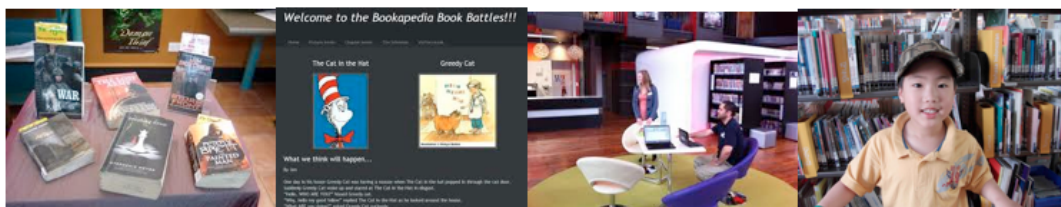


'Library Strategy'

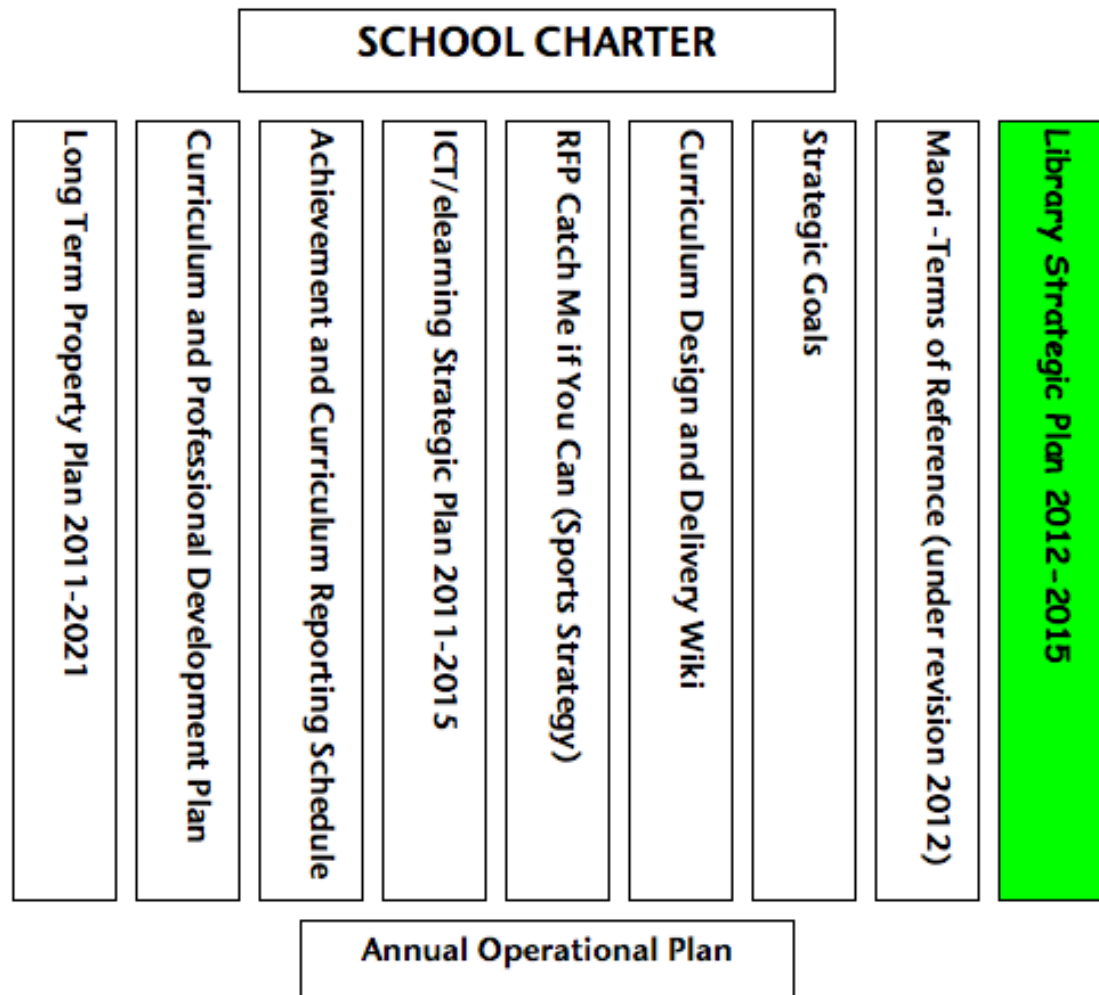
Developing and Extending 'The Hub'

2012-2016



NAG 2i –STRATEGIC PLAN

Which documents how we are giving effect to the National Education Guidelines through our policies, plans and programmes, including those for curriculum, assessment, and staff professional development.



Introduction

At the end of term one, 2012, we lost a very valuable resource, our Librarian, Miriam. Given the limited time we had to react it was decided to take some time to 'take stock' of our position. This gave us an opportune time to consider wider strategic implications including, but not limited to such questions as:

- What purpose does a library serve in a 21st century school?
- What role would any staff associated with a 21st century library undertake?
- How does our library currently impact on student achievement/learning?

It was primarily the above change in employment that prompted this full review. It has also been at least eight years since there was a *major* review undertaken.

From the outset of this investigation/review it was agreed that having a common understanding of our library's role and purpose would help determine future decisions around such things as: the nature of any employment associated with the library; how best to allocate space; and how to create an atmosphere that is welcoming and inviting, stimulate creativity and provide for social, cultural and intellectual activities.

In developing this strategy, the Board, Staff and/or lead-team visited several libraries, read widely, engaged in provocative discussion and considered current data about the resource collection and the use of the current library space. We also attempted to collaborate with another school and offered to share a librarian position. Most useful in all of this, was the discussion with other schools and visits to other libraries/schools, particularly the 'Youth Space' attached to the City Library. These processes have been critical in stimulating debate and forming ideas supporting this strategy.

It is clear that school libraries with flexible, multi-functional spaces will be better placed to respond to changes in curriculum, technology, student numbers and the community. What is also evident is that many schools have not yet begun positioning themselves for this (Possibly because any undertaking of significant, transformative change in a short space of time may meet with resistance) Our Board are aware of this issue and as a result, generally support the repositioning of the library space and roles of personnel supporting it, subject to on-going debate and consideration. We are already generally further along the path than most primary schools in the region and indeed the country, despite some current limitations.

This strategy and the planning/discussion undertaken to date, signals some of the findings and is intended to initiate further (wider) debate at staff and Board level as plans for the future of the school as a whole are shaped/reshaped. This strategy is a reference point only.



School Charter -Strategic Goals: 2011-2015

1. To provide a high quality, future focused education where we effectively:
 - a. Extend and enrich learning through creative processes and programmes;
 - b. Identify and cater for special needs, primarily through classroom programmes and through early intervention;
 - c. Achieve the highest levels of achievement and progress in reading, writing and maths;
 - d. Implement/integrate the NZ Curriculum and National Standards;
 - e. Raise effective participation in organised sport;
 - f. Incorporate and extend te reo me ona tikanga;
 - g. Infuse ICT and move towards being a digital school;
 - h. Empower students to lead their own learning, and their own school.
2. To actively engage parents/caregivers/whanau where we effectively:
 - a. Support parents in learning the language of learning;
 - b. Help educate them in ways to support their child's learning;
3. To attract, retain, support and deploy a high quality staff, where we effectively:
 - a. Make use of the talents and passions of all staff;
 - b. Enhance achievement and increase feedback to students through additional support staff;
 - c. Use evidence based practice and inquire into the nature or craft of our work.
4. To enhance the physical environment, where we effectively:
 - a. Ensure all learning spaces are conducive to positive learning;
 - b. Provide the spaces to support an increasing diverse curriculum with a stronger emphasis on the arts and science;
 - c. Value the 'place of play';
 - d. Engage students in improving 'their school'.
5. To plan for sustainability, where we effectively:
 - a. Focus spending and effort on strategic priorities;
 - b. Develop and use systems that reduce duplication of effort;
 - c. Eliminate waste.
6. To acknowledge the Treaty of Waitangi, where we effectively:
 - a. Have a staff that have deep understanding of the Treaty;
 - b. Plan for the intent of Ka Hikitia, and any other Government Plans/Priorities;
 - c. Effectively incorporate and extend te reo me ona tikanga (Goal 1f).





Library: Formerly the name given to the physical space in the school, where the majority of resources supporting learning and teaching are housed. This primarily involved a high quality collection of book materials for issuing to students and their teachers. This space is a moderately large space for the size of the school. Generally students visited this space once a week as a class to issue books, visited during lunch breaks to play board games or read/issue books, or utilised the resources of the library (including human) to locate, retrieve and sometimes synthesise information.

The 'Hub'

The new term being used to replace the above and to signal an extension of its current function. The use of the word 'hub' suggests that this is a central place of coming together, not only for students, but for the wider whanau/community. Interacting with a wide variety of multi-media resources would be a primary function but it wouldn't be single to this. A critical part of this is the notion of extending the availability of the resources beyond the school day of 9-3.

RSS-Ourspace	The school-developed electronic space (wiki) where all information and resources supporting the school curriculum is housed. This is the one stop shop for teachers, outlining guidelines and processes for curriculum design, assessement and review.
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Concepts/Beliefs **'Library/Hub' Strategy** (the 'driving forces')

Consistent with the changing landscape of library spaces across the world, our space should:

- be flexible, partly enabled by mobile furniture and also by small group space, enabling individual spaces as well as collaborative forms;
- allow access to information in many formats and from many sources; be multi-media resourced (Visual, audio and moving images, as well as text) and extend the current visual/text forms to include more magazines;
- be places of creation, as well as consumption;
- enable extended access (beyond the hours of school instruction 9-3)
- be technologically ready –wireless, presentations tools, ebooks;
- extend beyond the walls of the library space -have a web presence, reach out to classrooms, the community....;
- primarily meet the needs, interests and demands of our students, but also increasingly be a place to support parent's role in education;
- have a mix of fiction and non-fiction but over time reducing reference materials;
- establish and maintain book and digital archives on the school's history and development;

The effectiveness of our library should be measured by more than just:

- how quiet and tidy it is;
- how many books are circulated/issued;



Our Vision:

INSPIRED students ...HABITUAL READERS ...THAT

READ/VIEW/INTERACT
RESPOND/COMMUNICATE
CREATE-COLLABORATE
-SHARE

Cultural Perspective:

Our school community values its diversity and is committed to the principles of the Treaty of Waitangi. We believe this context is a great catalyst for developing deeper understanding or for further learning about Tikanga Maori.

In particular, we acknowledge the importance of

- Developing a collection rich in cultural resources, particularly that of tikanga maori;
- Supporting New Zealand authors;
- Students creating artefacts representing their learning in tikanga Maori;
- Whanaungatanga. The role and engagement of whanau;

THIS SECTION IS YET TO BE DISCUSSED DIRECTLY WITH 'NGA WHAKAARO' GROUP AND WHANAU ROOPU. FOLLOWING DISCUSSION AT THESE LEVELS, THIS WILL BE ADDED TO.



Resources:

Human –

Library (Hub) team	Library and Resource/ICT Assistants Deputy Principal with Library Responsibility
National Library	Resource Personnel (Tremaine Ave)

Physical-

The 'Hub' Space	(formerly 'Library')
Other spaces - office	Teacher Resource area, server room, small office
Resource collection	Books, teacher resources, DVD's,
Technologies	iMac/eMac computers, ipads, projector
Software	ACCESSIT
Courtyards	-to the west side (garden area) -between Poutama block and Library
Furniture, furnishings and shelving	

Web-based:

<http://www.slanza.org.nz/> School Library Association Network
<http://www.natlib.govt.nz/> National Library
<http://rsslibrary.edublogs.org/> RSS Library Blog
<http://russellst.wheelers.co/> eBook site.
<http://www.wegivebooks.org/> Online Book Site.
<http://www.storylineonline.net/> Online Book Site.

Book/Information Collections:

How many volumes –approximately 6,000 titles.
 Annual budget for maintenance and enrichment of collection
 Term 3 Book fair
 Supporters' Club (frequently support library initiatives)
 What other multimedia resources are in the school that can be made available immediately that support learning include: iPads, iPod touches with recorded stories, Big books, dvds etc



SWOT Analysis (no particular order)

Strengths	Weaknesses	Opportunities	Threats
- Moderately large physical space; - Leaderful Library Assistant/Team in all areas of information literacy and children's literature; - Well resourced and focused book collection; - Library database software efficient and up to date; - Physical space generally neat and tidy; - Centrality of space; - Fair budget to support collection; - Ebook shift –student response very positive; - Valued by teachers and students; - Adequate volume or capacity of shelving; - Well lit across full space; - Teacher resource area has rolling stacks that efficiently store materials;	- Limited, aged technology available –copier, stereo, projector, older computers; - Library space generally not utilised every hour of the day; - Library resources not available outside of 9-3; - Limited furniture and very student driven; - One big space –no breakout or small group spaces, that are isolated; - Class visits (junior school) are generally in the afternoon when no librarian is available; - More of a place of consumption than creation; - Furniture and shelving is not mobile; - Shelving is mostly on walls, giving limited eye level display area; - Lighting does not allow some areas to be lit and others not; - Non-book resources are generally not available at all to children (almost entirely books for loan). This includes big books and audio readers.	- Staff (teaching resource) collection not generally available to students or parents –this includes a wide range of multimedia resources; - There are two adjoining courtyard areas that could, in the future, provide more space; - School property is generally maintained (open) until 6 pm; - Parent community that might want to become 'Friends of the Library' and carry out volunteer work; - National Children's Library (Tremaine Ave) supplies and selects resources to teachers to support learning context; - Two smaller spaces adjoining library –both generally used for storage (one for server);	- Lack of resourcing/funding; - Other competing demands for property dollar –fencing etc - Very basic shape of library; - Change can unsettle people; - Parental perception

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◦ **Mission:**

To redesign the current library space, reshape and clarify its purpose and its operations, in order for it to be a vibrant place of learning and coming together.

Aims:

1. To develop a space (hub) that extends beyond the basic exchange of book resources ...to a space of coming together, in a multimedia enriched environment.
2. To foster a lifelong love of reading in ALL students.
3. To facilitate the student acquisition of information literacy skills.
4. To extend the availability of the resource collection and tools of technology to our community, in order to have a greater influence on learning outside of 9-3.
5. To encourage creativity, collaboration and challenge.
6. To make effective and efficient use of the space.
7. To employ a Library Team which supports the intent and direction of the full school charter, including but not limited to this strategy;
8. To develop a 'Friends of the Library' voluntary support group, enabling the core functions of the 'hub' to be undertaken.
9. To seek and act upon student voice.
10. To develop systems for storage and retrieval of archives, both paper and electronic.



Possible Strategies:

	Goals	Strategies
Teaching and Learning	<i>Students will develop skills, knowledge, attitudes and values connected to:</i> <i>-problem solving/ solution seeking;</i> <i>-critical, creative thinking;</i> <i>-participating in a team;</i> <i>-planning, implementing and evaluation</i> and most importantly, a LOVE of READING.	Library wiki /webpace supporting goals for learning. Employ Library Assistant in afternoons (when junior classes are mostly there) and also enabling extension beyond 3 pm. Invite local, regional or national authors in, either separate to or as part of a 'Book Week'. Continue to offer a 'Book Fair' or similar. Upgrade, further extend the technologies –desktop and mobile technologies. Encourage the BYOD programme –Bring Your Own Device for ebook loans. Develop a school inquiry model/process. Professional development for Library Team and also teaching and support staff team. Focus the resource allocation to picture books/fiction and multimedia resources. Reduce replacement of non-fiction/reference books. Actively encourage student involvement. Continue to assign a member of leadership (and assigned release) to oversee the strategic operations of the 'hub'. Arrange visits to the Public Library and/or from the Mobile Library.
Systems/ Infrastructure/ Resources	An infrastructure that supports the above goals for students and the community.	Carry out space analysis –what spaces are used when, and for what (including staff resource area, and both small rooms off the current library) Purchase coffee machine (automatic/paper cups) for parent engagement. Renaming the library as the 'Hub'. Redesigning the space for multimedia infusion. Making all furniture mobile, especially any bookshelves that are off walls. Purchase lounge type furniture. Library hours extended to 8.30 – 4.00 and possibly Saturday mornings as well. Extend northern side of library to adjoin with Poutama, giving a covered 'learning street' or atrium. This would enable a further learning space, an extension of the library and also a 'café culture'.



		Attend SLANZA and School Library Network meetings. Actively develop a volunteer base to support the operations of the library. Train student librarians to provide service to library-related staff and students: • issuing and returning • shelving and tidying • input into display, promotion and reviews other higher order tasks
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