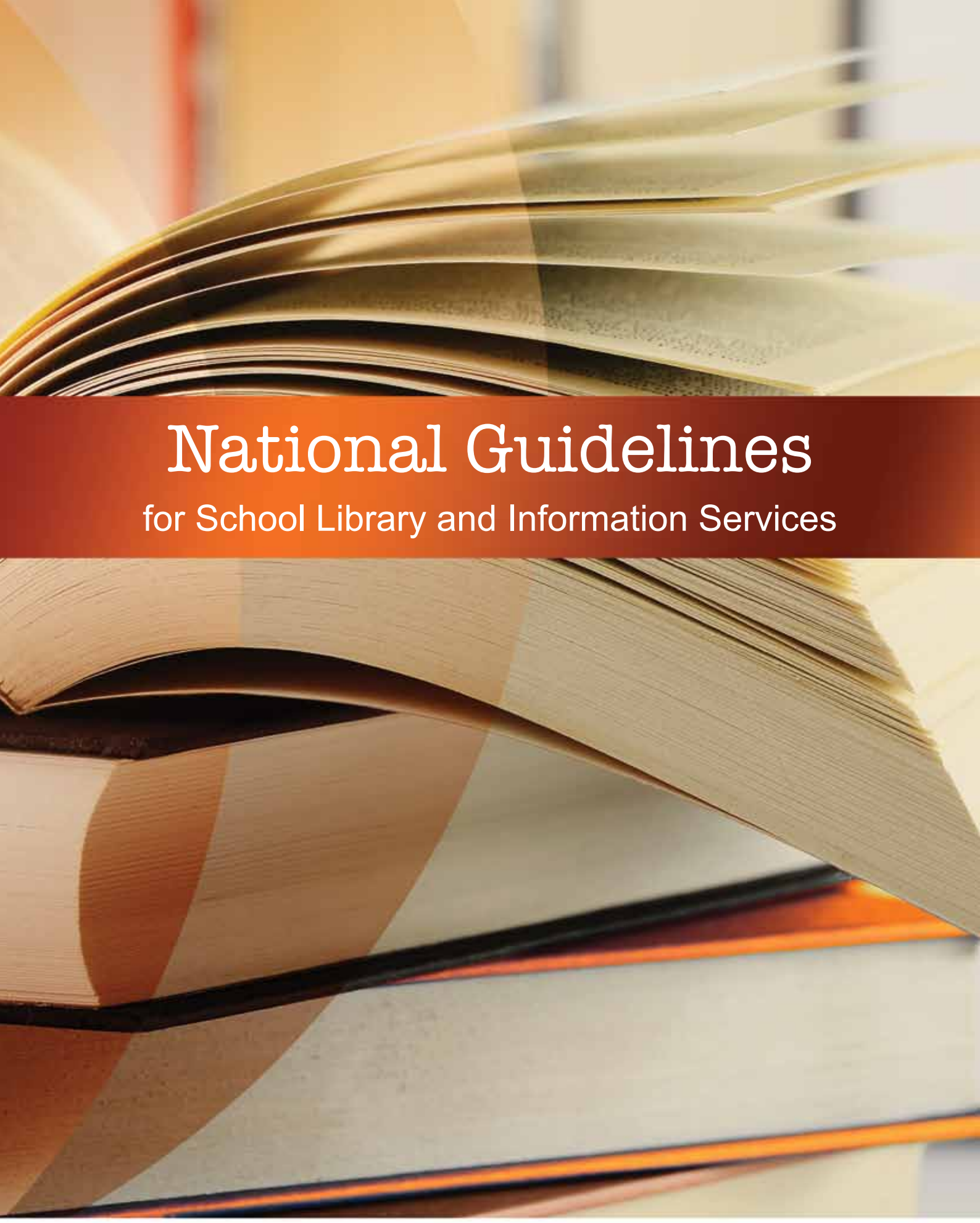

National Guidelines

for School Library and Information Services

basic education

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FOREWORD

The Department of Basic Education (DBE) continues to work hard to ensure quality education for all the children of South Africa. An essential element in this journey is to provide access to credible, quality library and information services to support the implementation of the curriculum. Many of our children, unfortunately, had to go through the education system without this vital service to support them in their learning and equip them to function effectively in an increasingly information and knowledge-based world.

Given current backlogs in the country, the DBE has taken a developmental approach towards the provision of these services. These service options range from providing classroom libraries and cluster, mobile and school community libraries, to a fully fledged library and information service in all schools. This approach will assist the education system in managing the huge financial, infrastructural, human and material resources, and the logistical implications of working towards a fully functional library and information service for schools. In addition to the move to increase access to school library and information services, is the DBE's commitment to increase access to high-quality learning materials; starting by providing textbooks for every learner in the schooling system and moving towards providing additional resource materials.

We therefore developed the *National Guidelines for School Library and Information Services* in line with the above approach. These guidelines are intended to offer useful guidance to all role-players. They provide information and ideas that are fundamental to the provision of school library and information services for learners and teachers at schools, and they address a number of audiences who work with schools, including district and provincial education offices. In the development of these guidelines, the Department consulted, amongst others, the International Association of School Librarianship (IASL), the International Federation of Library Associations (IFLA) and the *School Library Manifesto* of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), as well as the *National Library and Information Services Transformation Charter* of the Department of Arts and Culture (DAC), and the National Council of Library and Information Services (NCLIS). These guidelines therefore benefited from partners with appropriate experience in the provision and support of libraries.

I trust that you will find the guidelines helpful, and that you will effectively implement them as we jointly strive to ensure quality education for all the children of this country.

Mrs AM Motshekga, MP
MINISTER OF BASIC EDUCATION
Date: 15 March 2012

ACRONYMS

AASL	American Association of School Librarians
ABET	Adult Basic Education and Training
ACE	Advanced Certificate in Education
ADESSA	Associated Distributors of Educational Supplies in Southern Africa
APA	African Publishers Association
ASLA	Australian School Library Association
AUP	Acceptable Use Policy
CILIP	Chartered Institute for Library and Information Professionals (UK)
CMC	Curriculum Management Committee
CPTD	Continuing Professional Teacher Development
DAC	Department of Arts and Culture
DDG	Deputy Director-General
DBE	Department of Basic Education
ECD	Early Childhood Development
ELITS	Education Library, Information and Technology Services
ELSEN	Education for Learners with Special Educational Needs
EMIS	Education Management Information Systems
FET	Further Education and Training
GET	General Education and Training
IASL	International Association of School Librarianship
ICT	Information and Communication Technologies
IFLA	International Federation of Library Associations and Institutions
IPET	Initial Professional Education and Training
LCD	Liquid Crystal Display
LIASA	Library and Information Association of South Africa
LIS	Library and Information Services
LTSM	Learning and Teaching Support Materials
MIOS	Minimum Interoperable Standards
NCLIS	National Council for Library and Information Services
NGO	Non-governmental Organisation
NLPF	National Language Policy Framework
NQF	National Qualifications Framework
OCR	Optical Character Recognition
OPAC	Online Public Access Catalogue
PASA	Publishers Association of South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
SABA	South African Booksellers Association
SGB	School Governing Body
SLYSIG	School Library and Youth Services Interest Group
SMT	School Management Team

CHAPTER 1: INTRODUCTION AND BACKGROUND

The vision of the Department of Basic Education (DBE) is that schools will have well resourced and functioning school library and information services, which will contribute towards ensuring that all learners and teachers are information literate and independent lifelong learners and readers.

School library and information services must provide learners and teachers with access to a wide variety of curricular support resources, exposing learners to diverse ideas, experiences and opinions. Furthermore, the service must instil a culture of reading and writing, promote respect for intellectual property and support the acquisition of information literacy skills to access, process and use information resources in various formats, including digital formats, where accessible and appropriate. The South African school curriculum is, in essence, a resource-based curriculum and it is to attain the objective of integrating resources in order to develop information literate learners and a culture of reading, that these guidelines were developed.

School library and information services should also provide a broader base of provision, including an information service to the youth, the building of community and social capital, reflecting the culture and values of the school and broader community, and embracing the principles of diversity and democracy.

This document, the *National Guidelines for School Library and Information Services,* includes the concept of a centralised school library, but also a flexible, incremental approach that includes other models. The elements of each model are expanded upon in the guidelines, so that schools can consider the options and plan for the most effective service that they can provide. The *National Guidelines for School Library and Information Services* must be viewed in tandem with *the National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment 2010*, which seeks to transform the school environment into an enabler for the effective implementation of sector policies, effective curricula delivery, and effective teaching and learning processes. The physical teaching and learning environment is being broadly conceived as comprising a school infrastructure which includes school libraries – hence the provision of centralised school libraries is located within a holistic context of the provision of school infrastructure. All schools must have a library and information service that meets the needs of the users and appropriate models of library provisioning may be considered, depending on the size of the school.

The overriding principles of resource provision are that each and every learner and teacher needs access to a range of quality resources that are age appropriate, current and relevant, and which inculcate a love of reading and encourage the enquiring mind. Furthermore, the resources, including digital resources, should be accessible throughout the school day and after school and administered by a knowledgeable person. The *White Paper on e-Education* should also be viewed in tandem with the *National Guidelines for School Library and Information Services*, as there are many considerations regarding resource provision and access to information that these two documents have in common.

CHAPTER 2: ROLES AND RESPONSIBILITIES

School Library and Information Services should support dynamic learning programmes in the information age. They may begin in schools without libraries, but should be developed as rapidly as possible to offer relevant support to the process of teaching and learning. Essentially there are four levels of library and information services in the education system, namely national, provincial, district and school level. These levels must work in synergy to ensure access to quality library and information services for all.

Levels of School Library and Information Services

1. Department of Basic Education

The Department of Basic Education (DBE) accepts overall responsibility for the development, publication and distribution of the national guidelines to provinces, districts and schools. The DBE also accepts responsibility for the national planning and coordination of library and information services as part of the provision of learning and teaching support materials (LTSM).

The National Education School Library and Information Services is responsible for providing leadership by:

- developing National Guidelines for School Library and Information Services for the provinces;
- coordinating, monitoring and evaluating the implementation of the National Guidelines for School Library and Information Services;
- developing, coordinating, monitoring and evaluating the implementation of a national information literacy programme;
- leading and coordinating the regular feedback from the provinces via the Curriculum Management Committee (CMC) in order to consult, share expertise and ideas, plan jointly for, and report on school libraries and information programmes and projects at national and provincial level;
- planning, coordinating, monitoring and evaluating national school library and information services related projects in collaboration with the provinces;
- coordinating local and international library days and events in consultation and partnership with other government departments, the provinces and other relevant stakeholders;
- collecting and providing statistical data at a national level, such as the number of school libraries, details regarding stock, levels of usage, connectivity, computers, budgets, etc., in conjunction with Education Management Information Systems (EMIS);
- advising on asset management/library automation to ensure compliance with the Minimum interoperable Standards (MIOS) applicable to all government systems in order that the provincial, district and school libraries can later interface with the DBE's national transversal system;

- coordinating the joint selection and evaluation of appropriate library resources as far as language, reading levels, and reading needs and interests of a particular group of users is concerned, and linked to the LTSM selection process;
- coordinating local and international relationships, partnerships and donors, e.g. mobile library and computer donations;
- planning and coordinating research on School Library and Information Services on a national and provincial level;
- providing cross-sectoral representation, e.g. Curriculum, as well as Information and Communication Technologies (ICT) Committees;
- co-ordinating cross-sectoral collaboration and liaison with other components of the DBE, e.g. e-Learning, Early Childhood Development (ECD), General Education and Training (GET), Further Education and Training (FET), Education for Learners with Special Educational Needs (ELSEN), Inclusive Education, Adult Basic Education and Training (ABET), Physical Resourcing, Procurement, etc;
- coordinating cross-sectoral collaboration and liaison with other Library and Information Services (LIS) related departments, organisations and institutions, e.g. the national Department of Arts and Culture (DAC), the Library and Information Association of South Africa (LIASA), the School Libraries and Youth Services Interest Group (SLYSIG) of LIASA, etc;
- liaising with university faculties offering training by means of Initial Professional Education and Training (IPET) and Continuing Professional Teacher Development (CPTD) courses, diplomas and degrees for teacher-librarians and teachers in the field of school library and information services;
- the integration of information literacy with, and the promotion of reading into the National Curriculum;
- engaging with non-governmental organisations (NGOs), suppliers and coordinating bodies, such as the Publishers Association of South Africa (PASA),African Publishers Association (APA) the South African Booksellers Association (SABA) and the Associated Distributors of Educational Supplies in Southern Africa (ADESSA); and other role players in the field of LIS;
- monitoring and evaluation in order to ensure that effective delivery takes place.

2. School Library and Information Services at Provincial Level

The School Library and Information Services at the provincial Departments of Education must liaise with the national DBE to receive guidance and support in respect of infrastructure, staffing, ICT usage, basic library management and budgeting, including utilising a percentage of the LTSM budget for library resources in accordance with the schools' needs. This could be proportioned to include stationery, furniture and equipment**.**

School Library and Information Services in the provincial Departments of Education could offer centralised procurement and the processing of library material services to schools that wish to benefit from these services in accordance with systemised procurement, as specified in the *National Policy on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment 2010,* and *National Norms and Standards for School Infrastructure.* Schools could, however, still exercise the option of procuring their own school library materials.

As the provider of provincial/regional/district library and information services to schools, the provincial Departments of Education are responsible for developing, organising, coordinating, monitoring and evaluating school library and information services, and reporting to the DBE via their representative on the CMC.

Through the establishment of provincial, regional or district libraries (education/teacher/resource centres), the provincial Departments of Education must provide various library and information-related services to schools within the provinces. One such service is through supplementing the shortage of library-based resources at schools from a central provincial education library, with libraries/education/teacher/resource centres at regional/district level. The pool of resources in these collections could be circulated amongst schools via block loans, book boxes or a mobile library service. This is a cost-effective way of optimising the limited resources at a province's disposal and it avoids unnecessary duplication of resources.

Provincial School Library and Information Services are responsible for:

- coordinating, monitoring and evaluating the implementation of the National Guidelines for School Library and Information Services;
- leading and coordinating regular meetings with district officials in order to consult, share expertise and ideas, plan jointly for, and report on school library and information services programmes and projects at provincial level;
- developing, coordinating, monitoring and evaluating the implementation of a national information literacy programme;
- planning, coordinating, monitoring and evaluating provincial School Library and Information Services-related projects in collaboration with the other provinces and the DBE;
- coordinating local and international library days and events in consultation and partnership with other provincial government departments, the other provinces and the DBE, as well as other relevant stakeholders;
- collecting and providing statistical data at provincial level, such as the number of school libraries, details regarding stock, levels of usage, connectivity, computers, budgets, etc., in conjunction with EMIS;
- managing and coordinating training and professional development programmes for teachers, teacher-librarians, library assistants and other support staff;
- providing an advocacy function via the electronic media such as a website, radio and television, as well as the print media, such as newspapers, newsletters, posters etc;
- coordinating a provincial asset management/library automation system;
- managing an ICT programme that promotes access to electronic resources, including a standard asset management/library automation programme, which is accessible either via a network or via a stand-alone computer;
- coordinating local and international relationships, partnerships and donors, e.g. a mobile library and computer donations;
- planning and coordinating research on School Library and Information Services at provincial level;

- coordinating cross-sectoral collaboration and liaison with other components of the DBE, e.g. e-Learning, ECD, GET, FET, ELSEN, Inclusive Education, ABET, Physical Resourcing, Procurement, etc;
- coordinating cross-sectoral collaboration and liaison with other LIS-related departments, organisations and institutions, e.g. the DAC, LIASA, LIASA's SLYSIG, etc;
- liaising with university faculties offering training by means of IPET and CPTD courses, diplomas and degrees for teacher-librarians and teachers in the field of School Library and Information Services;
- integrating information literacy with, and the promotion of reading into the National Curriculum;
- engaging with NGOs, suppliers and coordinating bodies, such as PASA, APA, SABA and ADESSA; e.t.c
- monitoring and evaluation in order to ensure that effective delivery takes place;
- providing cross-sectoral representation, e.g. on provincial Curriculum and ICT Committees;
- managing the training and professional development programme for teachers, teacher librarians, library assistants and other support staff;
- providing an advocacy function through electronic media, such as a website, radio and television and also print media such as newspapers, newsletters, posters etc;
- coordinating local and international library days and events independently or in partnership with the DBE and other stakeholders where relevant;
- initiating and maintaining local and international relationships/partnerships and donors e.g. mobile library and computer donations;
- coordinating programmes and projects in the provinces, e.g. provincial conferences and exhibitions; and
- monitoring school library and information services in schools by ensuring that regular reports are received from school library advisors.

3. School Library and Information Services at District Level

School Library and Information Services at district level include education libraries or education centres/ teacher/resource centres at district offices (also at circuit offices), mobile libraries and support to school library and information services within schools, as well as the professional development and support of teacher-librarians. School Library and Information Services at district level form part of the other support services within a district, for example:

- *Education libraries or education centres/resource centres:* Specialist teacher librarians, in conjunction with support staff, should manage education libraries and education/teacher/resource centres that have a library component, as well as mobile libraries in districts.
- *School library advisors*: They should visit schools, run workshops, organise advocacy events and provide guidance regarding School Library and Information Services, as well as promote the establishment of school library discussion groups or forums in districts.

Staff members in School Library and Information Services at district level are responsible for:

- assisting and providing guidance in respect of coordinating/processing school library resources;
- providing support to the district office and district officials;
- managing education libraries and education centre/resource centres as model sites;
- supporting teachers in their task of teaching; and
- managing mobile library services to schools.

School library advisors at School Library and Information Services rendered at district level, are responsible for:

- providing professional support through visits to schools;
- implementing the National Guidelines for School Library and Information Services;
- supporting all development models in School Library and Information Services by means of school library advisors;
- providing guidance and support in respect of budgeting and procurement to support School Library and Information Services;
- providing guidance and support in maintaining and managing core collections of all development models in School Library and Information Services;
- providing guidance and support with the implementation of national information literacy programmes;
- providing an advocacy strategy for the schools and district;
- promoting the establishment of school library discussion groups or forums in the districts;
- providing training and professional development of teachers and teacher-librarians;
- providing training in the effective utilisation of school library and information resources;
- promoting networking with local NGOs, partnerships and public/community libraries;
- monitoring and reporting to the provincial Departments of Education.

4. School Library and Information Services at School Level

At school level the School Library and Information Service must provide learners and teachers with access to a wide variety of curriculum support resources, and expose learners to diverse ideas, experiences and opinions so as to instil a habit of reading for the purpose of both information and recreation.

A key function of the school library is to promote a culture of reading. The School Library and Information Service should provide access to material in all languages, especially those in use at the school, and should

include reference material, fiction and non-fiction, magazines, periodicals, newspapers, as well as digital and visual material.

Another function is the provision of a reliable information service to young people, which is essential, especially with regard to recourse to, and information on careers, finance, health, sexuality, violence, crime, poverty, child-headed families and other socio-economic issues.

The School Library and Information Service in schools may take different forms, including the centralised school library model, ideally managed by a dual-qualified teacher-librarian, with the support of a library assistant. The School Library and Information Service exists to provide learners, teachers, school management and the extended school community with access to library-based resources ideally in a central venue. The classroom library model serves to provide resources to learners inside the classroom, and has similar functions, where applicable, to the centralised school library model.

The School Library and Information Service is responsible for:

- developing a School Library Policy that includes a Selection Policy and an Acceptable Use Policy (AUP) for ICT usage;
- providing adequate, appropriate and current LTSM, as well as reading material of good quality;
- providing access to relevant curriculum-related resources;
- ensuring the efficient organisation of these resources for easy access;
- providing online access, where possible, to the Internet and to relevant data bases for teaching and learning purposes;
- encouraging independent learning and the acquisition of knowledge;
- acting as information points for enquiries and facilitating the lending and retrieval of library material;
- promoting and facilitating recreational reading in a conducive atmosphere;
- promoting reading for enjoyment in the school community as a whole;
- providing a standard asset management /library automation programme or, alternatively, an efficient manual system;
- implementing the national information literacy programme;
- providing a safe haven for studying after school hours;
- supporting teachers in their task of integrating library resources in their teaching programme; and
- working in conjunction with teachers to ensure the integration of the service across the curriculum.

5. Cooperation and Resource Sharing with Public/Community Libraries

In order to improve library and information services for children and young people in a given community, it is recommended that the School Library and Information Service and public/community libraries cooperate where appropriate. A written cooperation agreement should include the following:

- common measures for cooperation;
- specifications and definitions of areas of cooperation;
- clarification of economic implications and cost-sharing; and
- scheduled times for cooperation periods.

Examples of cooperation areas include the following:

- coordination of electronic services and networks;
- cooperation in the development of learning tools and user education;
- class visits to the public/community library;
- block loans to schools by the public/community library;
- joint reading and literacy promotion ventures; and
- joint marketing of library services to children and young people.

CHAPTER 3: DEVELOPMENT MODEL OPTIONS AND CONSIDERATIONS

Every school should have a Whole School Library Developmental Plan (School Library Policy) as an integral part of the school development plan (including an Acceptable Use Policy (AUP) regarding ICT), linked to the circuit and/or district development plans, to ensure the implementation of a comprehensive service for teachers and learners. This plan can be developed by a School Library Committee.

A virtual library, accessed from any computer that is on a school network and, in some cases, even from outside the school environment, also allows access to resources. In some schools, the Learning Commons Model is used and managed by an itinerant teacher-librarian or curriculum and technology integration specialist, who works in collaboration with teachers in optimising the meaningful use of the available resources.

A key issue in the Whole School Library Developmental Plan (School Library Policy) is the setting of goals to ensure that the most effective option for a School Library and Information Service is planned and budgeted for. It should also be possible to implement and sustain the chosen option. This furthermore, requires an evaluation process by the School Library Committee, as well as the support from the school library advisor to monitor the process and evaluate progress.

There are various models on offer to School Library and Information Services, including a:

1. Mobile Library
2. Cluster Library
3. Classroom Library
4. Centralised School Library
5. School Community Library

1. Mobile Library

A mobile library refers to a suitably equipped and reinforced vehicle or bus that visits schools according to a regular schedule, with a resources collection that may be borrowed by learners and teachers. It can also be used to refresh a school's resource collection by the issuing of block loans. This model is operated from a central library/depot of resources, such as a regional or district education resource centre/library/depot. Some of the requirements for such an undertaking are:

- a teacher-librarian to manage the overall service;
- library assistant and a driver;
- funding for fuel, maintenance and licensing;
- optional online information and circulation services, linked to the parent education library management system, by means of a laptop and scanner;

- a service level agreement with the schools involved that clearly articulates the roles and responsibilities between the schools and the providers of the service;
- a schedule of regular visits, based on school terms;
- a dedicated budget for collection development and running costs;
- ongoing training for teachers who have access to the collection; and
- a monitoring and reporting mechanism.

Considerations

Some Advantages

- The mobile library can move on to service other schools, as schools progress towards developing their own School Library and Information Service.
- The school's stock of library and information resources is refreshed regularly and the selection is based on the needs of the schools that are visited.
- This service is useful, especially in rural schools, when there is a lack of organisational capacity and a lack of space to establish a proper library.
- Sharing resources enables learners and teachers to access a wider range of resources.
- A mobile library service, organised by professional library staff members, can assist the teachers in guiding learners to become information literate and develop the reading habit.
- Other learning interventions, e.g. music, and science and technology learning programmes, could become part of the School Library and Information Service Programme, which will benefit all learners.

Some Disadvantages

- Resources are limited and there is a chance that the appropriate resources could be selected by another school first.
- Management of the service could be problematic, as schools have to be held accountable for items borrowed.
- Distance and terrain present their own challenges, especially as the service is limited by the number of buses servicing rural areas.
- Buses can also be a target for thieves, especially if they carry computers.
- Donated buses (already customised) from other countries need to be serviced locally, while there is also the added attendant cost of importation clearance.

2. Cluster Library

Cluster collections can be housed in an education centre/public library or at a nodal school. Library resources are made available by the provincial Department of Education at a local public/community library for use by the surrounding cluster of schools. The local government authorities provide the infrastructure, library resources for the community, including the schools in that community, as well as full-time staff members.

An alternative form of cluster library for schools constitutes two or more schools within close proximity of each other, sharing library resources located in one of the schools concerned, with a full or part-time teacher-librarian in charge of the library. This central cluster library supplies schools and classrooms with library material, block loans etc., and is open to learners and teachers from all schools within the cluster to visit the library and make use of the library's resources, including digital and online resources. With this cluster approach, the library, as a model, retains the features of the centralised school library, but it is distinguished from the latter by the expanded utilisation of the resources by learners and teachers from a number of schools.

For both of the above forms of cluster libraries, a written agreement must be negotiated between the participating local public/community library, the local government authority, the schools, their governing bodies and/or the education authority. The agreement must cover a variety of aspects, e.g. the budget; the selection, purchasing, processing and circulation of material; staffing; and management, while it must also make provision for addressing any challenges that may arise.

A cluster library committee should be established and all participating bodies, libraries and/or schools should have a representative on the committee. Regional and/or district school library advisors would have to participate in management and budgetary agreements. Good relationships, continued cooperation and dedicated staff will ensure the success of this library model.

Considerations

Some Advantages

- Access to resources, whereas before there might have been no resources.

Some Disadvantages

- Distance, responsibility for costs, conflict management and accountability are all challenges related to this model.

3. Classroom Library

The classroom library/collection comprises a box or reading bag of theme-related resources, a reading mat, a shelf or a cupboard (may be fitted with wheels to be used as a portable library unit) of reading and information resources appropriate to the level of the learners in the class, as well as to the curriculum. The box/reading bag/shelf or cupboard is placed in a position where it is easily accessible to the learners, so that they can access the library resources during classroom activities or when they have completed work ahead of their peers. The teacher must be trained to manage the resources, trained in information literacy to ensure the meaningful use of the resources and the development of information literacy skills, and also be trained in literature promotion. Classrooms obtain their material from various sources, e.g. the DBE, the provincial Departments of Education, NGOs, donations, etc. The materials in the classroom library should be regarded as part of the school's library

collection and integrated as such, even though they may not be in a centralised library, and should therefore be centrally recorded and managed.

If the school library has adequate stock, a school with a centralised library could also ensure that smaller resource collections are placed in classrooms by means of block loans, and these must be exchanged regularly, so that learners are exposed to a range of resources. Classroom collections housed in secure portable cupboards (portable library unit) have the advantage that they can be locked and moved from classroom to classroom as required, thereby providing learners with alternative supplies of resources as teachers exchange collections. Library and information resources, which are borrowed for the classroom from a provincial, regional or district library/depot or a mobile library for a specified period of time, need to be returned or exchanged regularly. This requires an organised support system, so that the school can draw on a larger pool of resources to augment classroom collections.

Considerations

Some Advantages

- The greatest strength of the classroom library is the constant close proximity of suitable resources to learners, provided that the resources are continually updated. The teacher is also familiar with what his/her learners are accessing and can provide on-site individual assistance.

Some Disadvantages

- Classroom-based resources are inaccessible to the rest of the school; they might not supply a range of choice in appropriate fiction reading matter, non-fiction material or e-resources; and when the classroom is locked during breaks, as well as after school hours, the learners have no access to the resources. Stock control can also prove to be a challenge if a carefully maintained circulation system is not used.

4. Centralised School Library

An adequately stocked school library, which provides learning resources and reading/reference material for all learning areas and/or subjects offered by the school, as well as an extensive range of fiction and non-fiction reading material for a range of reading levels and, in addition, is actively utilised throughout the day and afternoon, constitutes an effective model to provide a dynamic School Library and Information Service. A teacher-librarian or a dedicated trained person must accept overall responsibility for the management of the library, and be supported by a library assistant, a library committee, and must work in cooperation with the School Management Team (SMT).

It is from this centralised collection that all classroom libraries and block loans are administered. The School Library and Information Service should be integrated with, or situated close to the ICT centre/computer room. This proximity will enable the optimising of resources, sharing of responsibility for the facilities by staff members and ensuring maximum opening hours.

A centralised school library is characterised by the following features:

- A centralised and accessible space dedicated to the management, development, storage, circulation and use of a collection of material, both printed and digital, for use as learning and teaching resources, as well as to encourage a culture of reading.

- The library collection covers the full range of information resources that can be used in an educational context. These include reference, fiction and non-fiction books, magazines, newspapers, posters, charts, three-dimensional models, audiotapes, CDs, DVDs, CD ROMs, curriculum-related computer software, the Internet, online data bases and other e-resources, audio-visual equipment and computers, as well as other forms of media. These items are not only intended for the enjoyment of the users, but to support teaching and learning as well.

Considerations

Some Advantages

- Centralised management allows for ease of circulation and stock control. Furthermore, the full range of resources in a school is accessible to all users and, depending on opening times, the facility is fully utilised. With a teacher-librarian or dedicated trained person in charge, who works in collaboration with teachers, an information literacy programme and reading programme should be introduced in a school. The centralised library can be the focal point of the school and a secure haven for relaxed reading and information retrieval at any time of the day, including afternoons if learners are on the premises after school.

Some Disadvantages

- Not all teachers will make use of the centralised library, preferring rather to manage their own collection. Furthermore, very few schools can afford to appoint an extra professional staff member to run a school library full time.

5. School Community Library

This is a centralised library situated in the school, which is also used by members of the community. A school community library facility is generally a library, established in a school, primarily for use by learners and teachers during the school day, but which also caters after hours for adult learners, pre-school children and their parents, parents of learners and members of the community, in respect of materials and access. Since this library model is housed in a school, it is crucial that a written agreement should be negotiated between the participating school and local government authorities, as to who will provide the infrastructure, library resources for the learners and the community, full-time staff members and other operating costs. Access times for the different groups of users should also be defined.

This model requires careful planning before it can be implemented, but it provides a centre for community life, promotes lifelong learning and ensures that the community is actively involved in the local school. It is ideal in small, contained and remote communities, but it is particularly important in cities so as to build a strong community supporting the school. It is important that members of the community assist with the school community library. Either the district or the school should train those members of the community, who volunteer to assist with the school community library, in areas where their services are needed.

The priority function of a school community library remains the needs of the learners and teachers as per any form of School Library and Information Service. Learners' needs must be prioritised when it comes to funding, collection development and access to the library-based resources during the school day. The school community library should, like any of the models of a School Library and Information Service, also provide an environment for learners to work in after school hours.

The school community library is the responsibility of the school, which is accountable for the library services offered. Once the learners' and teachers' needs have been catered for, as indicated in these guidelines, consideration should be given to serving the needs of the community.

In establishing a school community library, attention must be paid to the following:

- hours of convenient access to the library for different groups of users;
- staff members for the specialised needs of the different users; and
- responsibility for the funding towards library resources and services for different users.

Considerations

Some Advantages

- Access is provided to the entire community, which means that a culture of lifelong learning and reading becomes entrenched. Support for the library is guaranteed as parents and care-givers understand this important focal point.

Some Disadvantages

- Stock selection has a much broader base and this has budgetary implications. The target group is wider and therefore curriculum-related resources could be diluted. There may be conflict with regard to management and accountability, which is why a written agreement is needed to address various issues.

CHAPTER 4: PHYSICAL INFRASTRUCTURE

The strong educational role of the School Library and Information Service must be reflected in the facilities, furniture and equipment. It is of vital importance that the function and use of a centralised school library are incorporated when planning new school buildings or renovating existing ones which will then contain this facility. Renovating existing school buildings includes converting unused classrooms into school libraries, as well as turning a designated library space into a multipurpose space, so as to ensure full utilisation of a school's facilities.

1. Building Design

- The physical building must accommodate the needs of the communities to be served, it must be attractive, designed for efficiency and sustainability, and reflect and promote the community's sense of civic identity.
- Noise factors must be reduced, and at least some parts of the library must be free from external noise.
- There must be appropriate and sufficient light, both via the windows and by using artificial lighting.
- The room temperature must be appropriate (e.g. air-conditioning, heating) to ensure optimal working conditions all year round, as well as the preservation of the collections and equipment.

2. Location

- The location must be central and situated on the ground floor for easy access to physically challenged library users.
- Accessibility and proximity are important. Therefore, it should be closely situated to all teaching areas, as well as the computer laboratory.

3. Design and Layout

The design of the library building and the arrangement of space should be such as to encourage learners to enter and feel at home, as well as in keeping with cultural needs and environmental conditions. The design of the school library plays a central role in just how well the library serves the school. The aesthetic appearance contributes to the feeling of being welcome, as well as to the desire by the school community to spend time in the library:

- There should be a carpeted casual reading area or story area in primary schools.
- It should be of adequate size, so as to allow sufficient space for the collection of books (reference, fiction, non-fiction, hardback and paperback), newspapers and magazines and e-resources, as well as for their storage. It should have sufficient study spaces, reading areas, computer workstations, display areas, staff working areas and a circulation (issue) desk.
- Flexibility is important in order to allow for a multiplicity of activities to take place, as well as for future changes in curricula and ICT.

- Instructional area space is furthermore required, with seats catering for small and large groups, as well as for whole class formal instruction.
- There should be a teaching wall with appropriate instructional technology and display space.
- Some children have special needs that can only be met effectively in a section specially designed for them, with fittings, facilities and retrieval tools that are adapted to their needs.
- The design must be appropriate to meet the special needs of disabled library users.
- Particular attention must be paid to wire management features where electrical and data connections will be required.

4. Security

Physical security: All schools should have a security plan and the School Library and Information Service must be included in the security plan. This includes securing of materials, of resources, such as ICT equipment, and ensuring the safety of teachers and learners who are using the library.

Digital security: All schools with access to computers and, more in particular, the Internet, should have an Acceptable Use Policy (AUP) that all users sign, and which must be countersigned by parents/care-givers in the case of learners.

See ANNEXURE A: Physical Infrastructure: Furniture, Equipment and ICT Resources.

CHAPTER 5: STAFFING AND TRAINING

STAFFING

It is important for a school library to be under the management of an appropriately qualified teacher-librarian, or a dedicated trained person. Ideally, dual-qualified teacher-librarians should have both library science and teaching qualifications, as well as experience in both teaching and library science. Their curriculum knowledge and library expertise are therefore available to manage and utilise the library successfully to the benefit of both staff and learners. Support for the teacher-librarian would also be provided by members of the School Library Committee, teachers, library monitors and school community members.

Please refer to the staffing table below:

Type of School Enrolment Figures	Teacher-Librarian	Library Assistant	Learners & School Community Members
Multi-grade 30 – 100 learners	Part-time x1	Optional	Assisting
Small 100 – 250 learners	Part-time x1	Optional	Assisting
Medium 250 – 750 learners	Full-time x1	Optional	Assisting
Large 750 – 1200 learners	Full-time x1	Full-time x1	Assisting
Very large 1 200+ learners	Full-time x1	Full-time x2	Assisting

1. The Classroom/Learning Area/Subject Teacher

Every teacher in the system should be trained in information literacy skills and should ensure the integration of these skills into the curriculum. They should also be trained in literature promotion, especially for children and the youth. This includes the teacher's role in the classroom and also applies if there is a centralised collection. Collaboration between the teacher and teacher-librarian will ensure integration of information literacy skills across the curriculum. If the teacher is managing a collection then he/she should be able to select and manage appropriate fiction, non-fiction and reference material. In the case of a virtual library, a classroom-based online computer or white board could be made available, and this would require a different set of skills, including basic ICT skills and knowledge of online resources. An itinerant teacher-librarian or a curriculum and integration specialist supports the implementation of the virtual library model.

2. The Teacher-Librarian

The role of the teacher-librarian or a dedicated trained person is to implement the whole School Library and Information Service Development Plan (School Library Policy), with the support of the principal, the SMT, the School Governing Body (SGB) and the School Library Committee. The teacher-librarian is required to ensure that the best use is made of all library resources to lead the school – teachers and learners – towards the goal of information literacy and the active promotion of reading at all levels. The support of the SMT is essential if

the School Library and Information Service is to facilitate interdisciplinary activities. The teacher-librarian must report directly to the principal or deputy head. It is extremely important for the teacher-librarian to be accepted as an equal member of the academic staff, and be entitled to participate in all relevant academic school activities and meetings as head of the School Library and Information Service.

Teacher-librarians should adopt the principle of "supply and demand" in terms of all aspects of the procurement and acquisition of library and information resources. In addition to central procurement in the province, teacher-librarians should work with publishers and professional booksellers and suppliers of digital resources, preferably affiliated to the recognised associations that are fully committed to assist libraries in delivering on their mandate to their communities.

The teacher-librarian should create an environment for reading, as well as for teaching and learning, which is attractive, welcoming and accessible to everyone – without fear or prejudice. Everyone who works in the school library must maintain a good rapport with children, young people and adults.

The teacher-librarian, whether part-time or full-time, is qualified to manage, maintain, develop and secure the collection; to promote and teach information literacy skills; and to collaborate with teachers in the integration of the School Library and Information Service into the curriculum. The teacher-librarian must be a member of the school's Academic Committee, or at least be recognised as integral to the academic life of the school.

See ANNEXURE B: Staffing and Training: Duties of the Teacher-Librarian.

3. The Library Assistant

The library assistant reports to the teacher-librarian and supports him/her in his/her functions. This position requires clerical and technological knowledge and skills. If the assistant does not have prior basic library training, the teacher-librarian should provide such training. Some of the duties of the post include routine functions, such as shelving, lending, returning and processing library material. The library assistant is responsible for the day-to-day administrative, clerical and technical aspects of the library. By exercising control and maintaining the circulation system etc., the library assistant also ensures that the teacher-librarian is available to teachers and learners for curriculum-related functions, as well as for the teaching of information literacy skills.

4. Learner Assistants (Library Monitors)

Learner assistants are individual learners who volunteer to assist in the library during break and after school. They must receive training and support from the teacher-librarian in carrying out basic duties in the library. Learners who assist in this way should be recognised as an integral part of the school's awards and leadership development programmes.

5. Parent and Community Assistants

Parent and community assistants comprise parents, grandparents and other members of the community who volunteer to assist in the school library on a regular basis. They must receive training and support from the teacher-librarian in carrying out basic duties in the library, and possibly to assist with reading programmes.

TRAINING

Training of staff members to manage school libraries is essential to ensure that the school library offers quality library and information services. It is the responsibility of the school principal, who allocates library duties to a teacher, to ensure that this person receives the appropriate training.

Teacher-librarians should be professionally trained and qualified, with additional training in education theory and learning methodology. A formal qualification (such as a diploma or degree) in school library and/or information science, in addition to teacher qualifications, is the ideal. Such training must include modules on Managing the Library Collection, ICT Applications in School Libraries, and Information Literacy Skills and Reading Promotion Strategies. An alternative is accredited CPTD courses, which can be offered at tertiary level institutions, such as a certified Advanced Certificate in Education (ACE)/diplomas. District-based CPTD workshops can also be introduced to ensure that a quality service is provided.

Provincial and district library and information conferences also provide professional development and support via the addresses by keynote speakers and other specialists in their fields of expertise. Workshops and case studies on pertinent issues, presented by principals and teachers to delegates at conferences, are also informative.

The district and provincial school library advisors must ensure that appropriate training is available in the province, and school library advisors must provide regular professional development opportunities.

CHAPTER 6: MANAGEMENT AND ADMINISTRATION

MANAGEMENT

The principles of quality management that are applicable to School Library and Information Service management are the following:

- Facilitation of library integration into the school programme
- Provision of effective communication with the principal, teachers and learners
- Ensuring the total involvement of staff in selecting appropriate library material.
- Being customer focused.
- Focusing on continual improvement.

1. The Role of the Principal

Good management and leadership are essential attributes for successful teaching and learning. The principal needs to show a relentless determination in pursuing all strategies and policies relating to the delivery of the national curriculum. The principal's support for the School Library and Information Service must be broad-based and multi-dimensional. As the curriculum and instructional leader of the school, the principal has a responsibility to ensure that a reading promotion programme, the information literacy programme and library integration into the curriculum are embedded in the school timetable.

2. The School Library Committee

This Committee with representation from school management, teaching staff, the SGB and the library staff, oversees the operations of the school library model within a school community, ensuring that a sufficient part of the budget is apportioned to the optimal functioning of the school library, and that all role-players are committed to providing their full support. One of the Committee's functions is to be involved in the preparation of a Whole School Library Development Plan (School Library Policy), which clearly outlines important factors, such as rules and regulations pertaining to borrowing, access times, advocacy plans, stock control, stock maintenance and development, ICT user guidelines (AUP), selection policy, future improvements, training requirements, job descriptions, responsibilities, after school programmes, etc.

The Whole School Library Development Plan (or School Library Policy) needs to take into consideration factors pertaining to the management and administrative issues discussed below.

ADMINISTRATION

1. Access

School Library and Information Services must be offered to all learners, regardless of the school they attend. This can best be achieved by allocating at least one period per week or cycle to each grade for using the library, via the integration of learning area and subject research tasks with the library programme/schedule. Learners may not be barred from accessing resources e.g. by not returning overdue books, for any reason other than to deal with behavioural problems in the short term.

Whether it is a classroom library, a mobile library or a centralised library, there must be clarity in respect of access times. The times should be clearly posted on the library door and all learners should be informed when the venue is open.

While the school library should never be open without adult supervision, in most communities, parents or grandparents will be willing to be trained to assist in keeping the school library open as long as possible. Afternoon access is particularly important, especially for learners who have no supervision at home and who will be able to do homework, read books, access e-resources, etc. in the school library during the afternoon. Saturday morning access, especially if sporting matches take place at the school, is very useful and allows learners to bring their parents along to the library.

A School Library and Information Service has no value unless it is fully utilised. The school library must be used during lesson times, during which the teacher takes the class to the library for a formal lesson or to undertake research. However, the library must also be open to learners to visit as individuals during breaks and after school to take out library material, to do research given as homework, or to complete their homework. There should also be an after-school programme in place.

2. ICT

In addition to using ICT in facilitating an asset management/library automation programme, ICT also constitutes an integral part in the search and retrieval of information. The following are fundamental strategies for developing ICT in school libraries:

- Access to curriculum-related electronic resources
- General information retrieval
- Professional development
- Partnerships and networking
- Communication with internal and external stakeholders, such as booksellers.

The *White Paper on e-Education*, Section 5.30, page 29 states:

"At provincial level, the Department of Education will establish a desired level of technology resources (hardware and software) for each GET and FET institution and assess the adequacy of existing equipment and facilities. At the very least, every GET and FET institution will have access to technology in order to access electronic

learning materials; connect to information sources outside the classroom; communicate with others in and beyond institutional boundaries; collaborate with others in and beyond institutional boundaries; and create and add to the knowledge base."

The school library should be integrated with, or be located next to a computer room or computer laboratory, so that there can be a sharing of resources and access at all times. A teacher-librarian and/or an expert in computers and ICT will have to ensure that the best use is made of the available ICT resources in relation to the context and ICT capabilities of the school.

3. Circulation

No matter which model of the School Library and Information Service is used, there must be a clear policy in respect of what material may be borrowed, the period of a loan and how non-returns will be managed. This policy should include holiday loans, reference material and block loans, as well as the penalties for lost/late return of material. Regular reminders of outstanding loans should be in place, and the possibility of penalties, agreed upon by the school for overdue items, imposed. The effort involved in retrieving overdue items may not be used as a reason or excuse for not allowing learners to take material home. Teachers should be able to make block loans or book extended periods in the library when they are working on specific projects with their learners, and they should be able to consult with the mobile or District School Library and Information Services.

School Library and Information Service provisioning should be equipped with the necessary technology and the capacity to use such technology, both to facilitate the administration of the library and to provide users access to electronic information. The ICT asset management/library automation programme in use at a school must be compliant with the Minimum Interoperable Standards (MIOS) applicable to all government systems. The programme could later on interface with the DBE's national transversal system. Alternatively, schools can opt for a stand-alone system which, in time, could be used to access the online system.

Schools that do not have the appropriate ICT equipment should, in the interim, utilise a manual system for managing the School Library and Information Services. District school library advisors should assist schools with implementing the appropriate administrative systems.

4. Stock Control

All school library resources, including digital resources, contained in any model of a school library and information service at a school must be recorded in an Accession Register that is regularly updated. Furniture and equipment are recorded in an Assets Register. An annual stock-take must take place and the end of the year is an ideal time to take stock and at the same time evaluate the collection by identifying gaps and standardising the collection i.e. items that need to be duplicated, replaced or weeded out, stock gaps, etc. The use of ICT and a good asset management/library automation programme increases the efficiency levels of this task and ensures minimal disruption of the service.

5. Funding and Budgeting for School Library and Information Services

Financial management is a crucial function in managing a school library and information service. The teacher-librarian or person in charge of the library must manage the budget, as determined by the Whole School Library Development Plan (School Library Policy) and depending on the model of provision that the school has selected.

The teacher-librarian should provide detailed monthly expenditure reports. Similarly, an Annual Report reflecting income and expenditure should provide clarification as to how the library budget has been utilised.

The School Library and Information Service must also adhere to prescribed departmental procurement procedures. A percentage of the LTSM budget of each school should be allocated for the acquisition of library and information resources.

Projected plans for expenditure for the entire year should be related to the Whole School Library Development Plan (School Library Policy) and the effective provision of the service.

- Teacher-librarians must understand the school budgeting process.
- Teacher-librarians must make sure that the needs of the library are identified.

The teacher-librarian must be clear about the importance of an adequate budget for the School Library and Information Service, and should convey this to the SMT as the library serves the entire school community.

The components of the budget plan will need to include the following:

- Capital expenditure (furniture, equipment)
- Running expenditure (consumables, subscriptions, licences)
- Stock-building (a core stock of resources)
- Stock maintenance (maintenance, replacement and development of core stock)
- Staff salaries (SGB-employed staff).

The annual budget should include the following:

- New resources (e.g. books, magazines, DVDs, educational software resources, etc).
- Promotional material (e.g. posters) and events.
- Stationery, book processing, toner etc.
- Furniture (e.g. desks, chairs, shelving, issue desk, book trolley, etc.).
- Equipment (e.g. overhead projectors, audio-visual equipment, screens etc.).
- ICT equipment and software and licensing costs that should be included in a general ICT budget for the school.
- Expenditure pertaining to the school library automation programme.
- Staff costs may be included in the library budget but, at some schools, it may be more appropriate to include staff costs in the general staff budget, depending on who has employed the staff members (e.g. an SGB post or a departmental appointment). It is, however, important to emphasise that estimating staff costs for the School Library and Information Service is a task in which the teacher-librarian should be involved.

The amount of money available for staffing is closely related to important issues, such as how many open hours the school library can manage and what standard and range of library and information services it can offer. Special projects and other developments, such as new shelving, new ICT equipment and e-resources may require a separate allocation of funds.

CHAPTER 7: COLLECTION DEVELOPMENT

The first requirement of School Library and Information Service is to support the school curriculum and reading by providing a quality, current, relevant, appropriate and interesting range of fiction, non-fiction and reference material. This will:

- promote equitable access to a wide variety of resources that support curriculum delivery and promote reading in a range of different languages;
- enhance teachers' effectiveness;
- support learners' personal growth; and
- reflect the balance between supporting the curriculum and meeting individual needs and interests.

Provincial Education Library and Information Services and district school library advisors must provide support with the selection of suitable school material for each library, taking into account the context of the province, the budget, current provision, language and the level of the learners. A School Library and Information Service cannot simply offer various excess textbooks.

1. Procurement and Processing

Schools can be provided centrally with processed ("shelf-ready") library and information resources by their Provincial or District Library and Information Services, or they may be required to do their own procurement, using their Norms and Standards Funding or school funds.

Example of provisioning for different types of schools:

Type of School	Initial Allocation	Fiction Resources	Non-fiction Resources	Suggested Total Stock (over 5-10 years)
Multi-grade 30 – 100 learners	300	200	100	500 – 1 000 items
Small 100 – 250 learners	750	500	250	1 250 – 2 500 items
Medium 250 – 750 learners	2 250	1 200	750	3 750 – 7 500 items
Large 750 – 1 200 learners	3 600	1 500	2 400	10 000 – 12 000 items
Very large 1 200+ learners	6 000	2 000	4 000	15 000 – 20 000+ items

Library material ratios calculated per capita:

	Initial Allocation: Fiction	Initial Allocation: Non-fiction	Electronic Material	Recommended Allocation
Primary school	2	1	Variable	5 – 10 items
Secondary school	1	2	Variable	5 – 10 items

2. Collection-building

Key resources include the following:

- Print resources, such as fiction (stories) and non-fiction (fact books) books, reference works, such as encyclopaedias, dictionaries and atlases, picture books, newspapers and newspaper cuttings, magazines/periodicals/journals, posters/charts/maps, pamphlets, etc.
- Audio/visual resources, such as television programmes, radio, DVDs, CDs including story CDs, etc.
- Electronic resources, such as CD ROMs, educational and reference software, asset management/ library automation software, Internet access, electronic data bases, e-books, e-journals, etc.
- Reading material written in Braille, as well as large-print material where appropriate.
- Photographs, especially of the area around the school, will give learners a sense of history. Contributions from community members should be acknowledged and collected in albums for safe-keeping.
- World globes and models such as the ear, the eye, etc.
- Educational games. Children learn through play and many “games”, e.g. word games, and chess can contribute to the development of language, numeracy and higher-order thinking.

ECD resources should include toys, puzzles, games and a collection of large books. Primary school libraries should include an ECD collection that is classified and stored according to the skills they develop and the concepts they reinforce in children. This collection can either be utilised in the library or loaned to the teacher for classroom use. Teacher resources include lesson plans, workbooks, activity resources, management books, teaching methodology books, reading programmes and a variety of single copies of additional textbooks.

See ANNEXURE C: Collection Development: Selection.

CHAPTER 8: PROGRAMMES AND ACTIVITIES

The principal is responsible for the reading and information literacy programme in the school, by at least taking the following steps: organising staff training and support in the teaching of reading; recognising achievement amongst learners and teachers; and involving parents in the reading programme.

The School Library and Information Service should cover a wide range of reading and information literacy activities, and should be a main role-player in achieving the literacy mission and vision of the school. It should aim to serve all potential users within the school community and meet the particular needs of different target groups. A Whole School Reading/Information Literacy Policy, which defines the various programmes and the activities, must therefore be designed in close cooperation with the following persons:

- The principal/deputy head
- Heads of departments
- Teachers
- Support staff
- Learners

The Whole School Reading/Information Literacy Policy should include the development of literacy, reading and writing, and the teaching of information literacy skills as integral to the curriculum. It empowers learners to access and use information in various formats effectively by means of an information process that requires learners to identify the information need, find and select appropriate resources and to apply higher-order thinking skills, such as comparing and evaluating, problem-solving and fresh thoughts versus mere "grazing for information" (*McKenzie, J. 2002. Raising a Generation of Free-Range Students).*

In order to support academic activities and simultaneously promote the use of the School Library and Information Service, the reading programmes and project research "calendar" must avoid unnecessary pressure on the learners and teachers. Displays inside the library and in and around the school should be planned in accordance with the themes in the project calendar and relevant Special Days in the year.

1. Curriculum Integration Programme

The effective utilisation of the school library for academic purposes revolves around well-planned school projects that are enquiry-based.

Collaboration between teachers and the teacher-librarian is essential to maximise the potential of the School Library and Information Service. Teachers and teacher-librarians should work together in order to achieve the following:

- Develop, direct and evaluate learners' learning across the curriculum.
- Develop, evaluate and assess learners' information skills and information knowledge.
- Develop lesson plans and learning modules.

- Prepare, execute and monitor special research project work that is to be done in an extended learning environment, including the school library.
- Prepare and execute reading programmes and cultural events.
- Integrate information technology and e-Learning into the curriculum.
- Make the importance of the school library and information services clear to parents.

Such a programme should ensure that research projects, which are compiled by teachers, develop higher-order thinking skills by identifying challenging questions; that relevant resources are available as and when required (e.g. being reserved so that all learners could access them); and that learners are properly prepared for the information handling process well before a project commences.

2. Information Literacy Skills Programme (User Education)

Information literacy skills can be categorised into two groups:

- The first category comprises skills that are instrumental in involving the utilisation of the school library, such as locating and collecting information. These are merely basic library skills, such as information retrieval skills or knowing how library material is classified and catalogued, or how to find information in the library.
- The second category comprises skills that are cognitive in nature, such as analysing, synthesising, creating, evaluating and presenting. Such skills go beyond finding information to how information could be effectively utilised. It takes into consideration issues pertaining to the ethical use of information, the verification of information, as well as reaching the highest level of information usage in order to solve problems, provide original solutions and generate knowledge.

3. Ethical Use of Information

All School Library and Information Services must adhere to the Copyright Act, (Act No. 98 of 1978) and its amendments, and promote respect for intellectual property by compliance with copyright legislation. Copyright law also applies to the digital environment. Reference should be made to the ethical use of information in the Whole School Library Developmental Plan (School Library Policy).

The ethical use of information and communication platforms constitutes a key aspect of education. The principles that are inherent in the Constitution and cited in the Bill of Responsibilities for the Youth of South Africa, 2010, are as applicable in the education environment as anywhere else. Building a culture of responsibility and humanity in our schools is highly applicable in the information age.

Copyright law also applies to the Internet, but is ignored by many young people who download and exchange music files, cut and paste homework assignments from other people's work, or even purchase entire assignments from online cheat sites without realising the implications and consequences of their actions. The school needs to ensure that assignments are presented in such a way so as to avoid inviting a cut-and-paste response, but by including activities that require problem-solving and higher-order thinking skills, as opposed to merely superficially "grazing" for information. Furthermore, credit must always be given to the source and the pirating of music or software is illegal.

See ANNEXURE D: Programmes and Activities: Framework for the Information Handling Process

4. Literacy Programme (Promotion of Reading)

It is the principal's responsibility to ensure that:

- every learner learns to read;
- steps are taken to promote reading;
- reading strategies are integrated in all school subjects; and
- a culture of reading is instilled in the school.

In order to support the above, the principal should ensure that the School Library Committee develops an annual literacy programme that promotes reading for the sake of enjoyment. Examples of activities are the following:

- An annual reading programme: The commemoration of national and international literacy days, such as *National Library Week* (March), *World Book Day* (April), *International Literacy Day* (September), *International School Library Day/Month* (October), and *Mother-language Day* (February).
- Reading competitions, linked to the celebration of literacy days.
- The provision of suitable material for reading for the sake of enjoyment and for gaining information.
- Teaching and improving Braille reading skills where applicable.
- Arranging book and poetry readings by teachers, learners, authors and poets and via tape recordings, CDs or DVDs.
- Instituting and supporting a reading club at the school.
- Instituting reading incentives or school reading awards, e.g. a Readathon.
- Promoting writing amongst learners for the sake of enjoyment.

CHAPTER 9: MARKETING AND ADVOCACY

The School Library and Information Service provided by the school library must be actively promoted so that the target groups are always aware of the library's essential role as a partner in learning and teaching, and as a gateway to all kinds of information resources. Key target groups are the principal and the other members of the SMT, heads of departments, teachers, learners, members of the SGB and parents. It is important to adjust the type of promotion to the nature of the school and to the different target groups.

The School Library and Information Service should have a written marketing and promotion strategy as an aspect of a Whole School Library Developmental Plan (School Library Policy), which should be compiled in cooperation with the School Library Committee, the SMT and teaching staff. The strategy should include the following elements:

- organising of displays and exhibitions.
- publicising opening hours, services and collections.
- compiling and distributing resource lists and pamphlets linked to the curriculum, as well as to e-Learning.
- communicating the information literacy skills model that is in use in schools.
- providing information about the library and information services at meetings with new learners and their parents.
- organising book fairs and reading and literacy campaigns.
- initiating liaison with other organisations in the area, e.g. public/community libraries, museums, etc.

An attractive display of the material available is important to attract the attention of learners and teachers. Ideas around displays can follow the school's literacy programme (examples provided in Chapter 8), as well as support any themes pertaining to project work that is being done. In addition, any important current event, such as Arbour Week, could be used to promote interest, provide information and offer competitions – especially if it is linked to relevant fiction and non-fiction titles.

In addition, it is important to have a world map, accompanied by items on current affairs cut out of newspapers and linked to the relevant place on the map on display in a prominent place in the school library. This not only serves to educate the community on world affairs, but it also insures that the school library is seen as a dynamic and current entity. Articles can be saved and filed in a newspaper cuttings collection for further use by library users.

It is also important to involve the learners in creating displays. They could be encouraged to bring relevant artefacts to make a display interesting and three-dimensional. A simple, imaginative and inexpensive display can go a long way towards promoting both the library resources, as well as the library itself. Learners can create posters that can be displayed all around the school, which will give them a profile while, at the same time, advertising the activities on offer in the school.

CHAPTER 10: MONITORING AND EVALUATION

In order to ensure that the strategies achieve the specified objectives as outlined in the Whole School Library Developmental Plan (School Library Policy) the School Library Committee must monitor performance in respect of the programmes.

An annual evaluation should cover all the main areas of the Whole School Library Development Plan (School Library Policy), in order to ascertain whether the areas:

- are achieving the objectives and declared goals of the School Library and Information Services, the curriculum and the school;
- have created a culture of reading;
- have developed an effective information literacy programme that is integrated into the curriculum, as well as the e-Learning programme;
- are meeting the needs of the school community;
- are able to meet changing needs;
- are adequately resourced; and
- are cost-effective.

The following key performance indicators may prove to be useful tools in monitoring and evaluating the achievement of the goals of the School Library and Information Service:

1. Qualitative Evaluation

Users can be interviewed and/or surveyed to establish how their needs are being met. Involving the users at every opportunity ensures that the facility is the hub of the school and is integral, not only to the learning and teaching process, but that it is actually also an essential asset to the school community.

2. Quantitative Evaluation

Usage Indicators:

- Loans per member of the school community (e.g. specified per learner and per staff member).
- Total number of library visits per member of the school community.
- Loans per item (i.e. turnover resources).
- Loans per opening hours (during school hours and after school).
- Reference enquiries per member of the school community.
- The use of computers and online information resources, as well as e-resources per member of the school community.

Resource Indicators:

- Total number of library and information resources per member of the school community.
- Provision of terminals/personal computers per member of the school community.
- Provision of online access computers per member of the school community.

Financial Indicators:

- Monthly expenditure reports.
- An annual expenditure report.

3. District Monitoring and Support

Regular visits to the school by the district school library advisor will ensure that support is provided when and where necessary. Furthermore, the submission of reports to the District Office and therefore, in turn, to the Provincial Office, will ensure timely and relevant interventions.

CONCLUSION

The National Guidelines for School Library and Information Services provides information on various models for the provision of school library and information services, from the concept of a centralised school library to other options that schools can utilise. The elements of each model are expanded upon in the guidelines so that schools can consider the options and plan for the most effective service they can provide. The guidelines have been developed to pave the way to full library and information services provision in all schools in South Africa and to ensure that all South African learners have access to adequate library and information resources.

The guidelines provide five options for library and information services provision so that while the goal for all schools may be a centralised school library, in moving toward this option schools can use other models which can lead to this final goal. Schools may choose to use more than one model simultaneously as they are dynamic and flexible, enabling schools to adapt them to suit their needs.

Similarly while full-time teacher-librarians are the ideal for many schools, other ways of providing support can be used to provide learners with access to library and information resources. A school library belongs to all the members of a school. It is not the sole responsibility of a few people. All the members of a school (learners, teachers and parents) need to take ownership of their library so that an effective library and information resources provision can be offered to all the learners even in cases where funding is a challenge in the face of the reality of competing priorities in terms of the budget available. Whichever model and support are used the importance of such a provision cannot be underestimated, especially in the digital era whereby the skill in managing the increasingly vast range of information available is paramount. The environment provided by the school library and information service in a school constitutes the ideal opportunity for learners to acquire such skills.

GLOSSARY

Centralised School Library: A fully stocked school library or information centre that provides learning and teaching resources and reading material for all learning areas and/or subjects in the school, including an extensive choice of reading material in a range of reading levels appropriate to the school, as well as online access to e-resources. It constitutes the ideal model to provide dynamic School Library and Information Service.

Classroom Library or Collection: A box or a reading bag or a shelf or a cupboard (with or without wheels) of library and information resources appropriate to the level of the learners in the class, as well as to the curriculum. This may include online access to e-resources via ICT in the classroom.

Cluster Library: A form of a cluster library for schools where two or more schools within close proximity of each other share library and information resources, located in one of the schools concerned, with a full or part-time teacher-librarian in charge of the library. This central cluster library will supply schools and classrooms with library and information resources and reading material via individual and/or block loans, and it will be open to learners and teachers from all schools in the cluster who wish to visit the library and access the online resources provided.

Contextualised Learning: Learning that relates directly to the learner's real-life situation and is based on the premise that people learn more effectively when they are learning about something that they are interested in and that affords them the opportunity to use that which they already know.

Digital Literacy: The ability to appreciate the potential of ICT to support innovation in industrial, business, learning and creative processes. Learners need to have the confidence, skills and discrimination to adopt ICT in appropriate ways. Digital literacy is seen as a "life skill", which is in the same category as literacy and numeracy.

e-Education: In the South African context, the concept, e-Education, revolves around the use of ICT to accelerate the achievement of national education goals. e-Education is about connecting learners and teachers to each other, and to professional support services, as well as providing platforms for learning.

e-Learning: Flexible learning using ICT resources, tools and applications, focusing on:

- accessing information;
- interaction amongst teachers, learners and the online environment;
- collaborative learning; and
- the production of materials, as well as resources and learning experiences.

Information and Communication Technologies (ICT): Any form of computerised enhanced learning and management resources, used to generate, store and retrieve information. The term includes computers, the Internet and related technologies.

Information Literacy: The ability to recognise the need for information; to find, organise and evaluate such information; analytical decision-making or problem-solving; the generation of new knowledge; and applying

these skills towards effective lifelong learning. Information literacy is also regarded as a "life skill" that is in the same category as literacy and numeracy.

Information Skills: The skills underpinning a learner's ability to define the purpose of an information task; to locate resources of data; and to select, interpret and use information to complete a task (Henri: 1988:21, in *National Framework of School Library Standards*, 1997).

Information Literacy Policy: A whole school approach to information literacy, which articulates the necessity for all educators to be involved in the integration of information literacy into their learning area(s) and/or subject(s), and within a specific context.

Information Specialist: A staff member who boasts specialist knowledge, training, skills and experience in locating, accessing and managing information.

Knowledge Management: A collection of processes that govern the creation, dissemination and utilisation of knowledge.

Learning and Teaching Support Material (LTSM): Materials that facilitate the learning process. It comprises more than textbooks and could include notes, documents, supplementary readers, reference books, library and information resources, as well as resources such as charts, maps, models and ICT software. Material can also be created in a school to enhance the teaching/learning process.

Learning Commons: An integrated service hub that makes it easy for learners to get academic assistance. It often includes services from the library, the writing centre, subject skills laboratories and even career counselling. (Adapted from the University of Calgary.)

Mobile Library: A properly equipped and reinforced vehicle or bus that visits schools according to a regular schedule, with library and information resources that may be borrowed by learners, where this is feasible, or by teachers, either for themselves and/or on behalf of learners.

National Qualifications Framework (NQF): A framework for the provision of lifelong learning opportunities in accordance with nationally agreed-upon qualification levels. It comprises a classification of standards and qualifications, which may be obtained formally, non-formally or informally. It provides learning opportunities to learners regardless of age, circumstances, gender or level of education.

Plagiarism: Defined by dictionaries as "the wrongful appropriation, close imitation or purloining and publication of another author's language, thoughts, ideas or expressions, and the representation of them as one's own original work".

Portal: A website that aggregates content and provides a methodology for accessing that content. It is a centrally-managed tool, a content and information-sharing platform, containing communication and collaboration applications for teachers and learners. It can serve as a nucleus for building web-based resources for teachers, learners and the community.

Resource-based Learning: The achievement of both curriculum and information literacy objectives via exposure to, and practising with a range of diverse resources.

Resources: All information sources and/or media, such as books, periodicals, newspapers, videos, DVDs, audio tapes, CDs, three-dimensional models, posters, charts, slides, CD ROM disks, the Internet, online

data bases, e-books, e-journals, etc. It also refers to all the equipment and computer hardware and software that enable educators and learners to access information. Resources can be library-based, decentralised in classroom collections or in specialist rooms or they can be library-related, such as people in the community, like story-tellers.

School Community Library: Generally a library established in a school, but which also caters for adult learners, pre-school children and their parents, the parents of learners, as well as community members in respect of library and information resources and access to these resources.

School Library: A generic description that incorporates all forms and models of resource collection development and provision. It also provides information and material, relevant to a resource-based teaching and learning approach, to learners and educators in schools, such as a media centre, a resource centre, an information centre, etc.

School Library and Information Services: The total spectrum of library and information provision in a school, coupled with the teaching and integration of information literacy skills, in conjunction with these learning and teaching resources, into the broad curriculum of the school and the community.

Teacher-Librarian: A generic term for the various names used in schools for educators who manage the library and information resource facilities and collections, and who collaborate with teachers in promoting reading, as well as in the teaching and integration of information literacy skills into the curriculum, such as librarians, media teachers, media specialists, media centre teachers, resource centre teachers and information specialists.

Virtual Library: A digital library in which collections are stored in digital format (as opposed to print or other media) and which is accessible via computers.

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ANNEXURE A

Chapter 4: Physical Infrastructure: Furniture, Equipment and ICT Resources

Furniture

- Circulation (issue) desk.
- Desks and tables for use by the library staff.
- Shelving in accordance with the type of school and size of the stock (one rib/shelf of a 900mm bookshelf holds approximately 60 books).
- Tables and chairs to seat the largest class, plus tables and chairs for special study areas.
- Book/resource trolley(s).
- Browser boxes.
- Catalogue cabinets (optional).
- Notice boards.
- Magazine and newspaper racks.
- Display stands.
- Book-ends.
- Library stationery and office equipment.
- Other, e.g. filing cabinets.

Equipment

- Photocopier.
- Scanners.
- Guillotines, binder, laminator.

ICT Resources

- Computer and peripheral equipment for use by learners.
- Computer and scanner, plus Library Administration software programme.
- Computers for accessing information (e.g. an online public access catalogue (OPAC), the Internet, online data bases, e-resources).
- Interactive whiteboard.
- Data projector for teaching/presentations.

Library Signage

- Direction signs. The basic functions of these signs are pointing out direction and identifying various sections, subsections and types of material available in the library.
- Explanation signs to guide users through the procedures for the effective use of library material and equipment.
- Regulation signs to indicate to the library user what is acceptable/unacceptable behaviour when using the library.

ANNEXURE B

Chapter 5: Staffing and Training: Duties of the Teacher-Librarian

The teacher-librarian is expected to carry out the following tasks:

- Analyse the resource and information needs of the school community.
- Formulate and implement a Whole School Library Developmental Plan (School Library Policy) towards service development in collaboration with the SMT.
- Design a strategic plan based on the Whole School Library Developmental Plan (School Library Policy)
- Develop acquisition systems for library and information resources.
- Catalogue and classify library and information material.
- Instruct users in the use of the library and its resources.
- Instruct users in information literacy skills.
- Assist learners and collaborate with teachers regarding the use of library resources and information technology, as well as their integration into the curriculum.
- Answer reference and information enquiries, using the appropriate materials.
- Promote reading programmes and cultural events.
- Participate in planning activities linked to the implementation of the curriculum.
- Participate in the preparation, implementation and evaluation of learning activities.
- Promote the evaluation of library and information services as an integral part of the general school evaluation system.
- Build partnerships with external organisations.
- Prepare and implement budgets.
- Manage and train library staff.
- Liaise with provincial and district library and information services officials and with teacher-librarians at local schools.

ANNEXURE C

Chapter 7: Collection Development: Selection

A number of factors need to be taken into consideration when choosing resources for a library collection. Schools must ensure that libraries are accessible to learners with disabilities and provide specialised resources to meet the needs of such learners. A school library is an ideal vehicle to foster multilingualism through the selection and the promotion of resources in the previously marginalised indigenous languages.

Inclusivity

- All schools must ensure that libraries are accessible to learners with disabilities.
- Special schools, which support learners experiencing particular barriers to learning, develop adequate libraries to address these barriers.
- As resource centres, they will also need to provide library access to children with disabilities from the community.
- The Library and Information Service in special schools should consider the special technology needs of people with disabilities and not merely the physical environment as referred to earlier.
- These technology needs are increasingly being met by advances in hardware and software, such as voice recognition.
- There should also be cooperation with service organisations that could be of assistance, such as the South African Library for the Blind.
- A designated section of special school as well as other libraries should be made available for use by users with visual impairment.
- These sections must be equipped with a core set of ICT devices to ensure that readers with visual impairment in the community have sites where they can access information and reading materials.
- Blind learners need an Optical Character Recognition (OCR) Scanner system, portable Braille embosser with Braille translation software and a computer fitted with computer screen reading software. Other items for use by blind learners are book ports or digital readers and note takers.
- Learners with low vision need a close circuit TV and computer with screen magnification software, near magnifying devices and distance viewing devices as well as an angle poise lamp.
- Each library should acquire and label children's large-print books (e.g. 36 point font) for children with low vision, and place them together in a well labelled section of the library.
- Blind and visually impaired children must also be accommodated at story sessions and be offered tactile experiences, such as "bag books".
- Library and Information Services for learners with disabilities should emphasise equality of access by integrating their service requirements into the mainstream services wherever this is possible.

- The *Check-list of the International Federation of Library Associations and Institutions (IFLA) Standing Committee of Libraries Serving Disadvantaged Persons* is a useful tool for all types of libraries, since it aims to improve access to buildings, services, material and programmes.

Descriptions of devices for blind and low vision readers:

For blind learners:

OCR scanner system: An Optical Character Recognition (OCR) scanner system is essential for the first step in producing accessible material. OCR systems convert printed text, e.g. textbooks, question papers, etc. into computer text. This medium, i.e. electronic text, can then be used for various options, such as producing large print for partially sighted learners or Braille for Braille users. The current versions of OCR software also allow the user to create Digital Accessible Information System books.

Braille embosser: The professional production of quality Braille is produced by using a Braille embosser, Braille translation software and a proof-reader.

Braille translation software: The Braille embosser operates by means of Braille translation software, which allows the translation from text to Braille.

Computer with screen reading software: A computer, equipped with screen-reading software, allows a visually impaired person access to electronic information as well as to the internet.

Book port/reader: A portable device that comprises a text-to-speech synthesiser for reading electronic text, as well as the functionality to read audio books.

Digital accessible information system reader: Designed for professionals and students, it is essential for reading complex and highly structured books like textbooks, reference works and school manuals. It supports all DAISY navigation levels and it has advanced functionality, such as skipping instantly to a specific page and placing multiple bookmarks. A person can take and operate the reader anywhere, using its integrated rechargeable batteries and built-in handle.

For learners with low vision:

CCTV with 10" LCD panel and XY table: A powerful, portable video magnifier integrates a rotating camera with a slim, LCD (Liquid Crystal Display) platform. Powered by a battery pack, this unit offers portability for students.

Near magnifying devices: Spectacles, hand-held, stand, illuminated (battery/mains), optical lenses, which are issued upon conclusion of a comprehensive low vision assessment of individual learners.

Colour pocket viewer: This is a hand-held, portable magnifier for use in classrooms, at home, when travelling for shopping and in libraries. This unit can be issued upon conclusion of comprehensive low vision assessment of individual learners. It works off a rechargeable battery, or while plugged into a mains switch.

Distance viewing devices: Hand-held monocular telescopes/binoculars (used for magnifying objects at a distance – e.g. the chalk board), issued upon conclusion of a comprehensive low vision assessment of individual learners.

Angle-poise lamp: Fluorescent lamp that clips onto a desk, with a swivel neck that rotates and an arm that can be raised, lowered or tilted for best positioning of the light.

Digital note-taker: A digital recording device, which replaces conventional tape recorders.

Languages

In 1994, a multilingual language policy was adopted, giving official recognition to 11 languages that were recognised and guaranteed by the *South African Constitution, 1996*. In 1997, the Language in Education Policy was gazetted and, in 2003, the National Language Policy Framework (NLPF) was approved to:

- promote the equitable use of the 11 official languages;
- facilitate equitable access to government services, knowledge and information;
- ensure redress for the previously marginalised official indigenous languages; and
- encourage the learning of other official indigenous languages to promote national unity, as well as linguistic and cultural diversity.

It is therefore important that all libraries are stocked with resources in the school's language of learning and teaching, in the First Additional Language/s taught at the school, as well as in the other official languages of the country, so as to accommodate learners whose mother-tongue differs from the languages offered at the school, as well as to encourage learners to learn an additional South African language.

Selection Criteria

There are general and specific selection criteria. The general criteria are to ensure the provision of good quality, appropriate resources in schools, which will enrich the learning experience, enhance an appreciation for South African-produced material, and encourage a lifelong reading habit.

It is important to note that there are two types of audio-visual resources and digital resources:

- For use in the library only
- Available for lending purposes

Selection Criteria for Non-fiction

Non-fiction includes encyclopaedias, almanacs, dictionaries, anthologies, atlases, handbooks, pamphlets, periodicals and information books.

Scope and Purpose

The material should:

- fulfil the purpose of the item (quick reference, browsing or extensive research).
- support and enrich the curriculum.
- balance subject coverage: Detailed account or general overview as appropriate.

Readability

- Text, print size and style of writing should be appropriate for the intended reader.
- The style of writing should be appropriate for the purpose or intention of the author.
- Text should be smooth to read, clear, concise, interesting and non-repetitive.
- Language use should reflect the intended use of an item.
- Reading levels should match the user's experience, interest level and capability.

Accuracy

- Information should be accurate and up-to-date.
- Vital facts should not be omitted or over-simplified.

Authority (Educational Soundness)

The material should:

- support the curriculum framework.
- be learner focused (has purpose, meaning and relevance for the learner).
- come from a credible source.

Organisation of Information

The material should:

- be clear and functional.
- contain an index, a table of contents, a glossary, a bibliography or references as appropriate.
- have clearly defined chapters or sections.

Page Layout

- Headings and subheadings should be clearly defined.
- The text should be well spaced and organised into paragraphs.
- Background colour/borders/illustrations should not interfere with the text.
- Space usage should be complementary to the text and illustrations.

Bias

- Text or illustrations should avoid stereotypes.
- Biased opinions or value judgements should be avoided.

- The material should reflect gender equity principles of social justice, including gender, race, physical and intellectual disabilities, and cultural groupings.

Illustrations

The material:

- should support or extend the information base of the text.
- may include diagrams, maps, graphics, photographs, drawings, paintings, tables.
- should be positioned relevant to the text.
- should be clear, attractive and/or interesting.
- should be effectively/accurately labelled/captioned.

Selection Criteria for Fiction

Fiction includes picture books, story-books, beginner readers, early books, graphic novels and novels.

Scope and Purpose

The material should:

- provide enjoyment.
- stimulate the imagination.
- develop language.
- expand the learner's experience.
- develop discriminatory and independent readers.
- support the curriculum.
- develop lifelong readers.

Readability

- Text and print size should be appropriate for the intended reader.
- The text should be smooth to read, clear and concise.
- The reading level of the item should match the user's experience and capability.

Language

- The language should be appropriate to the plot, theme and characters.
- The language should be imaginative and interesting, with natural dialogue and clear descriptions.

- The language used to describe the concepts should be appropriate for the age or level of maturity of the intended reader.
- The style of writing should be appropriate for the genre.
- The language should provide learners with the opportunity to practise or expand their literacy skills.
- Slang and coarse language should be avoided.

Plot

- The plot should stimulate the reader's imagination.
- The plot should encourage awareness of issues.
- The story should be interesting and entertaining.
- The sequence of events should be logical and credible within the particular genre.
- The factual elements should be correct.

Theme

- The theme should be easily identified.
- Resolution of conflict should fall within acceptable moral codes and behavioural modes.
- The theme should avoid moralising and didacticism.

Characterisation

The characters should:

- be convincing and credible.
- develop and grow as the story unfolds.
- avoid stereotyping by gender, race, disability or culture.

Other Considerations

- The material should compare favourably with other works produced by the same or other authors for the same genre.

Curriculum Relevance

- The material may be used to support non-fiction curriculum learning areas and/or subjects – i.e. links can be established across the curriculum.

Page Layout

- The content should be well spaced and logically organised.
- Background colour/borders/illustrations should not interfere with the readability of the text.

Illustrations

The material should:

- be appropriately placed or positioned.
- be clear, attractive and interesting.
- enhance the readability of the text.
- enhance or extend the elements of the story.
- be appropriate to the reading level, interest and the reader's level of maturity.

Bias

The material should:

- avoid stereotypes in text or illustrations.
- avoid biased opinions or value judgements.
- reflect gender equity principles of social justice including race, gender, physical and intellectual disabilities, and cultural groupings.

When choosing material selectors should be aware of:

- elements of language that may be unacceptable to some members of the school community.
- the treatment of the issues, e.g. sex, violence, drugs, HIV/AIDS, death, religion and the supernatural, which may offend some members of the school community

Selection Criteria for Graphic Resources

Charts

Charts include maps, diagrams and pictures.

- They should be clear and logical.
- The presentation of information and graphics should be uncluttered.
- The overall size and print size should be appropriate for the intended use.
- Charts should be attractively presented, in order to generate interest.
- They should simplify information and summarise key concepts.
- They should support a specific educational purpose.

Games

- Games should:
  - Support an educational purpose.
  - Take care of safety aspects, such as the size of pieces, sharp edges, etc.
- Boxing/storage facilities should facilitate long-term use.
- Game pieces should be durable.
- Accompanying instructions should be clear and appropriate for the intended user.
- Charts should be attractive, interesting, stimulating and fun. NB: Children like bright colours

Models

Models should:

- support an educational purpose.
- be of durable construction.
- be of a size and weight that are appropriate for the intended use.
- be attractive and interesting.
- be easy to use.

Selection Criteria for Audio-visual Resources

Audio-visual resources include audio cassettes, video cassettes, CDs, DVDs, etc.

***CDs* (audio cassettes if available)**

- CDs should:
  - have good clarity of sound.
  - have clear pronunciation.
- Reading should be paced.
- Background music/sound effects should be appropriate.
- Abridged or full text version should be used as appropriate.
- CDs can use either story-reading or a dramatised version.
- Duration should be appropriate for the intended user.

- Accompanying teachers' notes should be appropriate, useful and relevant
- The level of language should be appropriate for the listener.

DVDs/CDs

- DVDs/CDs should:
  - have good clarity of sound.
  - be visually appealing.
- Voice production should be clear and suited for the intended purpose and user.
- Accuracy and currency of visual information should be considered.
- Content should be appropriate for the intended user.
- There should be variety in the presentation.
- The production should be well paced.
- Duration should be appropriate for the intended use.
- The level of language should be appropriate for the viewer.

Selection Criteria for Digital Resources (educational software)

Currency

- Is a resource up-to-date?
- Will it date quickly?

Authority

- How credible is the publisher?
- Is contact information provided?

Relevance

- Is the information relevant for the curriculum and the South African learner?
- Is there an equivalent South African resource?

Language

- Is it age-appropriate?
- Is there a local version?

Design

- Is it appropriate?
- Is it of good quality?
- Is it easy and consistent to navigate?

Activities

- Are the instructions logical and easy to follow?
- Are they meaningful and within context?
- Do they allow for choice, different levels of understanding and expertise?
- Do they relate to the intended outcomes?

Cost

- Are there licensing implications?

Support

- Are the installation instructions clear?
- Are the hardware requirements specified?
- Can the resource run off the disk?
- Can it be used without sound?

Assessment

- Does it assess prior learning and achievement?
- Does it assess in a formative or summative style?

Learning style

- Does it comprise repetition and practise?
- Is it cognitive in approach?
- Does it cater for group work, as well as for an individual approach?

World-Wide Web

Currency

- When was the website last updated?

Authority

- Who is responsible for the content?

Navigability

- Is the site easy to navigate?

Level

- Is the level of the site appropriate for the user?

Speed

- Does the site download quickly?

Relevance

- Is the content relevant and fast to access?

Design

- Does the design enhance the learning experience?

ANNEXURE D

Chapter 8: Programmes and Activities: Framework for the Information Handling Process

The range of skills and knowledge required for information literacy has expanded over the last two decades in order to accommodate the continually developing requirements for effective information handling. Whereas in the past, the emphasis was mainly on the finding of information resources, in recent years much emphasis has been placed on using and evaluating the information gathered, and the process used to do this, including the avoidance of plagiarism – i.e. the teaching of learners not to "cut and paste" from digital resources – as well as the use of rubrics to evaluate the stages of the process.

Teachers therefore need to be upskilled with regard to this process, by means of information literacy courses as part of CPTD. Student teachers should acquire information literacy skills and be exposed to this process as an integral part of IPET.

The information handling process comprises the following stages: preparing/planning, finding, processing, creating, communicating and reflecting (Developed by Liasa).

Teachers should do the following:

- Design engaging and challenging assignments – for example, link assignments to real-world problems, such as learners having to address an existing socio-economic problem.
- Construct questions which necessitate higher-order thinking skills such as comparing and evaluating information, not merely finding it.
- Generate interest in the research process. The higher the interest of the learners at the start of the project, the more likely they are to spend time on the task.
- Keep learners motivated throughout the research process.
- Apply continuous assessment strategies throughout the research process.

Stages

1. Preparing/Planning

- Introduce a topic.
- Establish existing knowledge about a topic via classroom discussions or by using the concept mapping technique.
- Brainstorm to define an information problem or task.
- Decide on a plan to obtain information on a topic that the learners need to research.
- Formulate and ask focused questions to define a problem/information task/area for investigation.

- Identify problems by formulating questions and, in so doing, establishing information gaps and needs.
- Develop a framework to conduct research.

2. Finding

- Identify potential information providers/resources, irrespective of their format, both within the school and the wider community.
- Conduct search strategies, using key words, phrases and concepts.
- Locate and select relevant information resources.
- Access information resources by using appropriate retrieval tools (indices, tables of content).
- Interviewing (human resources).
- Evaluate information resources for appropriateness (level of reading, format, currency, comprehensiveness).

3. Processing

- Skim and scan sources to gather relevant information.
- Use a variety of sources that represent a range of views.
- Use a range of reading strategies looking for clues and perspectives/trends.
- Read and interpret maps, graphs, charts, cartoons, illustrations and other visual information.
- Read, explore and interpret electronic pages, e.g. hyperlinks.
- Determine the relevancy of the information for the task/problem in hand.
- Filter the information (point of view, bias, omissions, gaps, authority, credibility, accuracy, intended audience).
- Decide whether information is “gold” or “garbage”.
- Record appropriate information and organise the information via note-taking.
- Paraphrase and summarise new information.
- Write down the bibliographic information of each source.
- Establish information gaps and locate additional relevant material.
- Compare, contrast, classify and interpret information.
- Combine selected information by connecting similar ideas and integrating concepts.

4. Creating

- Integrate prior knowledge with new knowledge.
- Formulate own opinions.
- Build a logical argument.
- Verify the results of an experiment or experiments.
- Draw inferences from evidence.
- Draw conclusions.
- Develop a draft version of information, product or presentation.
- Refine the draft.
- Cite information sources in the text and in the bibliography, illustrating ethical use of information.
- Compile a bibliography using a standard format.
- Create an original response to a research topic/project with supporting evidence.
- Find a solution to a problem

5. Communicating

- Determine the purpose, the audience and the format of the presentation.
- Select an appropriate communication format for the intended audience and the purpose of task.
- Use the correct format for an essay, report, etc. (evaluate format selection).
- Use an appropriate medium to present the work, either paper-based or digital – e.g. presentation software, such as word processing, spreadsheets or presentation programmes.
- Communicate ideas through sharing, presenting or publishing.
- Present results and recommendations with supporting evidence in a clear manner that addresses the information question.
- Request feedback.

6. Reflecting

- Develop criteria to use for evaluating both the information-seeking process and the end product.
- Assess the information-seeking process and the end product according to set criteria.
- Decide on a personal level of satisfaction and personal growth.

- Determine how well the research conclusions and the product met the original information need/question.
- Determine what new skills/knowledge were/was gained.
- Identify areas that require improvement.
- Assess time management.
- Assess the management of resources – i.e. exhaustive or superficial.

Notes

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