

# **Attainment is Absolute?**

***Realising the educational role of the School  
Library***

Hampshire Schools Library  
Service

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# Role of School Librarianship

Traditionally two process focussed strands:

- Reader development
- Information Literacy

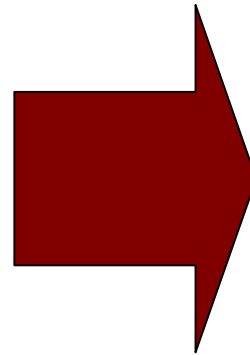
Third (the teacher focus!!)

- be an outlet for creativity
- facilitate and improve writing
- develop communication skills

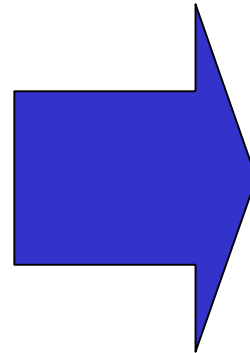
# Information Literacy

*(Marland, M. 1981)*

1. 'What do I need to do?
2. Where could I go?
3. How do I get the information?
4. Which resources should I use?
5. How shall I use the resources?
6. What should I make a record of?
7. Have I got the information I need?
8. How should I present it?
9. What have I achieved?'



Library Role



Teacher Focus

# Common Delivery Models

- Stand alone
- Across the curriculum
- Embedded in the curriculum

**One size does not fit all!**

# To be successful it should be...

- At the point of need
- Tailored to the task
- Meets student and teacher needs

# Management of change

- Need
- Clarity
- Complexity
- Quality and practicality
- Local factors
- Head + Teachers
- External factors

Fullan (2007)

# Departmental Engagement

What works?

- Implementation
  - Bottom up + Top down
  - Baby steps
  - Go where the energy is...
- Word of mouth
- Departmental meetings
- Middle Leaders + SLT
- INSET

# Guiding Principles for Survival

- **Modelling**
  - What to do Vs **How to do it**
- **Skill Transfer** Be explicit
- **Metacognition**
- **Role of emotion**
- **Process Evaluation**
  - Proactively seek evidence for improvement + establish relationship of library with attainment evidence
- **Communicate outcomes with key stakeholders**
  - Make the link to attainment, student behaviour and confidence
  - Provide SLT with audit trail



So.....

Realising the educational role of the Library  
in the eyes of teachers, students and  
most importantly, the Headteacher  
is **our** key to survival.

# Information Literacy Classics

- Beyer, B. (1997) Improving student thinking: a comprehensive approach. Boston: Allyn and Bacon.
- Fullan, M. (2007) The new meaning of educational change. Abingdon: Routledge.
- Information skills in the secondary curriculum: the recommendations of a working group sponsored by the British Library and the Schools Council. (1981) Edited by M. Marland. London: Methuen.
- Kuhlthau, C. C. (1993) Seeking meaning: a process approach to library and information services. Westport: Ablex Publishing.
- Lincoln, P. (1987) The learning school: Library and Information Research Report 62.
- Tabberer, R. (1987) Study and information skills in schools: British Library R & D Report 5870. Windsor: NFER-Nelson.
- Todd, R. and Kuhlthau, C. (2004), Student learning through Ohio School Libraries: the Ohio research study. Ohio: Ohio Education Library Media Association. Available at: <http://www.oelma.org/StudentLearning/documents/OELMAReportofFindings.pdf>
- Williams and Wavell (2007) Secondary school teachers' conceptions of student information literacy. Journal of Information and Library Science December 2007 39 4 p.199-212