



# Library Policy

## Overview

The School library is a shared resource catering for students and teachers in the Preparatory, Junior and Senior areas of the school. The wider school community is also encouraged to utilise and borrow from the library.

The library is a teaching and learning hub that provides collaborative learning spaces, access to technology and a collection of fiction, picture books, graphic novels, magazines, newspapers, information books and electronic resources selected to encourage a lifelong love of reading and learning, to support curricular and co-curricular programmes and promote international mindedness.

## Context and Mission

### **School Mission Statement**

*To integrate in teaching and learning, goals for conservation and social justice*

*To develop civic virtues and emotional skills that can empower our acorns to be*

*icons of personal and social change who will play leading roles in the transition to a sustainable future*

### IB Mission Statement

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## **Library Mission and Goals**

The mission of the School Library is to inspire and encourage a lifelong love of reading and learning in our school community whilst supporting the curricular and co-curricular programmes and promoting international mindedness.

The Library strives to be a learning commons that is an integral part of the school community. The library supports teaching, learning and research in an intellectually and culturally open environment.

The Library Staff strive to work collaboratively with teachers to create authentic learning for all students, to encourage effective use of ideas and information; to provide quality resources to encourage reading for pleasure and to help students stay informed in a rapidly changing world.

### **The goals of the library are:**

1. To further the educational aims of the school by providing quality resources that support and enhance the curriculum and the mission of the school.
2. To fulfil students' educational information needs and to encourage as far as possible the extracurricular and leisure interests of the students.
3. To promote resource-based learning through the provision of a wide range of materials, both print and virtual learning environment; and the teaching of study and information skills so that students learn how to learn, how to analyse, how to reach considered conclusions about man, his language and literature, his way in society, and the scientific forces of his environment.
4. To promote positive attitudes towards independent learning, information literacy, libraries, reading and literature.
5. To stimulate intercultural awareness and promote international mindedness through the provision of materials reflecting a variety of cultures and languages.
6. To meet teachers' professional and recreational needs.
7. To promote community awareness and participation in learning and reading.

## International Baccalaureate Requirements

To meet the requirements of the IB, school management and library staff must ensure that:

1. The library programme is designed to serve the requirements of the PYP in promoting the education of the whole person through an emphasis on intellectual, personal, emotional, spiritual and social growth.
2. The library facilitates student, staff and school community use.
3. Library staff members have appropriate training and are aware of new resources and developments relating to IB programmes
4. Library staff and teachers collaborate effectively in planning for the needs of the PYP programme.
5. The collection of resources, including material reflecting different cultures, perspectives and languages, meets the needs of the programme.
6. The library contains resources in the mother tongue language(s) of students in the school.
7. There is an annual library budget that provides for the appropriate maintenance of, and additions to, the library's collection.
8. A proportion of the library collection is devoted to resources for the professional support and education of the teaching staff.
9. The library has a central role in the implementation of the PYP by facilitating both student and adult inquiry.

## The IB Learner Profile in the Library

INQUIRER	Students develop skills in multiple literacy forms (including digital, visual, textual, and technological) that will lead them to become independent lifelong learners. They show curiosity in their inquiry and conduct purposeful, constructive research.
KNOWLEDGEABLE	Students show a commitment to their own learning. Using a wide range of information sources, students develop the capacity to recognize a need for information, to know how and where to find it, and how to select, organize and communicate it to others.
THINKER	Inquiry encourages students to become critical thinkers and creative problem solvers. They make real-world connections

	for using this process in their own life. They are confident and discerning information users.
COMMUNICATOR	Students are encouraged to express their own ideas, feelings and information in a variety of communication modes. Students are encouraged to read in different languages.
PRINCIPLED	Students respect the rights of all community members in the sharing of facilities and resources. Students show integrity by using information ethically and using the web and social media tools responsibly and safely. They understand and practice academic honesty.
OPEN-MINDED	Students are exposed to a wide range of literary and factual texts reflecting different cultures, perspectives, attitudes and languages. These resources extend the students appreciation for the world and its people.
CARING	Through literature students learn to empathise, and respect the experiences of others whether different or similar to themselves. Students are respectful of other library users and look after library resources.
COURAGEOUS	Students are confident to take risks and develop independence in using a variety of 21st century literacy forms to create, apply and express new understandings. Students expose themselves to new genres and forms of literature that they may not ordinarily read.
BALANCED	Students have access to a collection of resources that represents all viewpoints and types of literature, and which contributes to their personal, social, spiritual and educational growth.
REFLECTIVE	Students are encouraged to reflect on their own learning; and how literature leads them to empathize with others, to respect themselves and the world around them.

## **Spaces**

The library is designed to play a central role for the school community

The library is in the Primary Building. There are 2 librarians, they are academically bent and collaborate with PYP teachers in supporting the Programme of inquiry. They also manage the stock inventory on the library portal of the school.

Students and teachers may access the library as appropriate. Students can have access to and may borrow books from the library.

## **Collections**

The following resources and collections are available in the Library:

### **Primary**

#### **Picture Books**

Stories told predominantly or entirely with pictures that are suitable for children ages 3 to 12 but relevant and available for all ages. Picture books are arranged alphabetically by author's last name. Popular authors and series are located in tubs for quick access.

#### **Junior Fiction**

Chapter books suitable for beginning readers and children up to ten years of age. Junior fiction is arranged alphabetically by author's last name. Popular authors and series are located in tubs for quick access.

#### **Junior Graphic Novels**

Comic-style books suitable for students in the Junior School. Graphic novels are arranged alphabetically by author's last name, with the exception of books in a series written by different authors. These are arranged within the overall alphabetical sequence but by series name rather than author name.

#### **Junior Non-Fiction**

Information books reflecting the interests and information requirements of Junior School students. (Suitable for ages 3-12) Junior non-fiction is arranged according to the Dewey Decimal System with the exception of very popular books such as joke books and puzzle and game books which are kept in tubs for quick access.

#### **Big Books**

Oversize fiction and information books for use in the library and classroom only.

## **Middle**

### **Middle Fiction**

Fiction that is suitable for, and appealing to, readers from Year 5 - Year 8 with some overlap. Includes a broad selection of popular, contemporary and literature, by both Australian and international authors, and written for “tweens” and middle school age children. Consideration is given to award winning fiction and emerging and local writers. This collection is accessible to those in the upper Junior School and all Senior School students. Students in lower classes may access titles in this collection with permission from parents. Middle fiction is arranged alphabetically by author’s last name.

## **Senior**

### **Senior Fiction**

Fiction that is suitable for, and appealing to, readers from Year 9 - Adult. Includes a broad selection of popular and contemporary fiction and classic literature, by both Australian and international authors. Consideration is also given to award winning fiction and emerging and local writers. This collection is not accessible to Junior School students unless by special permission. Senior fiction is arranged alphabetically by author’s last name within the following genres:

- Contemporary
- Crime & Thriller
- Fantasy
- Historical
- Literature
- Science Fiction & Futuristic
- Short Stories

### **Senior Picture Books**

Picture books with more mature content or written especially for older readers. Senior Picture books are arranged alphabetically by the author’s last name.

### **Senior Graphic Novels**

Comic-style books with more mature content or written especially for older readers. Graphic novels are arranged alphabetically by author’s last name with

the exception of series written by different authors. These are arranged within the overall alphabetical sequence but by series name.

### **Senior Non-Fiction**

Information books & journals that reflect the interests and information requirements of Senior School students. (Suitable for ages 12 – Adult) Senior non-fiction is arranged according to the Dewey Decimal Classification System.

### **Senior Magazines**

Popular periodicals appropriate for Senior School students, and adults. On display and arranged alphabetically by title.

### **E-Resources**

*Grade wise lists are attached with this document*

### **Systems**

Students of all grades from 1 to 10 visit the library once a week. During their visit, they are engaged in reading and thinking strategies and research work for their units of inquiry.

The Library Portal is maintained by **MyClassboard** that provides links to all library resources & systems.

The library is open between 8.30 am – 3.30 pm Monday - Saturday for the school community. Students and teachers are welcome to utilise this time for the purpose of homework, borrowing and leisure reading.

### **General Policy**

The library has at least four main areas of involvement and responsibility:

#### **1. Teaching and Learning**

- Teacher librarians work collaboratively with teachers in delivering and modelling quality teaching and learning
- Assisting staff and students to select appropriate resources for teaching and learning
- The library supports the literature programs of the English and language faculties
- Support the implementation of IB programmes, by ensuring all relevant IB practices and standards are met

## **2. Provision and Management of Resources**

- Selection, acquisition, organisation, promotion and lending of quality resources that support the School mission and curriculum and promote reading.
- The library operates effective library management systems to account for all resources.
- Regular evaluation of library services and management.

## **3. Social and Recreational Development**

- Promote the enjoyment of reading and literature and encourage students to explore and interpret human experience and the world around them through reading.
- Promote safe and effective use of web resources and social media for enjoyment and recreation and self-directed learning.

## **4. Environment and Atmosphere**

- Create an environment that stimulates interest and enthusiasm for learning and a respect for information and libraries.
- Create a flexible teaching and learning environment that provides variety according to class, group, teacher or individual needs.

### **Circulation Policy**

All library resources are available to students and teachers and are borrowed at the circulation desk.

Students borrow and return books once a fortnight.

Students cannot borrow if they have overdue books (unless at discretion of Library staff for specific individual circumstances).

Library staff and teachers remind preschool and primary school students who have outstanding loans during weekly library lessons.



## Reading policy

*“What a School thinks about its library is a measure of what it feels about education”*

*Harold Howe*

### **Philosophy**

The School believes that reading is an essential element in learning. To empower the students to play leading roles in the transition to a sustainable future, reading is made an integral part of every student’s life in the school.

### **Purpose**

Reading improves a child’s communication skill, thinking skill, focus and concentration. It teaches about people, places and events outside the child’s own experiences.

Learning the meaning, pronunciation of words and vocabulary development can be aimed through reading.

### **Process**

To support this reading programme, the school has adopted various strategies starting from PP2 to grade 6. There are reading assignments everyday varying from textbooks to newspapers to books in the library. Simple stories are identified in grades PP2 and 1 and students are made to ‘Observe, Listen and Say’ for clarity and accurate pronunciation.

### **PYP School**

A reading programme in the primary classes is taken up extensively with a purpose to read for pleasure and to build vocabulary. Each student is expected to read 6 to 8 books an year and assessed on a defined criteria through a rubric, every week.

A class library consisting teacher’s reference books and books brought by students for sharing is maintained.

Books in the library are issued once in every 15 days and students are encouraged to write a review of the same.

### **Senior School**

The students of the senior wing are encouraged to take books for reading twice a week.

The school also has a policy of gifting books to all the students on their birthdays and to teachers on special occasions

Parents are encouraged to read for their children as frequently as possible.

Drafting Committee: Director Education, Principal, Pedagogical leadership team  
To be reviewed next in April/June 2020