




Challenges and Promises for School Libraries

Pakistan Librarians Welfare Organization (PLWO)
Foundation for Authentic Information and Research (FAIR)
7 October 2011, University of the Punjab



Vision and Mission

- Transformation from isolated departments to collaborative organs of schools
- Multi-tasking
- Information related functions
 - Projects for schools marketing
 - Website
 - Social media
 - Print media
 - Electronic channels and means of communication



Collections

- Variety of formats
 - Print
 - Books (text related and general)
 - Reference (dictionaries, encyclopedias, atlases, maps, almanacs, handbooks, guides, directories)
 - Electronic
 - Digital (digitized, born digital)
 - CDs, DVDs, Pdfs
 - Online
 - Subscribed, free,
 - Access protocols
 - Multimedia



Systems

- Organization and control
 - Cataloguing, classification, labeling, shelving, security, registration
- Access
 - Information management and retrieval system (OPAC, Wi-Fi, newsletters, brochures, website)
- Hardware
 - (PCs, server, printer, scanner, barcode reader, photocopier, RFID system, fax, phone, fire protection, cabeling)



Processes

- Manual to automated to collaborative
- Librarian centered to user empowered
- Integrated and synchronized within and at school level
- Work flow (defined and flexible to users)
- User to information to information to user
- Discretionary to documented and planned
- Transparent
- Should be based on collective wisdom of stakeholders



People

- Librarians, paraprofessionals, IT people
- Specialists to multi-taskers
- Technical specialists to leaders
- Variety of skills and knowledge
- Familiarity of the school functions, governing bodies (education ministry, patrons) and environment
- Innovative, resourceful, adaptive
- Customer/service oriented with wrinkle free forehead

The image features a desk lamp in the top left corner, casting light on a white surface. The background is a brick wall. The word 'Services' is written in a large, bold, black font. Below it is a bulleted list of library services. The list items are: Reading, seating and learning environment; Registration/membership and borrowing; Ambience, temperature, light, cleanliness; Reference and information literacy; Circulation and teaching resources; Multimedia services; Email, Internet, duplicating services; and Opening hours, library periods. There are also some faint, illegible markings on the white surface, possibly from a pen or marker.

Services

- Reading, seating and learning environment
- Registration/membership and borrowing
- Ambience, temperature, light, cleanliness
- Reference and information literacy
- Circulation and teaching resources
- Multimedia services
- Email, Internet, duplicating services
- Opening hours, library periods



Administration & Management

- Staffing (hiring, performance evaluation, training and development)
- Job description
- Planning and budgeting
- Utilities
- Supplies and maintenance
- Discipline and reporting

A desk lamp is positioned in the upper left corner, casting light on a document. The document features faint architectural drawings, including a floor plan and a large blue arrow pointing downwards. A red and white pen lies horizontally across the bottom right of the document. The background is a brick wall.

Assessment

- User needs assessment
- Use statistics
- Stock verification
- Effectiveness of the resources, services, systems, processes and people
- Prioritizing and economizing
- Linking resources to performance
- Gauging the performance through Heads perspective

A desk lamp is positioned in the upper left corner, casting light on a white desk surface. The background features a brick wall. On the desk, there is a large ruler and two pens, one red and one silver. The title 'Traditional School Libraries' is centered in a bold, black font.

Traditional School Libraries

- Print rich
- Print and AV oriented
- Centralized (one physical location)
- Rigidly scheduled
- Single person staff
- Quiet, almost-empty places



School Libraries of Today

- Information rich in every format
- Multiple technologies
- Centralized and decentralized simultaneously
- Flexibly scheduled
- Professional and technical staff
- Busy, bustling learning laboratories

A photograph of a desk with a lamp, a ruler, and a pen. The lamp is on the left, casting light on the desk. The ruler is on the right, and the pen is at the bottom. The background is a brick wall.

School Libraries Mission

To teach all students to read for breadth and understanding, research with purpose and process, build knowledge with insight and responsibility, and transform their knowledge into wisdom for a lifetime of learning.



School Libraries Goals

- ✓ To ensure that all students learn in a school library environment that is safe, nurturing, positive, and respectful
- ✓ To ensure that all students develop the love of reading for learning and pleasure
- ✓ To ensure that all students develop information literacy and research knowledge and skills
- ✓ To ensure that all students have equitable access to programs, resources, and technologies of appropriateness and quality
- ✓ To ensure that all students use information and apply knowledge with understanding, responsibility, and imagination

A photograph of a desk with a lamp, a ruler, and a pen. The lamp is in the top left corner, casting light on the desk. The ruler is in the bottom right corner. The pen is in the bottom right corner. The background is a brick wall.

A School Librarian Is

- a school leader
- a program administrator
- an information navigator
- a technology facilitator
- a collaborative teacher and learner

A photograph of a desk with a lamp, a ruler, and a pen. The lamp is on the left, casting light on the desk. The ruler is on the right, and the pen is at the bottom. The background is a brick wall.

➤ School Leader

- Someone who has the education, training and credentials required to be a leader in the job
- Someone who regularly...
 - meets with the principal,
 - attends faculty meetings,
 - serves on key committees, and
 - meets with other library staff



➤ Program Administrator

- An effective manager of a school library program that is adequately staffed, stocked, and funded
 - Requires planning, budgeting, reporting, and evaluation
- Someone who works with students and teachers on a flexible schedule
 - Requires support staff

A desk lamp with a blue shade is positioned in the upper left corner, casting light on a desk. The desk surface is covered with several sheets of paper, some of which appear to be architectural blueprints or technical drawings. Two pens, one red and one silver, are lying on the desk. The background is a brick wall.

➤ Information Navigator

- A selector of print, non-print, and electronic resources that support the school's curriculum and the state's standards
- Someone who teaches others how to be information literate—i.e., to recognize an information need and to locate, evaluate, and apply information in critical thinking to solve a problem


A desk with a lamp, a brick wall, and a blueprint background. The lamp is on the left, and the brick wall is at the top. The background is a light blue blueprint with faint lines and text. Two pens are visible: one red and white pen at the bottom right and one white pen with a red tip on the right side.

➤ Technology Facilitator

- Someone who selects licensed databases and identifies authoritative free websites
- Someone who bridges gaps between students and teachers, online information, and curriculum and instruction



➤ Collaborative Teacher/Learner

- A teacher of students who collaborates with classroom teachers in design and delivery of instruction
 - A teacher of other teachers who creates more self-reliant users of information resources and technology
 - A colleague who attends local library staff meetings and state and national conferences regularly
- 

A photograph of a desk with a lamp, a ruler, and a pen. The desk is white and has a brick wall in the background. A lamp is on the left, a ruler is on the right, and a pen is at the bottom. The text is overlaid on the desk.

➤ Uses of 5 Roles for School Librarians

- Setting school goals
- Establishing a teaching-learning environment (a climate of collaboration, the value of information literacy skills)



Collection Development for School Libraries

School Library collection is developed in accordance with the:

- ✓ Curriculum
- ✓ Instructional Program
- ✓ School Community
- ✓ Emotional Needs of the Students

The background of the slide is a photograph of a desk. In the top left corner, there is a desk lamp with a white shade and a silver base. The desk surface is white and has a large blue ruler and a red and white pen. In the background, there is a brick wall. The title 'Selection Process' is written in a large, bold, black serif font in the upper right quadrant of the image.

Selection Process

The selection process may also include consultation with:

- School administrators
- Teachers
- Students
- Parents
- Staff of the Department of Libraries



Cooperation between Teachers and School Librarian

- Teachers and librarians work together in order to achieve the following:
 - develop, instruct and evaluate pupils' learning across the curriculum
 - develop and evaluate pupils' information skills and information knowledge
 - develop lesson plans
 - prepare and carry out special project work to be done in an extended learning environment, including the library
 - prepare and carry out reading programmes and cultural events
 - integrate information technology in the curriculum
 - make clear to parents the importance of the school library



Duties of the School Librarian

- analyze the resource and information needs of the school community
- formulate and implement policies for service development
- develop acquisition policies and systems for library resources
- catalogue and classify library materials
- instruct in library use
- instruct in information knowledge and information skills
- assist students and teachers in the use of library resources and information technology
- answer reference and information enquiries using appropriate materials
- promote reading programmes and cultural events
- participate in planning activities connected to the implementation of the curriculum
- participate in the preparation, implementation and evaluation of learning activities
- promote the evaluation of library services as an ordinary part of the general school evaluation system
- build partnership with external organizations
- prepare and implement budgets
- design strategic planning
- manage and train library staff



Furniture and Equipment

An appropriately equipped school library should have the following characteristics:

- safety
- good lighting
- designed to accommodate furniture that is sturdy, durable and functional as well as meeting the specific space, activity and user requirements of the library
- designed to accommodate the special requirements of the school population in the least restrictive manner
- designed to accommodate changes in library programmes, the school's instructional programme as well as emerging audio, video and data technology
- designed to enable proper use, care and security of furnishing, equipment, supplies and materials
- arranged and managed to provide equitable and timely access to an organized and diverse collection of resources
- arranged and managed so that it is aesthetically appealing to the user and conducive to leisure and learning, with clear attractive guiding and signposting



Funding and Budgeting for the School Library

In order to ensure that the library receives its fair share of the school's financial resources, the following points are important:

- understand the school budgeting process
- be aware of the timetable for the budget cycle
- know who the key staff are
- make sure that the needs of the library are identified.



Programmes and Activities

- develop and publish national (and local) standards and guidelines for school libraries
- provide model libraries to demonstrate 'best practice'
- establish school library committees at national and local level
- design a formal framework for cooperation between school libraries and public libraries at national and local level
- initiate and offer professional school librarian training programmes
- provide funding for school library projects such as reading campaigns
- initiate and fund research projects related to school library activities and development

The background of the slide is a photograph of a desk. In the top left corner, there is a desk lamp with a glass shade. The wall behind the desk is made of red bricks. The desk surface is covered with a large, faint blueprint or architectural drawing. Two pens, one red and one silver, are lying on the desk. The word 'References' is written in a large, bold, black serif font on the right side of the slide.

References

- School Library Impact Studies. Retrieved from <http://www.lrs.org/impact.php>
- Collection Development for School Libraries. Retrieved from <http://www.docstoc.com/docs/83747313/Collection-Development-for-School-Libraries>
- The IFLA/UNESCO School Library Guidelines 2002. Retrieved from <http://archive.ifla.org/VII/s11/pubs/school-guidelines.htm>
- Audrey Church. (n.d.). School Librarians Impact Achievement! Retrieved from www.longwood.edu/.../churchap/...
- Appreciation and acknowledgement for Mr. Asif Altaf—PPT preparation

A desk with a lamp, a brick wall, and architectural blueprints. The scene is dimly lit, with a desk lamp in the upper left corner. The background is a brick wall. The desk surface is covered with architectural blueprints, showing various lines and text. The text "Thank you" is written in a large, green, sans-serif font in the center of the image. Two clusters of red flowers with yellow centers and green leaves are positioned in the bottom left and bottom right corners. A red pen and a silver pen are visible on the desk near the flowers.

Thank you

