

DOWNLOAD PDF CILIP GUIDELINES FOR SECONDARY SCHOOL LIBRARIES

Chapter 1 : Cilip Guidelines for Secondary School Libraries by Lynn Barrett

The guidelines will also be of interest to teachers, especially those in management positions, school governors, business people who service school libraries, and students of librarianship. 1. The school librarian and learning: CILIP's vision.

West Sussex Schools Library Service Context Purpose and Content The purpose of the policy is to make clear, for the whole school community, the role, aims and objectives of the library, including: It should relate to: The Policy should include: It should be revised regularly alongside other school plans and form part of the school cycle of reviews. CILIP recommends that the school has a library policy that is effectively implemented through good practice. A multi-media, interactive learning environment motivates pupils to explore resources for both curriculum Ideally the library should be: The library should embrace: Other spaces for the school library can be created imaginatively but it is important that the library functions fully according to the recommended guidelines, and fulfils Health and Safety criteria. Accommodation and shelving Accommodation Size is important. There are a number of factors to consider when calculating the ideal size of the library. Shelving Shelving may be either wall mounted or freestanding. Ideally shelving should be: Other forms of shelving include: Shelving should be purchased from a specialist library supplier. This is a Health and Safety requirement. Lighting Wherever possible, make the most of natural light. Strip lighting is preferable and needs to be placed appropriately for even distribution of light. STAFF All staff, pupils, parents and the governing body need to be involved in the school library, sharing in plans, and helping to ensure that use is successful and effective. Why appropriate staffing is essential Running a school library is more than day to day operational routines. Time and support is required for management and strategic development. This needs to done by the library co-ordinator or librarian and includes: Staffing options Primary school libraries can be managed in one of the following ways: Enthusiasm and experience are essential and the post should be open to all teachers. This ensures a full range of resources to cover the information needs of the curriculum and provide sufficient reading materials for all ages and abilities. Why is selection so important? The school library will stand or fall on its stock. Pupils and teachers who find what they want will return to use the library and will trust the library to meet their needs. The stock reflects a balance between supporting the curriculum and providing resources to meet individual needs and interests. As well as providing all users with resources that they know they want and need, the library can take them beyond the known into new worlds. Selection is not just responsive to need; its role is also to inspire and challenge. Where better to discover new resources, new authors, genres and interests, than in the school library? Selecting and withdrawing resources needs to be systematic to ensure currency and relevance. A regular routine needs to be established. Selection policy This should be part of the library policy. It should complement the whole school policy on resource provision, i. The selection policy is therefore part of a wider policy; creating a context for stock management in terms of acquisition, promotion and use. Library suppliers Library suppliers offer a wide range of materials which can be viewed in showrooms, catalogues, on CD-ROM or on the Internet. They process stock, i. Discounts can be negotiated. The local bookshop is a valuable place to see resources. Is it relevant to the age and abilities of the pupils? How will the item make a difference? For all resources check: Paperbacks should always be plastic-jacketed. Decide which format is most appropriate for the age group and intended use “ borrow or buy? Welsh “ author credentials. Relying on the work of others can speed up the process. Sources of help and advice services offered by a Schools Library Service include exhibitions of recommended books, booklists, reviews, etc. Only put in Stock review programme It is important to undertake regular audits and edits of library stock, to ensure that resources remain relevant and attractive. Information from this contributes to the production of a development plan and to the informed acquisition of new stock. If the books for sale are no A Schools Library Service can advise on all aspects of the selection policy including evaluation and maintenance. Ease of use clarity of screen and instructions Style and language clear and grammatically correct

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Other considerations include: Compatibility will it run on existing equipment? Functions and facilities available as a part Information accuracy correct and current of the software, eg. If so, how often and at what cost? The Educational Software Data base gives information about the technical requirements for running software. See page 24 for these Web site addresses. Format suitable for the subject matter and intended users. Fiction and picture books Assessment criteria While quality is important, so too is balance of stock and having the right book for the right child. The content should be appropriate to the maturity of the reader. Characterisation how do the characters interact with other characters in the story? Use of slang should not be gratuitous but appropriate to the plot and readership. Big Books will it last? Look at paper quality and binding. Books, and other resources, need to be organized in a logical sequence and labelled clearly. A Schools Library Service will be able to provide advice. Dewey organises knowledge into 10 numbered categories, e. A Schools Library Service can provide training and advice on how to classify, or can do this for you. Loaning resources An issue system can be useful in order to: Most schools allocate a page of the book to each child. When books are returned, the child ticks off the record of the loan. Some schools like to note both the date of the loan and of the return. The book title is written on the card, sometimes with the date. Again, when books are returned, the child ticks off the record. Details of suppliers of book-cards and book-pockets can be found in the catalogues of library suppliers. See Computerised Library Management Systems p. As well as the Dewey system, coloured labels to indicate broad categories can be used. A Schools Library Service can advise on local policy. Keywords make finding information easy. When assessing different systems cost, installation, operation and maintenance all need to be considered e. Company Information does the company have a good reputation? For further advice A Schools Library Service can advise on evaluating the range of computerised library management systems available for a primary school library. CILIP recommends that schools use one of the specialist computerised library management systems available. The youngest readers Even before children start school they can visit the school library as part of their introduction to the school day. Picture books, novelty books, board books and nursery rhymes should be part of the core stock to encourage children and parents to read together. Developing readers There are many attractive first reading series which offer both familiarity and challenges but which are not devised as reading schemes. Poetry, short stories, non-fiction, picture books for older readers and story-tapes also appeal to new readers. Many will still enjoy the younger picture books. The short paragraphs of text in non-fiction books can also be interesting for new readers. Confident readers Confident readers still need support. The main fiction sequence should include quick reads as well as more indepth stories. Pupils relish the freedom to dabble, explore, read up and down, take risks, make choices and read for escapism. The school library should encourage reading exploration. Pupils of all abilities need to be reassured that their reading experiences are valid, and to have opportunities and activities to measure and test validity. Reading Groups A Reading Group starts with the interests of the pupils and allows them to develop the identity of the group and the nature of the reading activities, which can include: Story Sacks Combine a book fiction or non-fiction with activities and a collection of objects, and package them in a decorated fabric sack. The sacks can be put together by parents and other volunteers and loaned for use at home as well as in the classroom. Story sacks work well with pupils of all ages including children with special needs. Reluctant readers Make sure that there is plenty to interest reluctant readers, e.

Chapter 2 : Schools | CILIP

The guidelines will also be of interest to teachers, especially those in management positions, school governors, business people who service school libraries, and students of librarianship. Read more Read less.

Chapter 3 : Lynn Barrett (Author of Cilip Guidelines for Secondary School Libraries)

Covering every aspect of providing a school library service, from information literacy and reader development to

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budgeting, management and partnerships, these guidelines will empower school libraries to improve upon and advocate for their services.

Chapter 4 : The CILIP guidelines for secondary school libraries (eBook,) [calendrierdelascience.com]

CILIP, through their publishing arm Facet Publishing, have announced the release of the third edition of The CILIP Guidelines for Secondary School Libraries. School libraries are an integral part of the educational process.

Chapter 5 : The CILIP/SLA/DFES Primary School Library Guidelines by Steve Palmer - Issuu

This bar-code number lets you verify that you're getting exactly the right version or edition of a book. The digit and digit formats both work.

Chapter 6 : Essential new guidelines for secondary school libraries | CILIP

These guidelines are the recommendations of CILIP for the effective management of secondary school libraries. They are primarily directed to those who manage school libraries, but also important for those involved in the strategic management of schools and school districts.

Chapter 7 : SLA - Design Guidelines for a Secondary School Library

We publish the journal School Libraries in View (SLiV), circulate a monthly e-newsletter to members and produce publications such as CILIP Guidelines for Secondary School Libraries. Member sign in Our news.

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'The CILIP Guidelines for Secondary School Libraries will undoubtedly be absolutey essential reading for all school librarians.' [New Library World] Synopsis The school library empowers learning: it gives access to real and virtual environments where learners can discover resources that inspire and develop them.

Chapter 9 : The CILIP guidelines for secondary school libraries (Book,) [calendrierdelascience.com]

This volume is a small, targeted handbook for evaluation of a contemporary school library service, both formal and school-wide and informal and library based. It is both rigorous and relevant in its detail and straightforward and well organised in its methodology. It is specifically focused on the.