School Libraries in Action

School Library Plan & Role Statement

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School/Library Name

School/Library
Logo

Mission

The mission statement for the school or library service should go here to firmly integrate the library into the wider picture.

Library Strategic Plan (year range, eg. 2004 – 2006)

Mission

The library mission statement – clearly articulate your general aims and objectives.

Purpose

For schools, the purpose of the Library should be firmly embedded in the overarching philosophy of the relevant education department. For example:

Government schools in Western Australia ensure that their students develop the knowledge, skills and confidence to achieve their potential and contribute to society.

(School name) fulfils this role for (type of school, eg. K – 12) students. Something about the school, its aims and objectives and the context (metropolitan/rural).

(School name) students graduate/leave with a clear sense of purpose and direction. They demonstrate knowledge, skills and confidence in school and develop skills that will equip them for (high school, senior school or careers in relevant industry sectors either immediately or after further study and training).

For the public library sector, the purpose should relate directly back to the local authority and its aims and directions for the local community.

Values

(School name) acknowledges and adopts the core shared values outlined in the [Curriculum Framework] as the basis for the development of (school name). These values are:

- self acceptance and respect of self, including initiative, enterprise and self-reliance.
- pursuit of knowledge and achievement of potential and excellence in chosen areas of endeavour.
- respect and concern for others and their rights.
- social and civic responsibility.

- environmental responsibility.

Context for Planning

The Library service at (School/Library name) is delivered within the context of promoting and developing …

School library context - could include here a general statement about resource-based learning, support of curriculum programs, integration of information literacy skill development, opportunities for all students to attain good literacy skills through access to a wide range of resources for recreational reading

Public library context - equity of access across a diverse range of interest areas that cater for a population ranging in age from 0 – 100+; people with disabilities, language differences, aged, homebound; provide access to community's historical records.

School's/library's service needs to provide opportunities for …

School context - could include here a general statement about holistic educational practice, a welcoming environment, opportunities for all students to have equal access to resources and assistance necessary to complete their chosen studies.

Public library context – could include here a general statement about working with other community agencies (education, health, aged) to provide equity of access to a range of informational and recreational resources

Cross cultural context - could include a statement here on how the Library will provide resources to cater for different cultural and ethnic points of view, disadvantaged groups such as Aboriginal/indigenous students or students with learning difficulties.

The main foci for the library service should be (may include):

- equity issues
- adequate resource support for curriculum/community programs
- resource base to promote academic rigour in the post compulsory years of schooling/resource base to prepare student entering high school
- recreational reading program to enhance literacy outcomes across the whole school
- collaborative planning and teaching to enhance information literacy across the whole school

The Plan

The Plan provides strategic direction for the Library Service at (School/Library name) over a three-year period and is a key reference point for the introduction of improvement initiatives. It is underpinned by our vision and values and reflects the breadth of issues confronting children/young people community members, not only in our school/community, but across the (government/independent school education system or the public sector of the State of Western Australia) as a whole.

The Strategic Plan is an integrated approach, providing broad direction reflecting
For education [WA context]: (WA)*A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples 1996 – 2002; Curriculum Improvement Program; Mental Health Promotion and Prevention Action Plan 1999; National Aboriginal and Torres Strait Islander Education Policy; Students at Educational Risk Strategy; and Western Australian Child Health Survey 1997.*

For public libraries: national directions from the Office of the Information Economy [Australia].

The key strategic dimensions in the Plan include (make this relevant to your particular context):

- Teaching and Learning.
- Environment.
- Policy and Procedures.

Each of the above dimensions are addressed over a three-year period.

Note: If there is no strategic plan already in place and no policy development, you need to set achievable targets to begin the process in the first year and build on these in successive years, reviewing and evaluating as you move through the three-year cycle. It may take several years to get your overarching planning documentation in the desired format. What this documentation does provide, is a clear statement of your role,

responsibilities (both educational and managerial) and where the Library fits within the whole school/community environment. The following is specifically for an educational context. Write your plan to apply to your particular context.

TEACHING & LEARNING	Year 1	Year 2	Year 3	RESPONSIBILITY
1. Information Literacy Program.	Explore (addressing things like) • Catering for different learning styles. • Developing collaborative partnerships to plan and teach information literacy skills in context. • Strategies for active participation by classroom teachers. • Advertising and display of student achievements – documentation. Establish, implement and review information literacy programs. Identify and plan for whole school professional development for teachers on the information literacy process. Include time allocation.	Implement recommendations from 2004 review. Continue to refine implement and review information literacy programs.	Implement recommendations from 2005 review. Continue to refine implement and review information literacy programs.	**TL**
2. Recreational Reading Program	Explore (addressing things like) • Whole school approach. • Developing collaborative partnerships to plan and integrate fiction resources into curriculum programs. • Strategies for active participation by classroom teachers. • Advertising and display of student achievements – documentation • Establish, implement and review/evaluate recreational reading programs • Identify and plan for whole school professional development on using the fiction collection to address literacy outcomes.	Implement recommendations from 2004 review. Continue to refine implement and review recreational reading programs. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review recreational reading programs. New focus -	**TL**

	Include time allocation.			
3. Collection Development	Include here: • Identify deficiencies in the collection. • Special collection provision – LOTE, Education Support, Fast Track, VET programs • Selection criteria to ensure the selection of appropriate resources. • Buying procedures • Ordering procedures • Vertical file – selection and management Budget management.	Review and evaluate collection development program. • Stocktake • Reporting statistics • Weeding • Continue to identify and plan for • Further collection development • Vertical file – selection and management Budget management.	Review and evaluate collection development program. • Stocktake • Reporting statistics • Weeding • Continue to identify and plan for • Further collection development • Vertical file – selection and management Budget management.	**TL/ Lib Tech/Lib Off** **TL**
4. Curriculum Teaching	If you or any of your professional staff also have a curriculum teaching load then this should also be stated here and the time allocation - include planning and marking.	Implement recommendations from 2004 review. Continue to refine implement and review computer literacy program. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review computer literacy program. New focus -	**TL**

5. Computer Literacy	Include here: • Acceptable use policies for students • Access and use • Print and Internet charges Identify student and staff needs, design and implement ongoing support and user education programs – searching skills, using software (Word, EXCEL, PowerPoint), loading CD-ROMs Implement staff professional development programs	Implement recommendations from 2004 review. Continue to refine implement and review computer literacy program. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review computer literacy program. New focus -	**TL in conjunction with Administration and Whole School Policy**
6. Virtual Library and Reference Services	Include here: Virtual Library: • Website development • Maintenance and updates • Reference services – staff and students • Cataloguing of URLs and maintenance on catalogue • Evaluation of Web resources to support curriculum programs • User education programs – online FAQs, tutorials Reference Service: • Staff and students – time allowance • User education programs – brochures, tutorials	Implement recommendations from 2004 review. Continue to refine implement and review computer literacy program. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review computer literacy program. New focus -	**TL/Computing Dept/ Lib Tech** **TL/Lib Tech** **Lib Off** **TL** **TL/Lib Tech** **TL/Lib Tech/Off** **TL/Lib Tech**

ENVIRONMENT	Year 1	Year 2	Year 3	RESPONSIBILITY
1. Library Environment	Identify and plan for a positive library environment. Include here: • Opening Hours • Orientation Programs for incoming students • Distribution of furniture for safe and even traffic flow. • Disabled access • Recreational quiet reading area. • Quiet study area - setup • Teaching areas - setup • Shelving – sections, position • Storage and loan of equipment and other resources (charts, maps, videocassettes, software) • Management and usage of equipment (computers, photocopier, VCRs, DVDs, audiocassette players, headphones, digital cameras, video cameras, digital projectors) • Displays every 2 weeks • Signage • Plants – maintenance • Permanent fixtures – paintings, school memorabilla/archives. Cleaning and repairs – equipment, furniture, computers Include time allocation.	Implement recommendations from 2004 review. Continue to refine implement and review library environment. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review library environment. New focus -	**TL** **Lib Off** **Lib Tech** **Lib Tech/Off** **TL/School Operations Manager**

	Include:			
2. Workflow	• Library borrowing/ID cards • Acquisitions procedure – making stock shelf ready • Shelving and shelf reading • Cataloguing and the circulation system • Security system • Learning area resources and class sets – cataloguing, preparation, storage • Other services – book binding, laminating, covering Include time allocation.	Implement recommendations from 2004 review. Continue to refine implement and review library environment. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review library environment. New focus -	**Lib Tech/Lib Off**
3. Working Hours and Conditions	Include: • Occupational Health and Safety information – number of students per staff supervision, space provided • Fire/disaster/emergency drills • Hours worked during lunchtime and recess – yard duty equivalent, break times for staff • After hours services Include time allocation.	Implement recommendations from 2004 review. Continue to refine implement and review library environment. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review library environment. New focus -	TL

NOTE: The inclusion of the previous section may not change your working conditions or the extra hours you will work, but it is an excellent idea to document it here. Too often the Teacher Librarian is regarded as non-academic staff and teachers and the Administration have no idea of the amount of work or the complexity of the tasks carried out by para-professional and administrative staff members in the library. You should also be aware of your Duty of Care role for students and the legal responsibilities/limitations for Library Officers.

POLICY & PROCEDURES	Year 1	Year 2	Year 3	RESPONSIBILITY
1.Policy and Procedures.	Develop and implement Library Policy. Includes: • Collection development policy • Loans Policy and procedure • Cataloguing policy and procedure • Selection Criteria and procedure • Challenge policy and procedure • Weeding policy and procedure • Viewing policy and procedure • Copying policy and Procedure • Equipment maintenance and procedures (computers, photocopier, printers, VCRs, DVDs, audiocassettes, digital cameras, video cameras, digital projectors) • Library software (automated system) policy and procedure (include here upgrades and maintenance) • ICT policy and procedures – computers and any other technology Include time allocation.	Implement recommendations from 2004 review. Continue to refine implement and review library environment. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review library environment. New focus -	**TL** **TL/Lib Off/Lib Tech**
2. Copyright and Fair Use	Include here: • Edu Department copyright policy • School copyright policy • Student programs – plagiarism and intellectual property, intext referencing, bibliographies • Signage – around photocopiers, library, classrooms • Implement staff professional development • Copying Policy and procedure – Video taping/copying, CD-ROM burning Include time allocation.	Implement recommendations from 2004 review. Continue to refine implement and review library environment. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review library environment. New focus -	**TL/ School Operations Manager /Administration**

3. Archives and School Memorabillia	Include: • Policy statement and procedure – what will be kept, storage facilities • Access • Displays • Budgeting • Digital records/photographs Include time allocation.	Implement recommendations from 2004 review. Continue to refine implement and review library environment. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review library environment. New focus -	**TL/Lib Tech/Lib Off**
4. Committees	Clearly state which committees or groups you and your staff are prepared to become involved in as part of your duty statement. May include: • IT Committee • Year Book Committee • Graduation Committee • Learning Skills Committee • Professional Development Committee • Curriculum Improvement Program • Social Committee Include time allocation.	Implement recommendations from 2004 review. Continue to refine implement and review library environment. New focus -	Implement recommendations from 2005 review. Continue to refine implement and review library environment. New focus -	**TL/Lib Tech/Lib Off**