever their location or format – and to use them for informed problem solving and decision making.

An important extension of information management is knowledge management. For schools, this involves “mapping” its human resources to ensure that everyone in the school has access to the knowledge and expertise of others. For example, some schools identify staff with particular areas of expertise, such as expertise in using specific ICT programmes, and some schools introduce mentoring and buddying programmes involving both staff and students.

Learning must be about exploiting in-house and external knowledge and experience using a wide variety of resources [which may include] documents, databases and fellow colleagues ... People represent a vast knowledge and competence network to exploit.

Kalseth, 1997, page 191

How do schools support effective information management?

Features of schools where information is managed effectively include:

- a school culture of sharing and using information, ideas, knowledge, and expertise;
- thoughtful allocation of staff roles and responsibilities for information management and planned development of information management expertise;
- co-ordinated policies and systems for obtaining the school’s information and learning resources;
- effective policies and systems for organising and accommodating information and learning resources so that they are readily accessible to those who need to use them (these may include systems for identifying people within the school who have specific knowledge or expertise that other people can draw on);
- systems and processes to enable people to analyse information and use it for informed decision making;
- the use of a wide range of strategies for promoting and making known the information and resources that the school has obtained.

Ultimately, effective information management allows the school to harness all available, relevant information to extend the knowledge base and intellectual capital of the school community and to use it to inform all aspects of the work and life of the school.

The School Library's Role and Learning in the Information Landscape

Within the information landscape, the school library functions as a reliable foundation upon which to build effective information access, management, and use. As such, it plays an important part in developing information literacy and in school-wide information management. It also retains a central role in supporting literacy and fostering a love of reading; this traditional function of a school library is still as important as ever.

An important quality of the school library is its potential for inclusiveness. The library should be for everyone in the school community – for people of all ages, levels, and backgrounds. It can provide opportunities to celebrate the cultural diversity of the school community and to promote New Zealand's bicultural identity and multicultural society. The school library is well placed to support the school's commitment to partnership with the tangata whenua and to strengthen school programmes designed to foster cultural awareness, understanding, and sensitivity.

The need to have books in the home and for parents or adults to be seen as role models who read and would read to their children was reiterated. The point was also made that school libraries may well be the first and only type of library encountered by...young Māori.

Szekely, 1997, page 42

The School Library's Role in Developing Information Literacy

Information literacy is not the sole preserve of the school library. It is fundamental to teaching and learning throughout the school. However, the school library plays a key role in enabling students to develop information literacy.

Today's students need a base where their access to information is well managed and supported. The school library can function as this base, enabling the students to explore the wider information landscape with increasing confidence and skill. Classroom teachers can encourage their students to use the school library for such exploration. The ways in which teachers model information literacy and use the school library as an extension of the classroom are of critical importance.

In the past students from homes with extensive home libraries and ready transport to the local public library had an advantage over students without these facilities ... Now that some homes are small research institutes wired to the Internet and replete with all the latest bells and whistles the potential equity gap has widened dramatically.

Henri, 1998, page 19

The school library's role is to improve the students' information literacy achievement by:

- acting as a key resource in the information literacy programme;
- promoting the students' literacy and encouraging them to develop as readers;
- providing staff to support and assist the students and to work collaboratively with the teachers;
- providing a physical learning environment that encourages independent inquiry and discovery;
- selecting information and resources that support all aspects of the curriculum;

- facilitating the students' use of ICT and access to information within and beyond the school;
- providing user-friendly systems and procedures that facilitate the students' access to and use of information resources.

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

UNESCO, 1999, page 24

The School Library's Role in Information Management

The school library can play a key role in school-wide information management. However, the degree to which this happens depends on a wide range of factors, including the school's location, size, design, staffing, and funding. The library can contribute through:

- co-ordinating the management of the school's information and learning resources and making them accessible to the school community and beyond;
- ensuring effective access to all of the school's learning resources through an automated library system;
- participating in co-operative strategies to ensure that the library collection and the teacher resource collections complement each other;
- managing information coming into the school from online sources, for example, by caching, by providing links to sites, and by bookmarking sites;
- participating in developing and maintaining the school's intranet and website;
- participating in strategies to promote information and resources effectively (to the school as a whole, to specific groups, and to individuals when appropriate).

Guiding Principles

The dynamic nature of today's information landscape makes it difficult to reliably predict the exact nature of the future school library. These guidelines for school library development are therefore based on broad principles rather than specific standards. They offer a range of perspectives and options rather than setting down a blueprint for the ideal school library or making definitive statements about what is adequate or inadequate.

The following pages describe six guiding principles, which together provide a flexible framework to guide all New Zealand schools in developing and improving their libraries. Each of these guiding principles captures something enduring and fundamental about the role of the school library³. The school library can be seen as supporting specific aspects of the students' learning, especially information literacy and a love of reading. It can also be considered as a service, an access point, a collection of resources, or a physical place.

The order in which the guiding principles are listed below does not imply ranking and does not necessarily reflect the order in which a school may wish to approach the tasks involved in developing its library. (Refer to page 47 for a possible process that schools could use to identify priorities for their own unique school library development.) As the compass image on page 17 suggests, the guiding principles are interrelated. To ensure an integrated, cohesive approach for school library development, a school can consider all the guiding principles and the critical success factors that accompany each principle, even if their initial focus is on one aspect.

The Compass Image

Any one of the guiding principles may represent the direction that a school chooses to give priority to at a particular time. The compass image illustrates this by highlighting each principle in turn. Each principle is placed either in the centre or at the top (North) for the pages covering that principle. The principles of "Information Literacy" and "Reading", which relate directly to ongoing learning processes, are placed in the central circle, rather than at a compass point.

³ These principles are closely linked to the two key concepts, information literacy and information management, outlined in the previous section. All of the guiding principles support both of these concepts, but information literacy is addressed specifically under its own guiding principle and information management is addressed primarily under the guiding principles "Service" and "Access".

The Six Guiding Principles

Information literacy: The school library is a *learning environment* central to the development of an information-literate school community.

Service: The school library is a *managed centre* of professional expertise and support for the school community.

Reading: The school library is a *foundation* for the school's literacy programmes and a catalyst for the development of lifelong readers.

Access: The school library is a *hub and interface* with organised systems for accessing and managing information and resources.

Information resources: The school library is a *provider* of information resources selected to meet the curriculum and information needs of the school.

Place: The school library is a student-centred *facility* designed to play a key role in the intellectual, educational, and cultural life of the school.

The statement for each broad guiding principle is followed by more specific critical success factors, which underpin the principle. Critical success factors are factors that relate clearly to positive outcomes in given contexts. In this book, they are provided to enable schools to consider and address issues that relate to particular aspects of each guiding principle.

The section on each principle includes a discussion of the role of the school library in relation to that guiding principle and to its accompanying critical success factors. The discussion is supported by quotes selected from research and published commentary.

Each principle and its accompanying critical success factors are also illustrated by “voices” – extracts from interviews with schools. These examples of good practice represent a range of schools in terms of size, type, decile, geographic area, and level or stage of library development.

Information Literacy

Guiding Principle: The school library is a learning environment central to the development of an information-literate school community.

Critical success factors

- The school's staff share an educational philosophy of and a commitment to a school-wide information literacy programme in which the library plays a critical role.
- Library staff have information literacy expertise and work collaboratively with all teaching staff in the information literacy programme.
- All school staff practise and model information literacy skills and behaviours.
- The library's impact on the development of students' information literacy is measured as part of the school's assessment process.
- The library provides an environment, resources, services, and systems that support the school's information literacy programmes.
- An ongoing professional development programme in information literacy is established for classroom teachers.
- Flexible scheduling is in place to allow for library use on an "as-needed" basis (see also pages 32–33).
- The library's ICT infrastructure supports the information literacy programme effectively.

Discussion

Helping students and teachers to develop information literacy is a crucial role of the school library. In this role, the school library functions as an extension of the classroom. It supports the students in developing the skills, attitudes, and values that they require in order to effectively access and use information for problem solving, decision making, and building their knowledge and understanding.

In this next century, an "educated" graduate will no longer be defined as one who has absorbed a certain body of factual information, but as one who knows how to find, evaluate, and apply needed information.

Breivik and Senn, 1998, page 2

The school's information literacy programme is essential to learning across the curriculum: all teachers are responsible for implementing this programme with their students. The information literacy programme should be linked to all other programmes in the school that have a focus on ICT, thinking skills, or literacy.

Effective, school-wide information literacy programmes include a framework for systematically developing information skills by using an information process model.⁴ This kind of information literacy programme gives students opportunities to apply the skills, attitudes, and values of information literacy to real-life situations, building on their prior knowledge and experiences to create new knowledge and meaning. It is important for

⁴ A range of information literacy models are currently used in New Zealand schools, for example, the model described by Gawith (1988) and the model in Ryan and Capra (2001a and 2001b). These models each employ a process approach.

students to make choices and explore issues that matter to them, to analyse information, and to find out about themselves as learners. Within the programme, students need regular and constructive feedback about their progress, and they need opportunities to practise the new skills they learn. The programme should cater for both individual and collaborative work, and schools should review, evaluate, and improve such programmes regularly.

Rather than being merely an 'add-on' to the curriculum or requiring 'integration' with it, the information literacy demands of learning need to be exposed and explicitly supported. They weave together the essential skills of the National Curriculum to provide the fabric of learning in all curriculum areas.

Moore, 2002, page 24

An effective information literacy programme does more than develop students' skills. It also allows the students to explore broader issues that relate to information and to consider what information is and how it can be used or misused. Such issues are particularly relevant in the face of the challenges posed by the complexity of today's ICT.

The goal of schooling must be to equip students with the resources to find, understand, and transform ideas, not just information, to create solutions for their own needs.

Brown, 1999, page 59

Information literacy is not the sole responsibility of the school library staff. However, the school library plays a key role in supporting information literacy programmes across the school through its staff, facilities, and services. The school library:

- employs library staff who work collaboratively with the teachers and students in a variety of ways (for example, by helping teachers to plan their class programmes and by working with individual students to develop search strategies for specific research tasks);
- provides an environment that facilitates independent inquiry and discovery by the students and gives them opportunities to solve information-related problems on an as-needed basis through flexible scheduling (see also the guiding principle for Access);
- provides access to information resources in a wide range of formats and gives the students opportunities to develop the skills to find and use them.

The success of a school's information literacy programme depends on the school's commitment to effective school library staffing and ongoing teacher professional development.

Information and critical literacies are those intellectual and technical skills that enable learners to connect with information, interact with information, and utilise that information meaningfully in the construction of their own understanding and knowledge.

Todd, 1999, page 7

Voices

The Perspective of a Primary School

Our philosophy is that children need to be able to access information, and once they've found it, they need to have the skills to process it. In the past a lot of libraries – probably ours included – just provided the information, but we are looking at the skills the children need to be able to use that information. We want them to be able to analyse, synthesise, and evaluate it so that they produce something that shows they have turned the information into their own personal knowledge.

We've done a school-based information skills course. It was a requirement for every staff member to attend, so that gave us a really good common basis to start with. This year, we have revisited it. I developed a resource-based learning topic and set up stations in the library – I had some books on the topic, a video, a CD-ROM, an audiotape, and an Internet site – and I took groups of four or five teachers at a time through this learning process as they would expect the students to move – from station to station. Then we spent some time talking about it and looked at planning a unit for next year using the same idea and the same sort of principles.

Next year, we're moving another step – the school is paying for every staff member to have six hours' tuition at a new computer-training place where they can choose the topic they want to have more skills in. It's a one-on-one training situation, and it's very needs based. I think you have to be patient because it takes a long time to get the skills – and you're learning all the time. For some teachers, it might take a couple of years to feel comfortable with what they are doing.

*Deputy Principal,
Primary school*

The Perspective of a Kura Kaupapa Māori

As a kura kaupapa, everything we do is ruled by our philosophical document – Te Aho Matua. ... From our whakaaro, we have developed some outcomes for where we want to head with our library: our tamariki will learn to love learning and books, and our whānau will have a repository or pātaka for our knowledge. We want our tamariki to see their stories here, to be empowered to use their own library, and make informed choices so they can look to the future from firm foundations. We want our whānau group to have a base from which to take new directions so they can come in and find information here and then branch out – to be able to make the connection with their whakapapa, their history, their stories. So, our whare taonga will confirm our identity – a pātaka of our knowledge for our whānau, for our wider Māori community as well.

*Principal,
Te Kura Kaupapa Māori*

The Perspective of a Secondary School

I've just done a very structured research task as a prototype with my year 9 class this year, where they had to check the CD-ROM, the Internet, and book resources. They are now saying to me, "If I don't know anything, I'll go to the encyclopaedia (online or otherwise) first." Well, that's what I've been trying to teach them, because although the Internet is brilliant in terms of interest – and many of them are kinaesthetic learners, so the point and click really suits them – for children who don't know anything, it's a minefield. It's not well organised, and it's often very specific when they need the general, and of course then you're into all the other issues about veracity and bias and so on that they are not really equipped to deal with. ... We do a lot of work with the teachers – and we suggest that they spend time with us before they bring the students to the library.

*Teacher Librarian,
Secondary school*

There is untapped potential in using the library as an information resource. But that is changing. We've been thinking about the future – what skills employers will ask for, what we are doing to provide those skills – and it comes back to teaching independence and social responsibility. That involves a pedagogical shift for teachers. It's shifting from a delivery style to a style that is about sharing and provoking, questioning, teaching children how to discriminate. I think making that shift is a big ask, and we're grappling with it at the moment.

Principal , Primary school

We have thrown away the traditional library time, where you bring your whole class in and everyone changes their books and you might do a bit of a focus. Children and adults need to have access to a library as they need it. If a question comes up in class or if they need to do some research, they need to be able to deal with that as soon as possible rather than having to "wait till next week till your library time". Also, students are encouraged to go further than just regurgitating information. The only way that they can do that – that is, create something new from the information they've found – is to really understand it.

*Principal,
Primary school*

In October, the teacher librarian attends our syndicate planning sessions across the school, working with each syndicate on planning programmes for the following year. This includes identifying what resources will be needed. During the following year, the teacher librarian supports the teachers and the children in their skill development. A lot of it is teacher modelling, starting with new entrants, and the children get progressively independent. Our children have become more independent learners in a truly academic way. They're not being left just to do their own thing. It's independence with the skills to do it. We have fabulous displays in the library which show work done in this learning context, and we're constantly drawing the children back to the resources through the displays.

Deputy Principal, Primary school

Service

Guiding Principle: The school library is a managed centre of professional expertise and support for the school community.

Critical success factors

- The library team has a positive profile throughout the school, and the principal actively promotes the team's role as a key contributor to the students' learning.
- The library is well managed by an effective team, which is structured to maximise the library's contribution to student achievement. This team is an effective combination of people with the relevant professional expertise, personal qualities, and qualifications.
- The library staff's roles, responsibilities, competencies, qualities, and qualifications are agreed and documented in their job descriptions, and the library staff are included in the school's performance appraisal and professional development programmes.
- The students and volunteers involved in operating the library are managed, trained, and supported so that they can undertake appropriate tasks and provide positive role models to library users.

Discussion

People are the key to the library's role in raising the students' achievement. School library staff can make a unique contribution to teaching and learning programmes as well as managing the library collection and its other operations for the school.

The library staff contribute to raising the students' achievement by the services they provide in all curriculum areas, to school-wide information literacy programmes, and to reading and writing programmes. Such programmes can be greatly strengthened when schools have library staff who have the qualifications and expertise to work effectively in partnership with the teaching staff. This partnership will help to ensure that suitable information resources and literature are integrated into classroom programmes and that school library staff can help teachers to set up an effective information process model across all curriculum areas.

School [library staff] are "the information empowered" because they play three critical roles in the learning community. They are teachers, information specialists, and administrators. In each of these roles, they empower students and teachers to meet high standards of academic achievement.

Lance, Hamilton-Pennell, and Rodney, 1999, page 1

The other major role of the library staff is managing library development and operations. This includes planning, budgeting, reporting, collection development, systems management, user services and promotion, and networking within and beyond the school. Such tasks often require specialised expertise in library science and information science (see the glossary). Library staff with appropriate qualifications and expertise may also be responsible for school-wide information management.

In both of these areas (teaching and learning programmes and library operations), library staff need management skills and knowledge of ICT applications and systems. There may also be school library staff who provide clerical and technical support to keep its services, systems, and facilities functioning efficiently.

In New Zealand schools, there is widespread diversity relating to roles and qualifications of school library staff. In addition, the titles for school library positions differ from one school to another – for example, teacher librarian (TL), teacher with library responsibility (TLR), librarian (or school librarian), library assistant, resource manager, director: information services (or director: information centre), ICT co-ordinator (or ICT specialist), and manager of information resources – and the school “voices” quoted in these guidelines reflect this variation. In some cases, the schools concerned have selected certain position titles to reflect a specific emphasis or direction for the role of the library in the school. It is up to each school to decide how the library can maximise its contribution to the students’ achievement and to design the best possible staffing structure for achieving this role within the constraints of the resources available to the school.

... I see library and information services in schools changing according to the nature, status, skills, motivation of and support given to the people managing such a service. Therefore, what a future school library may look like is very much dependent upon what a future school librarian or teacher librarian looks like.

Hay, 2000, page 2

The lists below (Staffing: tasks and competencies) give examples of evolving roles and responsibilities rather than titles and positions. These roles and responsibilities draw on a number of disciplines (for example, teaching, library science and information science, teacher-librarianship, and general management).

Clerical and technical support services to support all functions are recommended. The examples at the bottom of the page suggest a number of options for positions (including mixes of positions) for schools to consider in relation to their educational goals and within other parameters, such as the size and type of the school.

Staffing: tasks and competencies

Examples of Professional Tasks and Responsibilities

- Working with the principal and senior staff to develop a school-wide information literacy programme
- Taking an active role in curriculum planning and in ensuring that information resources and ICT are effectively integrated into learning programmes
- Supporting staff awareness and professional development in the area of information literacy
- Collaborating with the teachers in planning and teaching information skills using an information process model as a framework for classroom practice
- Planning strategic development and policies in consultation with teaching staff, and ensuring that all library development is closely linked to the students’ learning and achievement
- Being actively involved in whole-school, cross-curricular initiatives and programmes
- Offering strategies for strengthening school reading and writing programmes and for engaging the students in reading for understanding and enjoyment
- Conducting library user surveys, library evaluations, and research into the library’s impact on the students’ achievement; reporting the findings to the school community

and discussing their implications; and taking actions, based on this information, to enhance library services

- Regularly promoting the library to the school community to keep them aware of the educational benefits, for the students, of the library's services
- Building strong professional links, partnerships, and networks
- Contributing to the integration of ICT into management and teaching throughout the school
- Anticipating school-wide needs in the area of ICT and developing strategies to enable the school community to use new ICT effectively
- Taking responsibility for implementing ICT across the curriculum, for in-school ICT network management, and for administering the school's ICT infrastructure
- Contributing to the school as "a networked learning community" through co-ordinating the school's information resources (including student, staff, curriculum, and organisational information)
- Co-ordinating information flows beyond the school and liaising with other information agencies
- Identifying the needs of teachers and students for curriculum information and resources and developing the school library collection and access to resources beyond the school (including online resources) on the basis of these needs
- Supporting the school's commitment to literature through promoting reading, modelling reading for pleasure, and demonstrating the value of lifelong learning
- Providing a stimulating, welcoming learning environment
- Ensuring that all school members have ready physical and intellectual access to information and resources through systems that are simple, efficient, effective, and well documented. Such systems will meet users' needs and encourage the students to develop positive attitudes towards accessing information and, where possible, to transfer the skills they learn to new situations
- Managing library operations efficiently and ensuring that the library systems, facilities, and equipment are well maintained

Examples of Desirable Competencies and Personal Attributes of Professional Staff

- Specialist skills in integrating an information process approach into student learning environments (classroom and library)
- Knowledge of information and resource management and of library science and information science, including ICT applications and systems
- Experience in curriculum development
- An understanding of information management in an educational and organisational environment
- The skills and knowledge of a highly competent teacher

- Knowledge of education management and administration
- General management and organisational skills
- Knowledge of curriculum information resources in all formats, including electronic formats
- The ability to model effective uses and integration of information sources, services, and ICT in their own work
- Enthusiasm for, and in-depth knowledge of, literature for children and young adults
- Highly developed communication and interpersonal skills
- The knowledge and skills of a proficient ICT user
- The ability to act as a role model and mentor for students and teachers in the information literacy programme
- A student-centred focus
- A collaborative approach to teamwork and the ability to enjoy such interaction
- An ability to see “the big picture” (for example, across the whole school or the whole curriculum)
- Positive attitudes towards their own abilities and new challenges
- The ability to empower others
- Confidence and the ability to present ideas to others effectively

Examples of Library Support Tasks and Responsibilities

- Providing clerical support for efficient and effective library and information services (for example, data entry, ordering and accessioning [see the glossary], assisting with reference services, processing and preparing resources and materials, helping to maintain facilities, setting up displays, shelving resources, and operating security procedures)
- Providing technical support for efficient and effective library and information services (for example, installing and maintaining ICT, maintaining the school intranet and websites, installing and configuring software, and network administration)

Examples of Desirable Competencies and Personal Attributes of Support Staff

- Clerical or technical skills
- Well-organised and methodical work habits
- Good literacy and numeracy skills
- The knowledge and skills of a proficient ICT user
- A service orientation

- Effective communication and interpersonal skills

Voices

Our DP is full-time in the library – we’ve always had a full-time TLR. To enable that to happen, to free up that person, everyone has to have maybe two or three extra children in their class. The TLR’s role is helping and supporting the children with their learning, and we have a full-time resource manager whose role is entering new books and issuing resources, including sports gear, teachers’ kits, all the teachers’ resources. The student librarians do the shelving and the book issuing and returns using the automated system.

*Principal,
Primary school*

The full-time availability of the library allows me to pounce upon the individual child’s interests and needs. When they come up with a question, when their understanding of a concept needs clarifying or extending, I can send them to the library immediately, knowing they will be guided towards appropriate resources and assisted to develop research skills. In a class with a high percentage of NESB pupils, it is really valuable to be able to do this as the use of pictures, artefacts, the Web, etc. allows that necessary presentation of language and information in a variety of ways, using that “teachable moment”.

*Teacher,
Primary school*

It’s a big school, so we work as a team here. I’m a trained teacher librarian – I’m the manager – and I teach two classes of English, by choice, to keep my validation with the staff. You need to have a teaching professional in the library as they have clout with the staff and links with the curriculum and the teachers. A huge part of my job is advocacy with teachers. We have a head librarian and two other staff. It’s crucial to have a team of qualified staff running your library. They each have job descriptions, which are based on a National Library information guide. We set goals together, which tie into the staff appraisal system, and I appraise them on their job descriptions. They participate in professional development to help them achieve their goals.

*Director of Information Services,
Secondary school*

It’s incredibly important for library staff to have curriculum knowledge. You can’t do your job without it. If you’re going to do the job properly, you need status and you need to be involved. You’ve got to know what’s going on – for example, what new subject areas are coming up. I talk to staff all the time. I always go to the staff briefings, full staff meetings, and any meeting I think will be of interest.

*Librarian,
Composite school*

One of the main issues for me was giving the TLR the time to be able to do the job. I think if the job is important, I need to show that I value that. If you just appoint someone and say, "That's yours, and you've got no release, but I expect you to do it", it may tick over if you're lucky, but if you want it to really go places, it isn't going to happen. There are ways forward for little schools: I provided six days' release time this year for the TLR to undertake a leadership role and hired a Community Task Force worker as support so that the TLR had the time to do the visionary stuff, the big picture.

*Principal,
Two teacher school*

Reading

Guiding Principle: The school library is a foundation for the school's literacy programmes and a catalyst for the development of lifelong readers.

Critical success factors

- The teaching staff use the school library as an essential resource for their literacy programmes and initiatives.
- The library staff actively encourage and foster the students' love of reading, and their development as readers, through the library's environment, facilities, resources, systems, and services.
- The school uses effective strategies to increase teachers' knowledge of books for children and young adults.

The library was all things to me, a sanctuary, a mine of treasure, a house of maps to secret lives in secret worlds. The library became my other home.

Cowley, 1993, page 14

- The school staff, including the library staff, provide the students with positive models of readers by demonstrating their own love of reading.
- The school staff, including the library staff, use effective strategies to promote a reading culture within the school and the wider school community.
- The students' experiences as readers are extended through the school's effective links with public library staff and services.

Stories are rungs children can grasp as they climb towards adulthood.

Aronson, 1997, page 30

Discussion

The school library's services and resources actively promote the students' love of reading, their development of reading skills, and the growth of their identities as readers.

Classroom literacy programmes are strengthened when the teachers ensure that the library plays a central role. As part of its role in class literacy programmes, the library provides:

- a wide range of quality literature for children and/or young adults;

... to develop literacy, students need access to many interesting reading materials. ... [The] need for print-rich environments spans nations and languages. The quality of a country's school libraries is a significant predictor of its rank in reading (Elley, 1992).

Krashen, 1998, pages 19–20

- resources in a range of narrative styles, including factual texts, that are appropriate models for the students' own writing (models should include student-published material and displays of students' work because such models reinforce the fact that students are writers);
- an ideal environment for promoting oral language (essential to literacy learning) through storytelling, listening to stories and other material on tape and CD, reviewing

stories, and reading aloud (in this way, the library also reinforces the transmission of culture through oral traditions);

Children who are read to ... read more. ... Children read more when they see other people reading.

Krashen, 1993, pages 39 and 42

- access to picture books for students at all levels, as well as access to photos, board games, and other resources that contribute to visual literacy (for example, cultural artefacts where design and pattern convey information);

Through literature we become a thousand people and yet remain ourselves.

Lewis, paraphrased in Butler, 1989, page 159

- a comfortable, informal environment that encourages students to read for personal enjoyment.

Positive role models improve students' literacy learning, and the school library plays a key role here. Peer reading schemes, library displays, and promotional activities that show other students and also adults, including teachers, in the school and the wider community, reading and writing for various authentic purposes can have a major impact on the students' motivation and achievement.

[I]f children begin reading for pleasure, their reading comprehension improves, writing style improves, and their vocabulary, spelling and grammar control improves.

Krashen, paraphrased in Abell, 1999, pages 21–22

Providing quality literature for children and young adults is a key function through which the school library encourages the students to grow into lifelong readers. The library acts as a catalyst in developing the students' imagination. Students who have discovered the value of stories and who read for information, pleasure, and personal development are likely to become lifelong readers – and also lifelong learners. By reading, they shape their views of themselves and the world.

The reality is that the kind of sophisticated reading skills demanded by high-level academic or professional work – the ability to understand multiple plots or complex issues, a sensitivity to tone, the expertise to know immediately what is crucial to a text and what can be skimmed – can be acquired only through years of avid reading.

Leonhardt, 1998, page 29

One of our most important findings was that children from the lowest income families gained particular advantage from 3 of the “home activities” factors we examined in relation to family income. These experiences and resources allowed the lowest income group children to make particularly marked gains, bringing them up to the level of children from the highest income homes. [Reading library books and reading their own books were two of these three factors ...]

Wylie and Thompson, 1998, page 112

Voices

Promoting a Reading Culture

In the library's promotional programme, we have things like pool parties, video sessions, often we have people in from outside – all things that go beyond the library in one sense but can also be linked into the resources the library offers. We do these activities for fun, to show the kids that words and books and reading can be a really enriching, rewarding, enjoyable activity. The laughing, the humour, the fun gives them an image of the library as a place where dynamic, interesting things are happening all the time and it's not static and boring.

At the beginning of the year, I do a promotion session with all of the juniors about "I love books", and then I move on to working with groups of about ten to fifteen from all the years 3 and 4 over the first term. We do three sessions called Reading is Power. The first one is about why we all need to learn to read. So we find out the reasons why reading is so important. The next session is about how to choose books in the library, and the third session is about all the fantastic new books that are available and making sure that the children know how to move themselves on and appreciate the importance of reading widely and choosing carefully.

Our "read aloud" boxes are very successful, and having wonderful books in the library and promoting them to the staff has caught on well – they are taking piles of books home in the holidays to read so they can then promote them to their children for the next term. That's fantastic. People who weren't avid readers before have caught the reading bug themselves and are enthusing the children about books.

*Teacher Librarian,
Primary school*

Literacy is one single thing that schools do, and if you don't do that right, you may as well pack up and go home. We have selected some library resources that will encourage Pacific Islands parents to read. We want to encourage parents to read and feel that reading is worthwhile. Once the children see the parents reading, then there are spin-offs at home.

*Principal,
Primary school*

We set up a reading room right next to the library, and the third and fourth form reading option classes alternate between the library and the reading room although the students now see that as part of the library as well. Also, I'm using the National Library CIS [Curriculum Information Service] in Christchurch to send books on themes. The teachers reckon the reading ages of these boys have risen this year. The students are not seeing reading as hard work. They're saying, "Hey, this is cool" – for example, they have all these motor magazines, and they're not just flipping pages, they're poring over them, drawing bits out.

*Associate Principal,
Secondary school*

Literature empowers children. You go to the library, and everybody is equal. You can pick out a book and find something that relates to your background, you can find dreams in a book, you can find information. Your library is at the heart of good literacy teaching and learning. ...

It is an expectation at this school that teachers take a proactive role in promoting literature and developing successful reading programmes. Teachers who are not enhancing their teaching programmes with the use of the library are failing their children. The two are so closely linked. It's all about how you use the library. There is a strong expectation that every child will read. Even the children who have special needs have the opportunity to borrow books, look at books, and have them shown to them and so on. So, in making staff appointments, I've always made it a high priority that people have a good understanding of literacy. We encourage all the staff to go to things that the Reading Association runs. I often make it a staff meeting to go to a workshop, and we have spots at our staff meeting where we might share some books that have been successful with our classes.

We've had a range of authors that we invite to the school. We have a celebration assembly where the authors talk to us, and they go around the classes and talk about writing and books. We try to make books really relevant to the children – getting them to see authors as people. That's linked to our writing programmes, where children are encouraged to see themselves as authors with important things to say and to publish their work. A lot of the children's writing goes on display in the library and around the school and in the newsletters so that they get the feeling of publication. ...

One of our goals is to educate our parent community in the value of reading and how to help their children with reading at school. We are trying to foster the use of our library by the local kindergarten and childcare centres. They've visited a couple of times with their children, and we're looking to increase that involvement. Some of the parents come in and select books for their children, their pre-schoolers.

*Principal,
Primary school*

Access

Guiding Principle: The school library is a hub and interface with organised systems for accessing and managing information and resources.

Critical success factors

- The library contributes to effective information management within the school and plays an integral role in the school's ICT infrastructure.
- The library's timetable and opening hours maximise access for all users, including members of the wider school community where appropriate.
- The library has standard systems and procedures that are simple, efficient, effective, and well documented, that meet the users' needs, and that encourage the students to develop positive attitudes and to transfer the skills they learn to new situations.
- The library ICT equipment and systems meet the users' needs and provide fast, efficient, and user-friendly access to information, including appropriately managed access to the Internet and other electronic resources.
- The library networks effectively with other libraries, develops links with appropriate information agencies and sources beyond the school, and utilises their services.

Discussion

In this role, the school library is responsible for providing physical and intellectual access to information and resources to support the students' learning. The library plays an integral role in the school's ICT infrastructure, and it develops and nurtures links with other schools, other libraries, and other resource agencies. There is also potential for the library to contribute to school-wide information management – for example, by providing access to the teachers' resources through the library's automated catalogue and by taking part in developing and managing the school's intranet.

The school library has always included organised systems, but the growing complexity of the current information landscape makes greater system demands on the library. One challenge is that of providing managed access to the "right" information rather than simply increased access to more information. Another is that of providing timely information access on an "as-needed" basis. (ICT can be very helpful in providing such access.) Flexible scheduling is more useful to students than a fixed library timetable, and the library's opening hours should be arranged to allow the students to use the library as often as possible. Other challenges for school libraries in putting this guiding principle into practice include equity, security, and safety issues relating to students' access to and use of the Internet.

[In the future,] collections will not be measured by the number of items per pupil, but by the richness of the information environment and the skills of the professional staff to rationalise users' access to this information and develop their skills in its evaluation and application.

Dow, 1998, page 196

School libraries have an important role in managing students' access to information, but their role extends further than this. The school library's systems should support the development of the students' skills in accessing and using information. To enable students to become independent, confident, lifelong learners, it is important that the systems they use in their school library reflect those in other libraries and that these systems are well documented and regularly reviewed.

Case studies show that [with] flexible scheduling ... students' overall library use increases; ... and they have more positive attitudes toward their school library.

Black, 2001, page 2

Voices

Information Management in Two Primary Schools

Our resource cycle covers all teacher resources purchased to support the curriculum and every information resource that comes into the school. Managing the resource cycle is one of my responsibilities as teacher librarian. I co-ordinate the selection process and make sure that every resource is catalogued, processed, promoted, and housed in its designated location. For example, master copies of Ministry documents relating to school management are retained and copies put into the staff library, and new curriculum resources are given to curriculum heads to include in planning. Professional information goes to curriculum leaders or to me for promotion and display. The new staffroom library has face-out shelving, and resources are promoted there on a rotational basis. The library newsletter also draws attention to new resources. Everything is assessed and, if necessary, culled after each unit or on a rotational basis.

Accessibility is one of the most important things. If the resources are processed properly, laminated, barcoded, well organised, and put in a designated place, teachers and students will be able to access them. Also, teachers need to know that, if they order something, it will be done as quickly as possible.

Selection of teacher resources is consultative and always based on learning needs. Curriculum leaders make requests, but I also draw their attention to likely resources that I've sighted or seen advertised. The system relies heavily on my having an overview of everything going on in the school as well as my involvement in collaborative teaching for many of our units. When a major unit is being planned, a list of all resources is made available, and teachers preview the resources before the unit starts. Extra resources are requested from the National Library's CIS, if required, at this stage. We have a resource needs sheet and a resource check sheet, which we complete at the end of the unit to assess whether the resources used have been appropriate and useful. The system is working well. Teachers trust it. The only problem is that it's so time-consuming to maintain.

Our intranet is still being developed, but we do download some material from Te Kete Ipurangi and the Ministry of Education website as required rather than keeping print copies – for example, resource banks, PAT tests, the weekly update from the Minister of Education ...

*Teacher Librarian,
Primary school*

We've provided subject access to all the school's teaching and learning resources so teachers can do a subject search on the automated catalogue and it will bring up all the school's resources on that subject. This is really important for supporting information literacy.

We've taken staff meeting time and involved the teachers in choosing headings to provide subject access, and it's made them much more aware of what resources are there. Staff in charge of different curriculum areas are now automatically sent new resources so that they can choose appropriate headings for the resource. That's worked really well. For instance, if something comes in from Learning Media and it's related to science, it goes to the science person to choose headings and, at a staff meeting, she will introduce the resource. Involving the teaching staff like this reinforces that the library is here for everyone and they all need to take ownership of it.

Deputy Principal, Primary school

Making Links

We have a formal agreement for our teachers and year 12 and 13 students to use the libraries of Massey University Wellington Campus and Te Whaea (National Dance and Drama Centre), and we're happy for Massey and drama students to come in and use our resources. It's important for staff at secondary schools to work with tertiary level staff. There are benefits for Massey and Te Whaea as well. They have a better idea of the information literacy skills of our students, who are their future students.

This also works for the public library. We've tried to get all our students to join the Wellington Public Library and have a password to access e-city. Wellington Public Library had a stall here for a morning in the first week of the academic year as part of our Learning to Learn programme. A group of our students have also been part of a student Wellington Public Library focus group, which has been consulted on library web design, the young persons' area, and so on. The students have valued being consulted and feel that their opinions are respected.

One of the other things that we're working to implement is for a senior Mt Cook Primary School class to use our library as a reference centre. The students will come with their teacher for one period at a time. It has the same spin-offs for us. We will have a better appreciation of their information literacy skills and can work with the teacher, and many of these are our future students, so they will have a familiarity with our library.

*Teacher Librarian,
Secondary school*

We seek advice and use those strengths and skills from beyond our immediate community and adapt them so that we don't lose the sense of what's important to us. Going to the National Library was good for us. They helped us put together a strategic plan for the library. ... Last year we set up a chat room with another kura kaupapa to show our tamariki that there are people speaking Māori in the wider world. We feel isolated here, and we would love to make more links, find out what other kura kaupapa are doing. In kura kaupapa, a lot of people are inventing the wheel – for example, one of our whānau is writing a précis of Māori-language TV programmes we have videoed, so we can catalogue and access the parts we want to teach from, but somebody else has probably already done that ...

*Principal,
Te Kura Kaupapa Māori*

We have a kind of virtual library now – any student or teacher can use the online catalogue off site. They can reserve books, they can see if a book is in or out, and that's really useful. However, you have to be very careful because not everyone has Internet access at home, so we have to find ways to cater for them, too. ... I don't believe in Internet-filtering systems, especially at secondary level. Students have to learn to search responsibly. They sign AUPs (acceptable use policies), and staff are obligated to provide good supervision. Of course, you also have to provide adequate staff training.

Teacher Librarian, Secondary school

Information Resources

Guiding Principle: The school library is a provider of information resources selected to meet the curriculum and information needs of the school.

Critical success factors

- Collection development is planned, and the plan includes policies and criteria for assessing and “weeding” the collection and for budgeting for resources, selecting them, and buying them. The teaching staff and students have input into all these processes.
- The library’s information resources and also those it provides access to through online services:
 - are selected to support the curriculum, foster the students’ information literacy skills, and encourage them to develop as readers;
 - are relevant to the library users’ needs in content, level, and approach;
 - are in a range of formats, including electronic formats, so that together they meet different needs and provide a variety of opportunities;
 - challenge and extend the students;
 - contribute to meeting the library users’ cultural needs and interests;
 - are actively promoted to the library users.
- The library’s information resources and other resource collections in the school complement one another, and the teachers use outside resource agencies – such as the National Library’s Curriculum Information Service (CIS) and the public library – appropriately to supplement these collections.

Discussion

In this role, the school library provides an information-rich environment for the students’ learning. Having a wide range of high-quality information resources available to them enables students to develop information skills, fosters their critical thinking skills, and extends their interests and their knowledge of the world and its cultures.

The school library’s information resources support:

- all areas of the curriculum;
- students’ recreational reading;
- school-wide initiatives that contribute to the students’ achievement, for example, special initiatives in literacy and numeracy learning.

The notion of collection has changed from the sum of all those materials physically available within the four walls of the library or within the school’s physical perimeter, to data and collections of data (information) available locally, nationally and internationally.

Dillon, 1998, page 133

School library resources are available to students in an increasing range of formats (print, electronic, and multimedia), and many of them may also be accessed online. They include

resources suitable for students' independent use at all levels, catering for a variety of students' needs and learning styles. They also include resources in languages other than English. As well as Māori-language materials, New Zealand school libraries provide resources in other languages to support school languages programmes and programmes for NESB students (students from non-English-speaking backgrounds). At secondary level, the school library's resource collections are also developed to reflect an increasing range of specialist options for students, including vocational and distance learning courses.

The best collection in the world is useless if it is irrelevant to the users of the school community for which it was 'built'.

Dillon, 1998, page 154

The development of library collections and access to online resources is a planned process that involves:

- consulting with the teaching staff and gathering input from the students;
- assessing the information resources that the library holds or gives access to;
- making decisions about appropriate formats (for example, deciding whether to acquire a resource in print or in an electronic format, or choosing to purchase the CD-ROM form of a service rather than providing access to the service online);
- setting priorities for budget expenditure before selecting resources to meet identified student needs;
- ensuring that the library's collections and resources are fully used by the school community.

In its role as a provider of information resources, the school library does not stand alone. Its information resources are selected in the context of other resource collections in the school and are supplemented by information and resources from the National Library, the local public library, and the wider community.

Voices

Collection Development

We cover quite a wide age group, from ten-year-olds to senior students. I select on quality, text, illustration. We will always select New Zealand material first as long as it's quality. We also try and balance both sides of an argument – the positives and the negatives. That's in our collection development policy. We buy for those areas where there are gaps. We try and weed one section a year. We've just done the history collection, and we got the history staff in and they weeded everything that was too old or irrelevant, particularly in the light of the curriculum changes, and we replaced it with new material. It's targeted buying.

We buy multimedia resources for the library. For CD-ROM, we use similar criteria to those we apply to a print resource. It's got to be quality. In particular, it's got to be user-friendly, easy to manage, and easy to search.

Through our library intranet page, the students can directly access our two online databases, which we pay a sub for. They complement each other well. We researched a range of databases before we chose these, and then we trialled them with the staff and students for three months. These databases – or more sophisticated versions – are in most universities, so if the students go to university they will be aware of online databases, having used them at school.

We still need paper-based material as well as ICT. I think they go hand in hand. Frequently, a child will start with something that she's got off the Net, but then she'll want more specific information which she can't find there and will be drawn back to books. Also, the Net isn't quality controlled, and you can't always be sure of the authority of the author.

*Librarian,
Composite school*

With our set-up grant, we've endeavoured to buy whatever was of good quality for our tamariki, but I guess we've probably only got fewer than one hundred titles in Māori. We have a very limited collection, and that's a real difficulty, there's just so little. So we have decided that when it comes to reading, our money will first and foremost go to Māori, and secondly to good-quality writings in English, by Māori authors, that have a Māori setting to them. We share new resources at whānau hui so that parents can see where the money is going and suggest other purchases. Often, books go home with whānau that night before they even get to our library. It would be really useful to be able to share a resource bank of Māori titles via the Internet with other kura.

Most of our tamariki don't have a written literacy background. We have quite a few whānau who struggle with that side of things. So I've had a policy since I walked in the door of taking our tamariki to the public library. And we visit it on a regular basis now. The public library book bus also visits us. We borrowed from the National Library last year, and we've started borrowing again this year. Really good, direct, quick feedback, full information. However, there's a limited pool of material in Māori.

*Principal,
Te Kura Kaupapa Māori*

We support the NESB programmes by having some materials in first languages. We also provide a proportion of the collection at an appropriate level of English for when those students start learning English. Sometimes it can be difficult to access resources in other languages, but we've got a local bookshop who try very hard to get them. Also, we have the [Ministry of Education's] Learning Media [Tupu] series for Pacific Islands people for the students to use.

*Teacher Librarian,
Intermediate school*

It's easy to go for book club issues as you can get more for the price, but quality is important – you shouldn't compromise on quality. We select titles from the book award lists so that the children have access to good-quality literature. I think we've got to show a lead in that.

*Principal,
Primary school*

I think it's very important to have a buying plan. We've got a three-year buying plan that is aligned with all curriculum plans. Before, the books were just bought in an ad hoc way from visiting booksellers. Now we are really targeting our buying, and it ensures that the collection is relevant to classroom learning programmes. I'm also getting a suggestion box going for the children and the staff.

*Teacher with Library Responsibility,
Primary school*

Place

Guiding Principle: The school library is a student-centred facility designed to play a key role in the intellectual, educational, and cultural life of the school.

Critical success factors

- The library's design and facilities promote its role and function in relation to student learning, with places and spaces for a range of activities to support classroom programmes.
- The library is comfortable and student centred in its aesthetics, ergonomics, layout, and facilities.
- The library is centrally located and physically integrated with the rest of the school. There is easy access to the library from all areas.
- Student needs are paramount in the architect's design concept for a new or remodelled library building.
- Developing the library's physical environment is part of school-wide planning and takes into account present and future needs. As a planned and well-managed process, it involves effective gathering of information and advice and full consultation with the school community at all stages.

Discussion

While developments in ICT have increased access to information beyond the walls of the library, the importance of providing physical environments that nurture and support learning is increasingly recognised. The school library can also be seen as part of a wider network of educational and cultural facilities, like public libraries and museums, that have symbolic value and provide students with "a place to stand" and a sense of belonging.

As a physical place, the school library gives important messages about what is valued by the school, by the community, and by society at large. It is a visible symbol of the school's philosophy on learning and teaching, reflecting the value the school places on knowledge, independent learning, creativity, intellectual freedom, and curiosity. The library also visibly reflects the school's cultural identity and its commitment to partnership with the tangata whenua.

When building a new library, schools have the opportunity to show their commitment to education and to give students the message that they are valued.

Erikson and Markuson, 2001, page 61

Developing the school library as a physical place involves providing appropriate accommodation for information resources, both print and electronic, and considering aesthetic, ergonomic, and technical design principles to facilitate the students' access to and use of the library resources. The physical school library should cater for different students' learning needs and interests and also for the needs of library management staff. Flexibility is a key requirement, so the school library will have spaces to accommodate a range of uses by both groups and individuals. In order to establish a great learning environment, it is important to create the right ambience for students.

Creating a library for kids requires special attention to a set of aesthetics that also promotes curiosity and learning.

Lau, 2002, page 59

... libraries ... serve schools best when they're vibrant and inviting and in the "mainstream of school life".

Black, 2001, page 2

ICT is another key element to be considered. The library's use of ICT complements ICT use in the classroom, and elsewhere in the school, through its specific focus on providing ICT for individual students' use and individual students' access to information. Schools can plan for the library environment to accommodate the activities that arise from this focus. Facilities such as ICT suites, which provide opportunities for guiding students as they develop ICT skills, may be part of the library complex. If they are, then this will affect the requirements for library design. The planners also need to consider how the library building will accommodate new technologies and maximise opportunities for networking within and beyond the school.

Some schools keep their library resources and their teacher resources in adjacent spaces. This saves space, makes the task of resource management easier, and improves access to these resources for teaching staff (and also for students when appropriate).

Voices

Planning a New Library Building

Our vision was to provide a really upmarket library for our students; we wanted a vibrant, light, airy, spacious environment. We wanted it to work in terms of sight lines and traffic flow, but we also had this really strong vision about it being aesthetically pleasing.

We were part of the National Library Focus Programme in 1999. We found the National Library enormously helpful, and there was a small group of people who worked with the adviser at the beginning, and they did the gap analysis with the staff. I also attended a seminar in Wellington about building a new library, and there were quite a few experts talking there from New Zealand and overseas.

The consultation was mainly within the school. Each curriculum area uses the library in a different way, and their needs are different, so it was important to have a wide representation. We felt the students' input was very important. It was interesting that their vision was sometimes different from ours, and we were able to incorporate that.

Space was the premium thing. Once the new technologies appeared, we became more and more cramped. It's amazing how much room those technologies take up. Also, right from the beginning, we knew we wanted an L shape, because of sight lines and the way we wanted to distribute the collection. We wanted to be able to site our workroom centrally so we could see what was happening in all areas. We also wanted to be able to fit at least two classes in the library, maybe three. Individual use is important too. And we wanted a central area for ICT. We've achieved all those things. We can cater for many different types of use at one time.

Right from the beginning, we worked very closely with our architect, and we chose a library site that we could develop as the heart of the school.

I think one of the big things for us was that we took time. We didn't try and do it in a year. It took three years to plan this library.

*Librarian,
Secondary school*

We wanted it to be the standout feature in our school that makes a statement about what we think about reading and about literature – an inviting and easy place for people to access. ... Choosing the architect is absolutely pivotal if you're able to have a choice. You need somebody who listens and is prepared to make the necessary changes as you go along. I think it's good if they've got some knowledge and some interest in libraries so that they are aware of the features that are important. It's good if you can see some of their work.

*Principal,
Primary school*

Our vision is to have this really flash multi-purpose building which has book and non-book resources for whānau children and adults, teachers' resources, a whare reo where our resource section would be based. Something like a study centre and a place where we could support our whānau's learning. And we really like the idea of having a space where we can

display and create visual art, performance space perhaps. And it's really important to us that we have an environment that's comfortable for our older people to come into – to make the library accessible to them and make them feel that it's a place for them. That's really important.

*Principal,
Te Kura Kaupapa Māori*

The community were involved from the start. We had a board of trustees that was right behind us and very eager to see this whole project through. We had a community meeting about it and discussed what we were doing. There was a lot of fund-raising, and community members stripped down the inside of the old library and took up the carpet to assist us with the costs. We got grants from trusts as well, and we were part of the financial assistance scheme with the Ministry. We used a local architect and a local building firm.

Principal, Rural primary school

Do the research beforehand. Really look at the needs of the school. How is the library going to be used, how is it going to work? Try to predict and future-proof the library as much as possible, particularly when you're talking computer cabling.

Principal, Primary school

The Planning and Review Process

How We Get There: Suggestions for Planning and Review

Systematic planning and review underlie all effective school library development. Refer to page 47 for an example of one possible process of planning and review. To begin this process, you can use the library audit checklist on pages 48–53, which is based on the six guiding principles and their critical success factors. This will help you to recognise the strengths and weaknesses of your existing library so that you can decide on priorities for developing it. To inform this process, refer to:

- the ideas and examples in the “voices” on pages 18–43, where principals and staff from all kinds of schools describe how they developed their school libraries;
- the passages from research and other relevant publications quoted in the margins on pages 16–41.

Key elements of good school planning for library development include:

- keeping the focus on raising students’ achievement;
- consulting with the staff, the students, and the school community;
- agreeing on priorities for development that are reflected in objectives and action plans with realistic time frames;
- identifying who will be responsible for planning, consultation, and implementation (for example, a library committee that includes staff and board of trustee representatives);
- making links to the school’s strategic plan to ensure that library development is aligned with other school-wide strategies, programmes, and initiatives (including curriculum development, property development, staff professional development, and financial planning);
- gathering information and advice and referring to good practice examples;
- allocating adequate resources for the development (these resources will include people, funding, and time);
- clearly defining the roles and responsibilities of all the people involved and providing for appropriate professional development and training;
- documenting the development process and its results and reporting on it both formally and informally;
- establishing and refining effective procedures for monitoring, ongoing evaluation, and review of the school library.

Reviewing the Library’s Impact on Students’ Achievement

Schools can plan ways to ensure that their investment in quality library facilities and programmes is having a positive and measurable impact on their students’ achievements. One method is to compare students’ achievements before and after a significant library development.

For example, school staff or library staff could:

- assess their students' ability to retrieve resources before and after library signage is improved;
- compare students' reading habits before and after using new promotional strategies to link the library with a school-wide reading programme;
- assess senior science students' research skills before and after the library's curriculum resources are upgraded to include a wider range of material suitable for independent use by students;
- compare the reading readiness levels of students in year 1 before and after using a library-based programme targeting pre-schoolers and their families and designed to promote a reading culture in the school community.

Before-and-after studies like these can be supported by action research initiatives involving school programmes that use the library's facilities and services. The researcher or research team (which could include school library staff, class teachers, expert consultants, and independent researchers) measures the quality of learning in the programmes, identifies areas for improvement, and plans to take action as a result. For example, researchers could investigate year 8 students' approaches to using information in the library to solve a problem. The results could be used to fine-tune library systems and practices and to identify the information skills that classroom teachers may want to focus on.

In addition to taking part in formal research initiatives like these, library staff continually gather feedback from the students, the staff, and the school community. They can gather feedback through surveys, focus questions (for example, in school newsletters), and suggestion books or boxes. The information that is gathered can be used to develop or fine-tune strategies to improve students' achievement.

The school library development plan

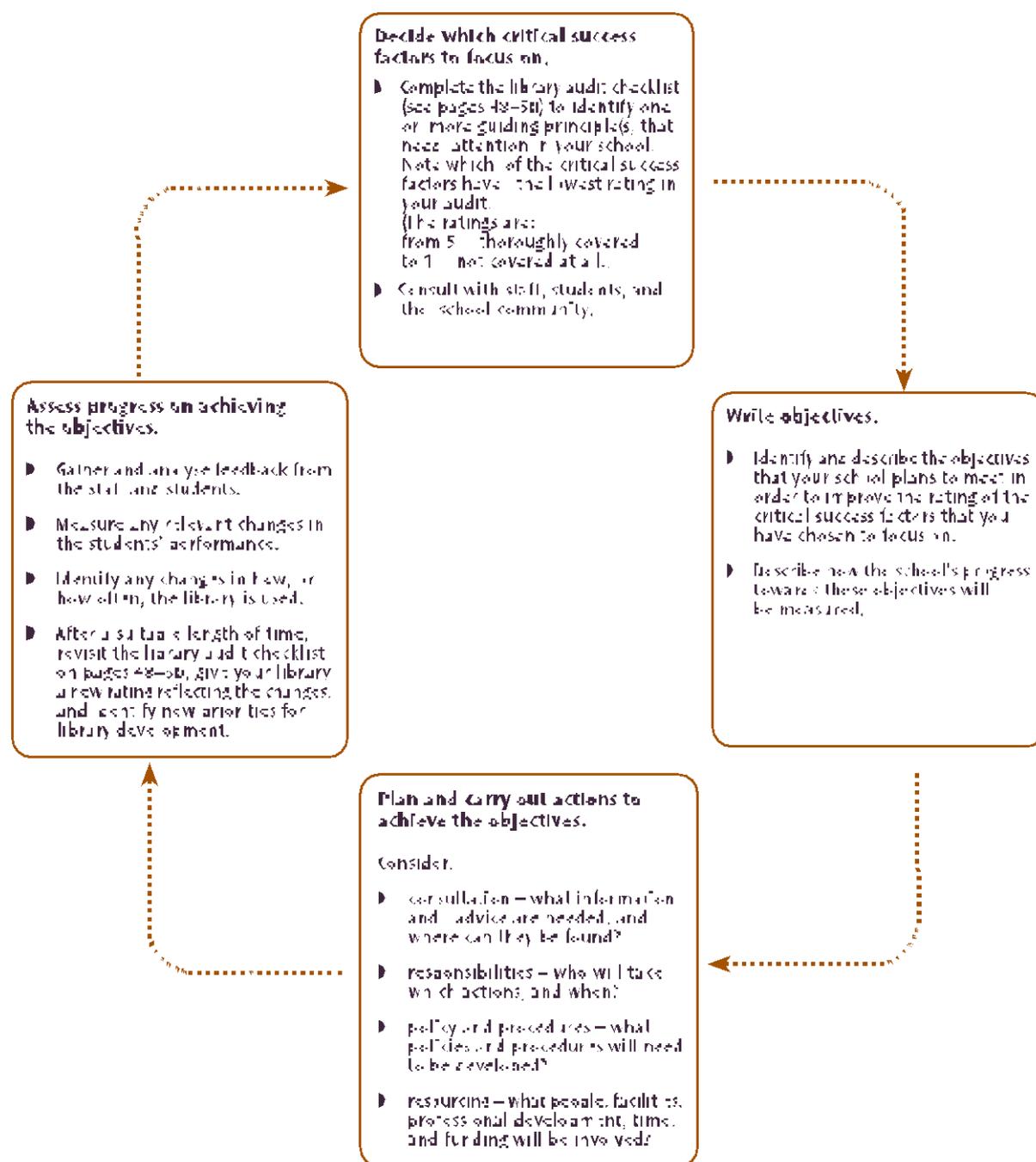
The library's proposed contribution to students' achievement will be the basis for the school's library development plan. This plan typically documents:

- a vision for the library that reflects school-wide agreement on the role of the school library;
- desired outcomes for the students in terms of their learning;
- objectives for the library that will contribute to students' ability to meet those outcomes.

Planned initiatives, progress reporting, budget proposals, and other funding requests for the library are then linked to targets for students' achievement and "owned" by the whole school community.

The Planning and Review Process: A Model to Consider

The National Library Advisory Service can provide specialist advice and assistance for the planning and review process.



Library Audit Checklist

Information literacy – The school library is a learning environment central to the development of an information-literate school community.		
<i>Critical success factors</i>	<i>Rating</i>	<i>Comments</i>
The school's staff share an educational philosophy of and a commitment to a school-wide information literacy programme in which the library plays a critical role.		
Library staff have information literacy expertise and work collaboratively with all teaching staff in the information literacy programme.		
All school staff practise and model information literacy skills and behaviours.		
The library's impact on the development of students' information literacy is measured as part of the school's assessment process.		
The library provides an environment, resources, services, and systems that support the school's information literacy programmes.		
An ongoing professional development programme in information literacy is established for classroom teachers.		
Flexible scheduling is in place to allow for library use on an "as-needed" basis.		
The library's ICT infrastructure supports the information literacy programme effectively.		

Service – The school library is a managed centre of professional expertise and support for the school community.

<i>Critical success factors</i>	<i>Rating</i>	<i>Comments</i>
The library team has a positive profile throughout the school, and the principal actively promotes the team's role as a key contributor to the students' learning.		
The library is well managed by an effective team, which is structured to maximise the library's contribution to student achievement. This team is an effective combination of people with the relevant professional expertise, personal qualities, and qualifications.		
The library staff's roles, responsibilities, competencies, qualities, and qualifications are agreed and documented in their job descriptions, and the library staff are included in the school's performance appraisal and professional development programmes.		
The students and volunteers involved in operating the library are managed, trained, and supported so that they can undertake appropriate tasks and provide positive role models to library users.		

Reading – The school library is a foundation for the school’s literacy programmes and a catalyst for the development of lifelong readers.

<i>Critical success factors</i>	<i>Rating</i>	<i>Comments</i>
The teaching staff use the school library as an essential resource for their literacy programmes and initiatives.		
The library staff actively encourage and foster the students’ love of reading, and their development as readers, through the library’s environment, facilities, resources, systems, and services.		
The school uses effective strategies to increase teachers’ knowledge of books for children and young adults.		
The school staff, including the library staff, provide the students with positive models of readers by demonstrating their own love of reading.		
The school staff, including the library staff, use effective strategies to promote a reading culture within the school and the wider school community.		
The students’ experiences as readers are extended through the school’s effective links with public library staff and services.		

Access – The school library is a hub and interface with organised systems for accessing and managing information and resources.

<i>Critical success factors</i>	<i>Rating</i>	<i>Comments</i>
The library contributes to effective information management within the school and plays an integral role in the school's ICT infrastructure.		
The library's timetable and opening hours maximise access for all users, including members of the wider school community where appropriate.		
The library has standard systems and procedures that are simple, efficient, effective, and well documented, that meet the users' needs, and that encourage the students to develop positive attitudes and to transfer the skills they learn to new situations.		
The library ICT equipment and systems meet the users' needs and provide fast, efficient, and user-friendly access to information, including appropriately managed access to the Internet and other electronic resources.		
The library networks effectively with other libraries, develops links with appropriate information agencies and sources beyond the school, and utilises their services.		

Information Resources – The school library is a provider of information resources selected to meet the curriculum and information needs of the school.

<i>Critical success factors</i>	<i>Rating</i>	<i>Comments</i>
Collection development is planned, and the plan includes policies and criteria for assessing and “weeding” the collection and for budgeting for resources, selecting them, and buying them. The teaching staff and students have input into all these processes.		
<p>The library’s information resources and also those it provides access to through online services:</p> <ul style="list-style-type: none"> • are selected to support the curriculum, foster the students’ information literacy skills, and encourage them to develop as readers; • are relevant to the library users’ needs in content, level, and approach; • are in a range of formats, including electronic formats, so that together they meet different needs and provide a variety of opportunities; • challenge and extend the students; • contribute to meeting the library users’ cultural needs and interests; • are actively promoted to the library users. 		
The library’s information resources and other resource collections in the school complement one another, and the teachers use outside resource agencies – such as the National Library’s Curriculum Information Service (CIS) and the public library – appropriately to supplement these collections.		

Place – The school library is a student-centred facility designed to play a key role in the intellectual, educational, and cultural life of the school.

<i>Critical success factors</i>	<i>Rating</i>	<i>Comments</i>
The library's design and facilities promote its role and function in relation to student learning, with places and spaces for a range of activities to support classroom programmes.		
The library is comfortable, and student centred in its aesthetics, ergonomics, layout, and facilities.		
The library is centrally located and physically integrated with the rest of the school. There is easy access to the library from all areas.		
Student needs are paramount in the architect's design concept for a new or remodelled library building.		
Developing the library's physical environment is part of school-wide planning and takes into account present and future needs. As a planned and well-managed process, it involves effective gathering of information and advice and full consultation with the school community at all stages.		

References

Only works referred to in this book are listed below. However, further reading on this subject (including reports from relevant New Zealand and international research, overseas guidelines, monographs, and periodicals relating to school libraries) and information about school library associations can be found on the National Library website at www.natlib.govt.nz

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The National Library of New Zealand

The National Library of New Zealand provides several linked services to schools.

School Services Advisers provide planning assistance to schools developing their libraries and also offer information and advice on all aspects of library planning, management, and development.

The Curriculum Information Service (CIS) lends curriculum-related resources from the Schools Collection of the National Library to all New Zealand classroom teachers and provides information and advice about resources (in all formats) to support the curriculum.

In addition, the National Library has a range of *online resources* that support the school curriculum.

Details of these services and contact information for National Library of New Zealand service centres and staff around New Zealand are available on the National Library website: www.natlib.govt.nz

Glossary

Acceptable use policy: (When using the Internet and intranets) any statement defining acceptable conduct for using a particular item and warning users about unacceptable conduct. Statements about unacceptable use can refer to creating or transmitting offensive or defamatory material, transmitting unsolicited commercial or advertising material, corrupting or destroying data, and violating the privacy of other users.

Accessioning: The process of recording additions to a library collection.

Caching (in the context of electronic information): Taking specific information and holding it in storage so that it can be used later. Having a cache reduces the number of times the computer needs to go back to the original source.

Collection: A number of books and other items that are selected and collected to meet the particular needs of a library's users; in school libraries, the collection reflects the curriculum and meets the students' learning needs.

Collection development: The process of planning the acquisition of library resources to build a relevant collection over a period of time; this process provides for depth, quality, and variety among the resources in the collection.

Copyright: A procedure whereby the originator of a piece of intellectual property (book, article, piece of music, sound recording, film, and so on) acquires a series of rights over the work created. This restricts others from such activities as copying, publishing, performing, broadcasting, and adapting the work except under specified conditions. In New Zealand, copyright lasts for fifty years after the death of the author (or, in some cases, for fifty years after the date of first production or performance). For full details, consult the Copyright Act 1994; and note that a review of the law relating to "digital copyright" is currently (in 2002) under way.

Critical success factors: Key factors that relate clearly to positive outcomes in given contexts. In this book, they are provided to enable schools to consider and address issues that relate to particular aspects of each guiding principle.

Flexible scheduling: An open booking system that allows classes in schools to be scheduled to use the library when they need to rather than having fixed, regular library periods.

ICT: Information and Communications Technologies. This term embraces the complete range of computing and telecommunications hardware, software, and network infrastructures that can provide access to and dissemination of information for teaching, learning, and communicating purposes.

Information literacy: A developing concept that encompasses the skills, knowledge, and attitudes required to use information effectively. See page 9 for further discussion of the term.

Information management: Activities that contribute, within an organisation, to the effective acquisition, production, co-ordination, storage, retrieval, and dissemination of information, in any format and from any source, leading to the more efficient functioning of the organisation (many specialist processes may be involved). See also knowledge management.

Information process model: See process approach and refer also to page 16.

Information retrieval: Locating and recalling specific information from a store of information. Electronic methods are now generally replacing manual systems, and modern retrieval includes such activities as searching full-text databases, locating items from bibliographic databases (such as an automated catalogue), and document supply via a network.

Information science: The systematic study and analysis of the sources, development, organisation, dissemination, use, and management of all kinds of information.

Intellectual property rights: The bundle of rights that includes copyright, patents, and trademarks as well as performing rights and the rights held by the makers of sound recordings and videos.

Internet (or the Net): The interlinking of computer networks, using a standard protocol that permits electronic communication on a global scale. Includes the World Wide Web.

Intranet: An in-house computer network operating within an organisation, usually constructed on the same model as the Internet.

Knowledge management: The activities involved in collecting, organising, storing, and using the information held within an organisation, including the kinds of information known to individuals as well as the store of generally known information. (These activities are greatly facilitated by electronic storage and access, typically through an intranet.)

Kura kaupapa Māori: A primary school with teaching methods based on Māori language and culture.

Librarian: See school library staffing.

Library manager: See school library staffing.

Library science: The professional knowledge and skills of a qualified librarian.

Literacy: A concept that originally referred to reading and writing skills and now also encompasses the skills, knowledge, and attitudes required to use and understand those language forms required by society and valued by individuals and communities. There are many literacies in today's society.

Mana whenua: Rights to land or authority over land.

NCEA: National Certificate of Educational Achievement.

Net: The Net is an abbreviation for the Internet. See Internet.

Pātaka: A storehouse.

Process approach: A way of making decisions by taking key actions in steps or stages.

Processing (in a library context): Using routines to prepare a book or other item for use in the library, for example, covering, stamping, and labelling the item.

Professional (in a school library context): The word “professional” is used in this book to describe qualified school library staff, that is, those whose work requires training or skills in specialised aspects of school library work, including aspects requiring a knowledge of relevant theory.

Resource-based learning: A specific process in which the learner actively engages in finding and using information from a wide range of resources and sources (including resource people); one of several similar processes used in New Zealand schools.

School library staffing: This term covers a number of library positions found in New Zealand schools, including director of information services, librarian, library assistant, library manager, teacher librarian (TL), teacher with library responsibility (TLR), trained teacher librarian (TTL), and teacher-aide.

Sustained silent reading (SSR): A system used in schools, where the entire school population reads self-selected material silently at a particular time on a regular basis.

Tamariki: Children.

Tangata whenua: The people of the land (Māori in New Zealand).

Te Aho Matua: The kaupapa or philosophy underlying the kura kaupapa movement.

Te Kete Ipurangi: A Ministry of Education website that provides online resources for teachers (www.tki.org.nz)

Teacher librarian (TL): See school library staffing.

Teacher with library responsibility (TLR): See school library staffing.

Web: The Web is an abbreviation for the World Wide Web. See World Wide Web.

Web pages: Information made available electronically at a specific source on the World Wide Web. See World Wide Web.

Website: A set of web pages with an organisational or subject focus. See web pages.

Weeding: Systematically deleting items that are in poor condition, or no longer relevant to users' needs, from a collection.

Whakaaro: Think, consider.

Whakapapa: Genealogical table; family tree.

Whānau: Family or extended family.

Whare reo: In this book, the term whare reo means a place where te reo Māori (the Māori language) is used and celebrated.

Whare taonga: Treasure house.

World Wide Web: A networked information-retrieval and communication tool, characterised particularly by its use of hypertext links to other documents and its ability to handle non-textual information, such as graphics and video; also referred to as www and the Web; part of the Internet.

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Prytherch, R. J. (2000) *Harrod's Librarians' Glossary and Reference Book*, 9th ed. Aldershot: Gower.

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Arrowtown School

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Corinna School

Holy Cross School (Papatoetoe)

Hoon Hay School

Kapanui School

Kings High School

Knighton Normal School

Koromiko School

Lyll Bay School

Lytton Street School

Mangonui School

Maniototo Area School

Mellons Bay School

Miramar North School

Opunake Primary School

Otahuhu College

Our Lady of Lourdes School

Our Lady of the Rosary School (Wellington)

Pakuranga College

Papanui High School

Papatoetoe Intermediate School

Peterhead School

Pleasant Point High School
Point View School
Port Chalmers School
Puhinui School
Pukehomoamoamo School
Queens High School
Raroa Normal Intermediate
Rosehill College
Samuel Marsden Collegiate School
St Andrew's School (Timaru)
St Mary's Catholic School (Gisborne)
Tahatai Coast School
Te Kura Kaupapa Māori O Kaikohe
Te Kura Kaupapa Māori o Otepoti
Tikipunga Primary School
Timaru South School
Waikawa Bay School
Wairakei School
Wanganui Intermediate School
Weber School
Wellington High School
Whangarei Girls' High School.

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