

4115 School Library Programs

Policy 4115 STATUS: ADOPTED

SCHOOL LIBRARY PROGRAMS

Board Approved and Codified: October 11, 1988

Last Revised: June 19, 2013

Description:

It is the desire of the Board of Education that all students in School District #59 shall acquire the necessary information skills to prepare them for today's information age through a developmental, curriculum-integrated resource-based, program.

The Board recognizes these are the tools our students require to pursue informed decision-making and lifelong learning.

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Description:

1. Information skills are part of the curriculum and the responsibility of the classroom teacher. The teaching of information skills shall be integrated with the regular classroom curriculum.
2. The school's library program is to support the infusion of information literacy skills into the regular curriculum using a variety of resources.
3. Teachers and teacher-librarians will co-operate in the planning and implementation of units of study which integrate those information skills necessary to locate, analyze, organize and present information from a variety of sources. To facilitate this program all school libraries scheduling that is convenient for student use.
4. A school's library program shall clearly be a partnership involving the principal, the classroom teacher and the teacher-librarian.
5. Schools which do not have the services of a teacher-librarian will delegate one professional member to supervise the school's library program.
6. The principal has a significant leadership role in the development of working partnerships among members of a school staff. He/She ensures that the teaching of information skills is a co-operatively planned program, fully integrated with learning activities.
7. In the implementation of the co-operatively-planned curriculum-integrated library/resource centre program, the responsibilities of the classroom teacher centre around the needs of students, and the development, adaptation and implementation of the curriculum.
8. In supporting the teacher's instructional program the teacher-librarian's role will be:
 - a. **Co-operative Planning and Teaching**
 - i. Plan with classroom teachers to integrate information skills and multi-media into curriculum units.
 - ii. Co-operatively teach and evaluate selected units with classroom teachers.
 - b. **Teacher and Curriculum Support**
 - i. Locate resources to support classroom teachers' instructional needs
 - ii. Support the classroom teacher in the development, presentation, enrichment and enhancement of curriculum and skills development.
 - iii. Literacy support.

c. Information and Research Skills

- i. Teach students to locate, organize, analyze, and present information using a variety of media and technology.

d. Reading Promotion

- i. Encourage students to read for pleasure, as well as for information.
- ii. Provide an inviting environment for reading and/or studying.

e. Professional Development

- i. Keep informed and up-to-date on the most recent technological and instructional resources.
- ii. Develop and maintain technological and instructional skills.

f. Leadership

- i. Provide leadership in the implementation of curriculum integration and co-operatively planned programs and emerging, promising practices.
- ii. Participate as an active member of school and staff committees to develop and implement school goals.

g. Advocacy and Staff Relations

- i. Demonstrate the necessity of the library program.
- ii. Advocate co-operative planning, curriculum integration and resource-based learning to administrators, teachers, students, parents and the community.

h. Facility Management

- i. Plan and organize efficient use of space, time and resources.
- ii. Maintain and supervise a safe, orderly environment conducive to learning.

i. Resource Management

- i. Build and maintain a quality collection of current technology and materials to support and enrich curricula and programs.
- ii. Make effective use of resources within budget.
- iii. Make effective use of human resources: staff, students, and/or volunteers.

j. Networking

- i. Network with other schools to share ideas and resources.
- ii. Network with the community, other educational institutions, and government institutions.
- iii. Network with the District Resource Center to insure purchasing is not duplicated, and cooperate so district resources are fully used.

9. Teachers assigned to a teacher-librarian position will:

- exhibit interpersonal and communication skills with colleagues and students;
- display a commitment to curriculum-integrated cooperative program planning and teaching;
- possess a broad knowledge of curriculum;
- apply a wide range of instructional techniques and practices;
- have or be willing to acquire professional training in teacher librarianship;

- integrate technology into instruction;
- develop and maintain collaborative partnerships with staff;

10. Academic Preparation

- a. Possess valid BC Teacher's Certification
- b. Possess recognized degree or diploma in Teacher Librarianship

Or,

- c. Demonstrate active progress towards a diploma, or degree in teacher librarianship

Alternatively,

- d. Consideration will be given to candidates who can demonstrate coursework in five of the following areas:
 - Role and function of the school library
 - Curriculum integrated cooperative program planning and teaching
 - Building a collection of learning resources
 - Organizing and accessing a learning resources collection
 - Addressing change and technological opportunities
 - Training and developing support staff
 - Cognitive Coaching
 - Children's/Adolescent literature
 - Using technology to enhance student learning
 - Balanced Literacy practices

11. Teaching

- a. At least two (2) years of successful teaching experience.