International Federation of Library Associations
and Institutions

Newsletter for IFLA section no. 11
School Libraries and Resource Centers

Issue 48, June 2009
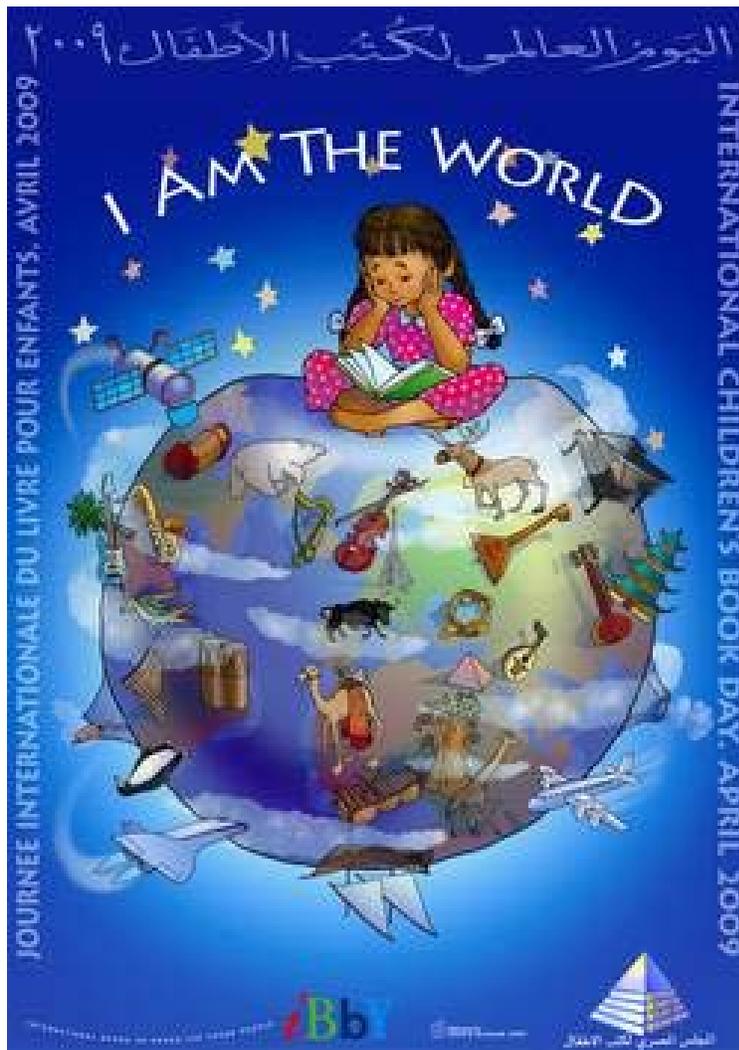
http://www.ifla.org/en/publications/newsletters-13

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2009 IFLA World Library and Information Congress
"Libraries create futures: Building on cultural heritage"
23-27 August 2009

The School Libraries and Resource Centers Section Calendar of Events:

22 August	11:30	Section 11 Standing Committee Meeting
25 August.	9:45	Section 11 Second Standing Committee Meeting
27 August	8:30	Program: *How heritage is presented and promoted through school libraries – continuing themes of the use of technology and information literacy*
		Speakers: Dr. Lesley Farmer,
		Genieva Jurievna
		Dr. Ajay P. Singh

Other meetings of interest:

24 August	9:30	Literacy and Reading and Information Literacy
24 August	13:45	Libraries for Children and YAs and Library Buildings and Equipment
25 August	8:00	Reading and Literacy meeting
25 August	15:00	Children and Young Adults meeting
26 August	11:45	Libraries and the Web 2.0
26 August	16:15	General Assembly Meeting
27 August	11:30	Information Literacy meeting
27 August	13:45	E-Learning SIG: Library e-learning Spaces (Dr. Lesley Farmer)
27 August	14:00	Information Technology meeting
27 August	16:15	General Assembly Meeting

AND IFLA/IASL Conference Meeting on
"Reading in the Digital Age:
Educating the Passionate and Competent
Reader through the School Library"
1 September in Padova
(Universita degli Studi, Palazzo del Bo)
http://www.iasl-online.org/events/conf/2009/

Section Chair's Message

Welcome to the Newsletter of the School Libraries and Resource Centers Section. I hope that the last year has treated you well.

Unfortunately due to serious family illness the Secretary for the Section has been unable to complete the Minutes from Standing Committees in Quebec, which would normally be included in this Newsletter.

The technological developments that librarians have always embraced have continued apace with courses on Lib 2.0 and Web 2.0 proliferating around the world to help us understand and utilize these innovations. While many young people live their lives through social networking, schools and their libraries use VLEs (virtual learning environments) and emails to stay in touch and disseminate work and information to students. Staying at the cutting edge of technology is a complicated and tortuous business – making the right choices about what will last and what will not a difficult and expensive conundrum. In a world feeling the effects of economic meltdown there are many targets for 'cuts.' As well as working to provide our students with the information and reading they need, we also have to work against being consigned to the past. In the UK a huge 'Campaign for the Book' started by award winning author Alan Gibbons is trying to save libraries and librarians, including school librarians, from being 'axed' due to the need to make economic savings. In his speech accepting the Carnegie Medal for the late Siobhan Dowd, David Fickling asked the question "Computers or books?" and gave the answer "Both," which we know is right. It is true to say we live in interesting times. We must all work together to convince policy makers and those in control of funding that librarians, who are information specialists, are an invaluable resource for the future – children.

This year the International Association of School Libraries is holding its Annual Conference in Padua the week after IFLA, and the Section is very pleased to be involved in their Pre-Conference 'Reading in the Digital Age.' Hopefully many of you will be attending their events.

Next year we will be working with the Children's Section in Brisbane, and the Conference Session theme will be 'Partnerships', looking at way public and school libraries and librarians work together to provide the best possible library for children and young people.

The Section looks forward to meeting many of you in Milan and Brisbane!

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Thanks to the membership for sending me information about projects, events, and resources. Your articles and photos are especially welcome throughout the year. The newsletter is only as good as its contributions.

The American Association of School Librarians International Relations Round Table held a session about Global Citizens at the American Library Association conference on July 12. Lesley Farmer provided an overview of professional organizations that teacher librarians can participate in. The Bolivian Th'uruchapitas School Project was detailed. Charles OBryan spoke about his trip to Japan and how to share that experience with students. Gerry Fegan shared the process of establishing a sister school library program with a Kenyan school. The committee's online community via ALAConnect shares international opportunities and organizations.
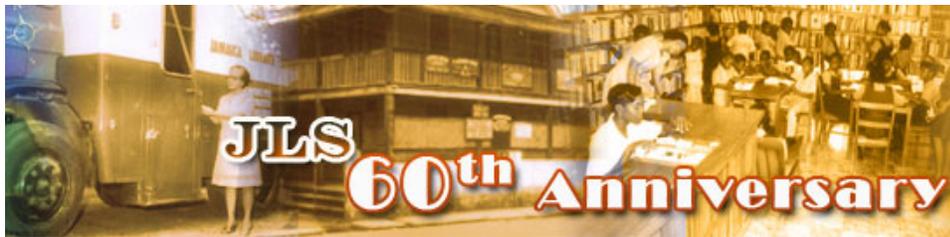
From 16 to 21 February, the Jamaica Library Service hosted an international conference as part of its activities being held in commemoration of the 60th Anniversary of the organization. The conference was targeted at library professionals from all levels of management, from school and public libraries across the world. Their theme, "Public and School Libraries: Your Partners in National Development," was played out in presentations about the social, political, economic and technological aspects of development. The conference provided a forum for:
- networking and sharing of resources
- forging partnerships
- benchmarking for best practices
- providing opportunities for human resource development
- engaging policy-makers in discussion on the importance of libraries in national development.

EduSummIT, an international educational conference, was held 10-12 June in The Hague. sponsored and hosted by Kennisnet (The Netherlands), BECTA (UK) and ISTE (USA), the conference was attended by an international group of researchers and policy makers. The major focus of this international summit was to make connections across sections and themes, on which comprehensive next steps for the integration of IT in teaching and learning could be taken. ENSIL (European Network for School Libraries and Information Literacy) organized a social event for conference delegates in Amsterdam, with local library visits and a special presentation about historical teaching aids connected with reading and literacy. Specific information about the conference discussions will be available as a wiki at http://vvbad.typepad.com/

Mumbai School Celebrates World Book Day

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On April 23 Ecole Mondiale World School (Mumbia, India) celebrated World Book Day, an event established by UNESCO to promote the importance of books. The events that took place included:

- Students vote for popular books, which were displayed.
- Students brought their own favorite book from home and shared and swapped with their friends and classmates.
- Read aloud sessions were conducted in every individual class.

The library invited many parents and other special guests, including the Vice-Principal, to talk about their favorite books and conduct story telling sessions to various primary classes. The main highlight of the celebration was the story telling session by well known actor of Indian cinema, Om Puri, and his wife who is a writer. The library requested students and parents to donate books for charity. The response was overwhelming: 428 books, which were donated to Sanskar Dham School, a school for physically challenged.
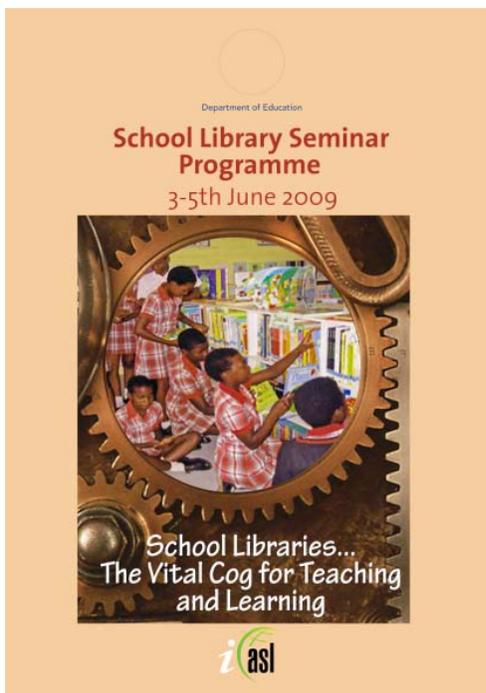
African Delegates Develop Expertise

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The School Library Seminar "School Libraries: the vital cog for teaching and learning" held on 3-5 June 2009 was a success. 348 delegates attended including one from Botswana, two from Kenya, two from Malawi, two from Namibia, one from Nigeria, three from Zimbabwe and two from the U.S. The rest of the delegates were South African.

On day one the presentations dealt with developments on the school library and e-learning in Africa. Presenters emphasized the importance of access of resources, best

provided through school libraries for teaching and learning in the modern world.

Day two was divided into three groups, The first group was for the inexperienced school librarians who learned about basics of school library management administration; experienced teacher librarians learned more about ICT and the Iinternet in school libraries: searching, evaluating and using blogs. The third group was the officials who were informed about developments in school librarianship particularly in some African countries.

International School Library Month (ISLM)
2009 Theme: "School Libraries: The Big Picture"

Participating in International School Library Month is an easy way to promote school libraries and engage students in creative ways to express their love of libraries. This event also ties students together from around the world under the umbrella of a shared love of reading and learning.

This year ISLM is sponsoring a Bookmark Project, which matches schools whose students make homemade bookmarks that reflect the International School Library Month theme. The bookmarks are mailed to the matched school in October. If interested in participating, send the following information to the ISLM coordinator, Rick Mulholland (conri@shaw.ca):

- your school's name
- your school's location (city, state/province/country)
- the grade/age level of the students to be involved
- the number of students involved (this is very important to ensure you are matched to a school of similar size)
- the contact information (name and email address - include a contact email where you can be reached during any school holidays)

Every few weeks until early September, a new list of schools will be sent to the participating schools to choose a match. Matching will be taking place on a regular basis so it is vital to provide contact information during school holidays. Last year many people missed out on matches because they could not be contacted.

Since 1967, on or around Hans Christian Andersen's birthday, 2 April, **International Children's Book Day** (ICBD) is celebrated all over the world to inspire a love of reading and to call attention to children's books. The celebratory day is coordinated by the International Board on Books for Young People (IBBY), a non-profit organization dedicated to bringing children and books together. IBBY has members from over 70 countries, who work individually and together to promote and support children's literature and reading. The 2009 poster is featured on the cover.

iEARN Seeks Partners

International Education and Resource Network
http://www.iearn.org

This international organization is seeking participants for several educational projects:
1. Want to include a project in the 2009-2010 iEARN Project Book?
2. Folk Tales Project features stories from around the globe.
3. Global Art Project announces new facilitators in Pakistan.
4. Class in Brazil seeking partners for digital media project.
5. A Vision global creative writing anthology.
6. View project photos and student work in the iEARN project media albums.
7. Class in USA seeking partners for new history and culture project.
8. Class in Slovenia seeking partner for new project on traffic and logistics.
9. Teacher's Guide for Laws of Life Project now available in Hindi.
10. Class in USA raises funds for nets as part of Eradication of Malaria project.

For a full listing of iEARN projects, see: http://media.iearn.org/projects
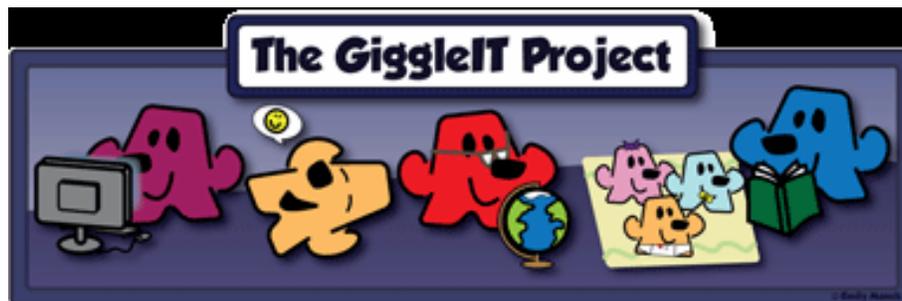
The GiggleIT Project is a global collaborative publishing project hosted by the International Association of School Librarianship (IASL), working in partnership with the International Children's Digital Library (ICDL). Designed to help children around the world improve their English language literacy skills, the GiggleIT Project encourages students ages 10-14 to contribute their writings to an online book (eBook) celebrating stories and humour from their culture. Humour, just like tragedy, is a vehicle that can be used to promote cross-cultural understandings and collaboration for children and young adults around the world. Children's work will be published internationally and will identify their culture through literature.

A range of competitions, and teaching and learning packages, will motivate and stimulate reading and writing skills whilst supporting the teaching and learning with examples and worksheets which can be downloaded into handouts for the class. **Register now for free to be part of this incredible international project at: http://www.iasl-online.org/sla/giggleIT/**

FEATURED COUNTRY PROJECTS

New Indonesian School Librarians Association Launched

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Known as the Asosiasi Tenaga Perpustakaan Sekolah Indonesia (ATPUSI), loosely translated as the Association of the Indonesian School Library Personnel, the new association represents a merger of the four previously existing school library associations in the country. The official declaration of the new association coincided with the National Convention and Seminar for Indonesian School Librarians in Jakarta on 27 – 29 May 2009. Present at the launching were some 137 school librarians from all 33 provinces of the country, officials from the National Ministry of Education and the National Library of Indonesia, and guest speakers from Malaysia, Singapore and Hong Kong. The support for the new association was well reflected in the presence of senior government officials, their speeches, the sponsorship of the event, and a financial grant to the new association. In his launching speech, the Director General of Quality Improvement and Human Resources of the National Ministry of Education, Mr. Baedhowi, stressed the need for synergy between school librarians and teachers in improving the quality of education.

One of ATPUSI's main thrusts is to train the school librarians as an important step in the development of school libraries in Indonesia. Indonesia's challenge in developing school libraries is compounded in having more than 250,000 schools spread over 17,000 islands. It was reported that less than 10% of these schools had trained school librarians. However, there is good government support in legislation and policies to support the development of libraries.

The new association is headed by Muhammad Ihsanudin as the Chair, Sulfan as the Secretary, and Sri Dharma Lakondari as the Treasurer. Long-time IASL member and a prime mover of the new association Hanna Latuputty, was also elected to the Management Committee. The new association started functioning from Day 1 itself, with planning meetings, resolutions, lively debates, plans of actions, and establishing a blog: http://www.atpusi2009.blogspot.com/

The U.S. Department of Education is developing a new National Educational Technology Plan to provide a vision for how information and communication technologies can help transform American education. The plan will provide a set of concrete goals that can inform state and local educational technology plans as well as inspire research, development, and innovation. A draft plan is expected in early 2010. Until July 13, Americans can provide input.

Indian Seminar Prepares Road Map for Libraries

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A national Seminar was organized by the National Council for Educational Research and Training (NCERT), New Delhi, on 'the role of school libraries in quality education.' On 10 and 11 February about 150 school and university librarians and professors, as well as heads of schools were present from all over India. Besides bringing these stakeholders together, the seminar facilitated discussion about the need to sensitize decision makers regarding the need for school libraries and to prepare a road map for the libraries to meet the challenges of 21st century.

As per the surveys conducted by the NCERT and other scholars, it was revealed that the present condition of libraries in Directorate of Education schools is very poor, and libraries are starved for funds, staff and space. It was agreed that schools should gear up to meet the demands of new age learners. Various professional papers were presented on technology-enabled library systems, availability of e-and web resources, information literacy, new and educational leadership roles of new age librarians. The seminar successfully focused on in-service training and capacity-building training for school librarians at regular intervals by NCERT.

SHARING WITH INDIA AND NEPAL TLs

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I had the pleasure to take the opportunity to share with school librarians in India and Nepal over the U. S. Thanksgiving holiday. I started in New Delhi where I was warmly greeted by the International Association of School Librarianship (IASL) Asian Regional Director Madhu Bhargav. While giving me an overview of the city, Madhu also explained the realities of school libraries and preparation of teacher librarians (TL). At this point, no formal librarianship training strand focuses on school librarians although sometimes a course is offered on that specialization. Nor do school library program standards exist. A strong need exists for standards for both teacher librarians and programs, which would support specialized training for teacher librarians.

As the IASL Vice-President for Association Relations, I had been in correspondence with the School Libraries Support Association Nepal for several years. Therefore, I took the opportunity to visit them in Kathmandu. Teacher librarians and association leaders Sharada Siwakoti and Mahadev Parvate welcomed me with open arms and ceremonial scarves. We talked at length about the issues of school librarianship, mainly in terms of TL preparation and resources. Several factors constrain collection development: limited publishing in Nepal, unstable or unavailable technology, lack of funds, lack of professional training, and lack of support. Nor does reading seem to be highly valued. On the other hand, cultural interest is high, which can be leveraged to collect and produce information about regional expertise.

My main "take-away" was a refreshed definition of libraries. Librarians need to work closely with their communities to assess local needs and interests as well as available resources. Librarians need to take leadership roles in identifying what local resources need to be developed as well, and then collecting, organizing, and making available those locally-produced resources as part of the library's collection. As well as physical access to the collection, librarians need to provide intellectual access to these resources by working with users directly and also with educators to integrate literacies (reading, technology, information, cultural) into teaching and learning. This role necessitates librarianship preparation programs including educational issues into their curriculum. The importance of culture was also a big insight, with the idea of education helping learners to appreciate and express their cultures accurately and authentically. Finally, the need for librarian and library standards – and professional development to support those standards – has become a strong desire among librarians.

Lourense Das's Innovation Awarded

At the educational NOT 2009 conference in Utrecht, Lourense Das was awarded with an Innovation Prize for digital school library service, the "Fac-Totem 2.0", which was based on a project by her and her "Meles" team. Great attention was drawn to the innovative product and to the role of the school librarian/information specialist in the digital age. Fac-Totem 2.0 represents new perspectives for a learner-centered teaching style and Information Literacy education. This integrated concept and product is based on Web 2.0's participatory culture, including a physical school library with all facilities, services, working places and spaces, books, magazines, reading lounge, seamlessly connected to a virtual school library where pupils can study, work but also play, discover, experience and create. The name FacTotem is derived from factotum (jack-of-all-trades) and totem, a symbol for protection and guidance to groups of people. Details about FacTotem are available in Dutch at http://www.factotem.nl/.

Education and School Libraries in the Netherlands

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School Libraries in Primary Schools

Primary education (4-12 years old) is compulsory for children from 5 years and older. Most primary schools hold a collection of books for improvement of reading skills and reading for pleasure; some schools also have a small collection of non-fiction books, CD-ROMs and DVDs. Only a few schools maintain a school library with shelved books and a catalogue. No professional school librarians work in primary schools; most of the work is done by voluntary parents, usually mothers. Many schools seek cooperation with public libraries in joint-use libraries (in Dutch called 'brede scholen'). These cooperation-projects often also include community services, pre-school and child-care facilities. Other ways of cooperation between public libraries and primary schools include occasional special collections (project-collections), author visits and reading promotion.

School Libraries in Secondary Schools

Secondary education (12-18 years old) is compulsory until 16 years old. Due to major changes in the educational system during the 1990s and the introduction of individual learning principles, the development of school libraries (schoolmediatheken) was given a boost. No national standards or guidelines for school libraries or staffing exists; every school can decide what kind of 'schoolmediatheek' they need. Therefore, the quality of school libraries varies enormously. Some have no books, magazines or other materials, only personal computers; others have extended collections of books, magazines, audio-visual media as well as personal computers. Likewise, the number of skilled and professional school librarians varies from school to school.

School Libraries in Middle and Higher Schools

Substantial changes have taken place in middle and higher colleges (education for students from 16 years and older). Major mergers have taken place, resulting in enormous colleges of over 10,000 in some cases. Every college offers its own curriculum, based on the available courses and training programmes. Most colleges enclose different sections (such as physiotherapy, library studies, computer studies) in different buildings, sometimes in different towns. Every building or section has its own library, often called 'Open leer centrum' (open learning centre) or 'Studielandschap' (study landscape) or 'mediatheek'. No national standards and guidelines concerning school libraries exist at these levels either. Most 'Hogescholen' have well-equipped 'mediatheken' with professional staff, but in many ROCs (middle colleges) no professional staff are available.

The LWSVO

The LWSVO (Dutch Association for School Librarians) is a professional association for school librarians working in secondary schools and middle colleges. The association has about 450 members (individuals, schools and others). The board is formed by representatives from the 14 geographically based regional groups, who organize meetings and activities for its members. The AGM is held once a year called 'Landelijke Dag'. The objectives of the LWSVO are:

- To be a platform for school librarians working in secondary schools
- To improve the professional development of school librarians
- To promote cooperation between school librarians
- To improve the legal status of the school librarians.

Over the years, the LWSVO has put a lot of effort into lobbying and advocacy. For this reason there are connections with the VOB (formerly NBLC) Vereniging van Openbare Bibliotheken – Association for Public Libraries, the Ministry of Education, Unions, Kennisnet (the national educational intranet http://www.kennisnet.nl), Educational institutions and others. In 2007 the LWSVO joined the NVB – Dutch Association for Librarians, Documentalists and Information Specialists - and became the 11th section of the NVB (http://www.nvb-online.nl). The cooperation with NVB brings new opportunities and a greater sense of professionalism. Connections with the section 'Hogeschool-bibliotheken' (librarians in colleges for higher education) and the section 'Wetenschappelijke Bibliotheken' (librarians in university libraries) are already made, which help advocacy efforts. Regularly, articles or responses to articles are published in professional magazines and discussion lists. In addition, representatives from the LWSVO attend meetings and seminars to advocate school librarianship in secondary schools.

In 2002 the development of new courses for school librarians in pedagogical and didactical skills started, which is vital because teacher-librarians are practically unknown in the Netherlands. Information literacy lessons are not part of the regular curriculum, neither in primary nor secondary education. The LWSVO believes strongly in implementing information literacy lessons, to be taught by information specialists (e.g., school librarians). Therefore education of information literacy skills and pedagogical and didactical skills for school librarians is necessary. Special training courses have been organised for school librarians by the Institute for Media and Information Management (MIM) of the Hogeschool Amsterdam (Amsterdam College for Higher Vocational Training = BA-level). This training has been very successful. Recently, the LWSVO has become involved in developing a post-graduate Information Literacy course at the Open University for teachers and school librarians. Another course, on management and communication skills, has been developed in cooperation with MIM. In cooperation with VOGIN, a two-day course on Searching in Electronic resources has been developed. LWSVO is a permanent member of a steering committee (together with educational institutions, VOB, NVB and the Organisation for the development of vocational training programmes) to develop educational programs public and special librarians. Each year the LWSVO organizes a so-called 'Landelijke Dag' – National Day, including an annual meeting and seminar.

Over the last few years, several international standards and documents have been translated into Dutch and published on the LWSVO website (www.lwsvo.nl) for members to download and use. LWSVO members also receive a monthly electronic newsletter and *Mediacoach*, the professional magazine for school librarians.

Studying School Libraries in Germany

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I am always interested and excited to find out about school libraries throughout the world, and was fortunate to have recently been chosen to participate in a study tour of library schools in Germany, organized by the Goethe-Institut, New York. Goethe-Institut encourages international cultural cooperation and plays a central role in the educational and cultural policies of Germany. From May 24-30, representatives from six American universities visited library schools in Stuttgart, Cologne, Berlin and Potsdam and also met with faculty from schools in Leipzig, Hamburg and Hannover. Joining me on this particular study trip were: Nora Bird, University of North Carolina at Greensboro; Joseph Mika, Wayne State University, Detroit, Michigan; Scott Nicholson, Syracuse University, New York; Jane Pearlmutter, The University of Wisconsin, Madison; Debbie Rabina, Pratt Institute, New York; and Brigitte Doellgast, Library Director and Regional Coordinator, Goethe-Institut, New York, who arranged the study trip and acted as our guide and interpreter. Lesley Farmer, another expert on school libraries, was also chosen for the study tour but could not attend due to a family emergency.

With the focus of our trip on library education, I wanted to find out as much as possible about education for school librarians and also about school libraries in Germany. The Institut's website was a good starting point. According to one article, and confirmed by interviews and observations, fewer than 15 per cent of German pupils have a school library that is maintained on an ongoing basis (http://www.goethe.de/wis/bib/thm/bty/en82089.htm). The following situations exist: school library facilities run by municipal libraries; libraries run by schools; a combination of school-public libraries.

Similarly to the U.S., where the quality of school libraries is dependent on state legislation and district priorities, arrangements concerning libraries in Germany vary based on agreements between the municipalities, the Länder and Federal government. If school libraries exist at all, their staff may be teachers, librarians, school administrative staff or volunteers. Unfortunately, I did not get to visit a library run by a school, but during a stop at the Stuttgart Public Library, I observed an inviting children's room and collection and an enthusiastic children's librarian. Our host revealed this librarian was also an excellent storyteller, which I could see was true.

Some basic differences in library and information science (LIS) education exist between the U.S. and Germany:

- LIS education in Germany has been offered as an undergraduate degree and taught by Hochschules – universities of applied sciences. (An exception is Humboldt University in Berlin, which offers undergraduate, masters and PhD degrees.)
- Hochschules place a greater emphasis on teaching than on research.
- German education is currently undergoing a restructuring (a result of the Bologna process), and these applied universities are adding masters' degrees to their offering.
- Higher education in Germany has always been free of charge, but now universities are allowed to charge nominal fees (500 euro per year).
- Distance education is still in the early stages in most Hochschules.

At each venue, I shared with our Germany colleagues that school libraries in the U.S. are a relatively modern phenomenon, spurred by the launching of Sputnik in 1957, and shocking America to advance their educational system. This could be compared to Germany's reaction to the PISA report, whereby the rankings of German education were not as expected. It was not until the last day of the tour that anyone mentioned the possibility of incorporating education for school librarians into their curriculum. At the Potsdam University of Applied Sciences, Head Hans-Christoph Hobohm explained how an alumnus of their program, now working for a major Danish school library automation vendor, was advocating for such an initiative. It was also at Potsdam where we had the first opportunity to present and interact with LIS students. As I looked out into the group of young people, I wondered how any of them could entertain the idea of becoming a school librarian if they had never experienced a school library? I'm a firm believer that individuals must have a positive image in their mind's eye before any meaningful conversations about school libraries or its education can take place. My platform for my AASL presidency is "Vision" whereby I will attempt to provide positive images of school library programs from throughout the U.S.

Brigitte, from Goethe Institut, reported that her subsequent conversations at the library conference in Erfurt indicate a growing interest and demand for school libraries in some of the Federal States in Germany where they have more and more all-day schools. This interest, combined with the outcomes of our LIS faculty collaborations, may lead to developments in the area of school libraries and education for school libraries. Possibilities include:
- Workshops or summer seminar programs where students from U.S. schools could attend with German students
- U.S. faculty teaching at German universities in the summer
- Online classes with tuition handled by the home institution
- Shared teaching of a single class through a distance education course management system such as Blackboard or Moodle
- Teams of school library experts visiting Germany and working with colleagues
- Presenting about school libraries at the next German Library Conference.

The study tour was an outstanding experience that I hope is just the beginning of many wonderful things to come. The full report may be read at http://www.bi-international.de/deutsch/berichte/blick_auf_deutschland/

(pictures courtesy of Dr. Scott Nicholson, Syracuse University)

Los Objetivos de la Biblioteca Escolar

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"Mucha gente pequeña, en lugares pequeños, haciendo pequeñas cosas, puede cambiar el mundo" (Proverbio africano).

La biblioteca escolares infantil debe enfocarse hacia una serie de objetivos muy claros, complementarios y transversales entre sí, que son:
- ✓ dar soporte al proceso enseñanza-aprendizaje,
- ✓ iniciar al niño en la alfabetización informacional, y
- ✓ formarle en el conocimiento de la biblioteca.

Todos ellos están relacionados con la atención temprana al niño, que trata de lograr su desarrollo integral desde su nacimiento hasta los seis años de edad interviniendo, entre otros, en los aspectos psicopedagógicos y didácticos de su educación. Con la atención temprana se pretende estimular el desarrollo global del niño, prevenir y detectar posibles carencias en el mismo, y rehabilitarle en los casos de problemas y secuelas de enfermedades, eliminando o menguando los diversos trastornos y deficiencias. Todas las destrezas y habilidades adquiridas durante la infancia marcarán las etapas posteriores de su vida, por lo que es importante desarrollar las habilidades sensomotrices, cognitivas, afectivas, sociales, morales y lingüísticas en el niño. Se trata de alcanzar su desarrollo integral mediante diversos planes y acciones que, desde un enfoque tridimensional, tanto educativo, como familiar y bibliotecario, pretendan lograr la adquisición de diversas habilidades y destrezas.

Dar soporte al proceso enseñanza-aprendizaje.
Se ha comprobado que mediante la utilización de la biblioteca se pueden reforzar los contenidos curriculares en el proceso de enseñanza-aprendizaje, por lo que es importantísimo realizarlas en estrecha colaboración con los docentes. La mayoría de las actividades realizadas para la consecución de este objetivo se centran en la adquisición del hábito lector, de la confianza en sí mismo, el desarrollo de la inteligencia, la imaginación, el vocabulario, la expresión, la capacidad de atención, la curiosidad, y la identificación de sus emociones y sentimientos.

Iniciar al niño en la alfabetización informacional (ALFIN).
La ALFIN viene de la mano de los cambios producidos en el contexto educativo donde la creciente utilización de las tecnologías de la información y la comunicación (TICs) que facilitan el acceso a una mayor cantidad de recursos multimedia, unido al modelo de enseñanza-

aprendizaje que se está imponiendo en Europa, fomentan el aprendizaje autónomo y modifican las técnicas pedagógicas basándolas en el aprendizaje activo y el desarrollo del pensamiento crítico. La ALFIN va estrechamente unida al concepto de la educación permanente en la vida, y trata de proporcionar al alumno conocimientos, habilidades y actitudes para actuar en la Sociedad de la Información generando conocimiento.

El *Manifiesto de Alejandría sobre Bibliotecas* reflexiona sobre la contribución de las mismas al desarrollo de la Sociedad de la Información y el Conocimiento contrarrestando la brecha digital y atendiendo a las necesidades multiculturales. En esta declaración se refleja un cambio radical de actitud pasando a concebirse la biblioteca como un centro de recursos para el aprendizaje, es decir, como un espacio dinámico de recursos multimedia. En él, el bibliotecario escolar debe alfabetizar informacionalmente desde las edades más tempranas haciendo que el niño adquiera progresivamente las destrezas y competencias necesarias para:
- ✓ acceder a la información mediante las TICs,
- ✓ comprender la información,
- ✓ realizar un análisis crítico, y
- ✓ aplicar la información para generar nuevo conocimiento.

Formar al Niño en el Conocimiento de la Biblioteca
Es importante fomentar el contacto de los niños con los recursos de la biblioteca para que conozcan desde pequeños su funcionamiento, sus fondos y servicios. Para eso se deberán realizar visitas guiadas tanto a la biblioteca escolar como a la sección infantil de la biblioteca pública de la zona.

También es recomendable llevar con frecuencia a los niños a la biblioteca para enseñarles a disfrutar en actitud tranquila y respetuosa del espacio y los libros. Los niños más pequeños, de 0 a 6 años, deben permanecer en la biblioteca en compañía de un adulto, compartiendo así sus primeras lecturas.

Conclusiones
Desde finales del s. XX se observa una revolución en la concepción de los modelos docentes en Europa, que está comenzando por la universidad con el denominado EEES, modelo educativo que progresivamente está afectando a todos los niveles. La incorporación de nuevas materias en el currículo de los más pequeños como el inglés, la música o la informática, hacen que las bibliotecas se conviertan en un centro de recursos para proporcionar al niño de manera natural las herramientas necesarias desde sus primeros años. Está demostrado que sus posibilidades de aprendizaje quedan definidas en gran manera por lo que ha recibido en sus primeros años. La convergencia entre los objetivos de la biblioteca escolar y los programas educativos del centro deben proporcionar al niño la adquisición de destrezas para el aprendizaje que deberá desarrollar en etapas posteriores, capacitándole en la búsqueda y análisis de información y conocimiento a lo largo de su vida.

Bibliografía y Recursos de Interés
ANABAD. (2001). Observatorio de la biblioteca escolar. Madrid: ANABAD. http://www.anabad.org/observatorio/
Aranda Redruello, R. E. (Coord.). (2008). *Atención temprana en educación infantil*. Las Rozas, Madrid: Wolters Kluwer España.

Durban Roca, G. (2003). *La biblioteca escolar como herramienta educativa*. [S.l.] : GDR..
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Escardó i Bas, Mercé. (1999). Bebetecas. *Educación y Biblioteca*, 100 (abril), 8/11.

Fundación Germán Sánchez Ruipérez: http://www.fundaciongsr.es/.

American Library Association. (2009). Library of the American Library Association. Chicago: ALA.
http://www.ala.org/ala/aboutala/offices/library/index.cfm.

IFLA. (2005?). *Manifiesto de Alejandría sobre Bibliotecas*. The Hague: IFLA.
http://www.ifla.org.sg/III/wsis/AlexandriaManifesto-es.html.

IFLA. (1999). *Manifiesto de la Biblioteca Escolar*. The Hague: IFLA. http://www.ifla.org.sg/VII/s11/pubs/mani-s.htm.

IFLA. (2009). School Libraries and Resource Centers Section. The Hague: IFLA http://www.ifla.org/about-school-libraries-resource-centers

Portuguese School Libraries Network Successfully

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On 26 June, about 1500 Portuguese librarians and principals met in Lisbon for the Portuguese School Libraries Network Forum. The Education Minister and several political decision-makers spoke, lively presentations were given, and a rich panel talked about current and future school libraries.

Participants' joy, even in a Portuguese discreet way, was evident on everyone's faces, because the prior week the Ministry created positions in all schools for teacher librarians (one to four professionals per school, estimated to be about 1500 all over Portugal – except Madeira e Azores, where there are Regional Governments with specific laws on Schools), recognized the value of school library teams, and created 70 positions for Network Intermunicipal Coordinators (expert teacher librarians working with schools and other SLN local partnerships, specially with Public Libraries). These new working positions are expected to start this September 2009.

Professor António Firmino da Costa presented conclusions on external evaluation of the School Libraries Network, which he is been conducting since 2006. Defining 2009 as the beginning f a new and challenging stage for the network and school libraries, he identified three main factors for the network's success and nuclear role for learning: the 1996 vision, which continues in 2009; leadership, including the essential role of Teresa Calçada; and political/institutional support.

RESOURCES

IFLA Resources

Abdullahi, I. (Ed.). (2009). *Global library and information science: A handbook for students and educators.* Munich: K.G. Saur. ISBN 978-3-598-22042-5

This book presents international librarianship and library science through insightful and well written chapters contributed by experts and scholars from six regions of the world. The role of public, academic, special, school libraries, as well as library and information science education are presented from the early development to the present time. Its lively, readable approach will help the reader to understand librarianship in Africa, Asia, Australia and New Zealand, Europe, Latin America and the Caribbean, the Middle East, and North America.

## New Monographs and Digital Resources
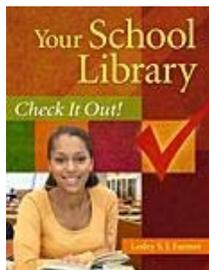
Farmer, L. (2009). *Your school library: Check it out!* Westport, CT: Libraries Unlimited.

This book defines and models the ways the school library program and the library staff performs the important work of education every day. Structured with short overview chapters that explain the instructional role of the school librarian, it contains checklists and reproducible handouts. This book is geared to beginning library staff and the school community.

Markless, S. (Ed.). (2009). *Innovative school librarian: Thinking outside the box.* London: Facet Publishing 978-1-85604-653-4

This book takes a strategic look at some of the issues currently of concern to school librarians. It is not a "how to run a school library" guide. Instead it raises important questions about the functions of the school librarian and sets out to encourage the reader to think outside the box. It takes a strategic approach to the leadership of school libraries examining notions of professionalism, their effect on identity and models of library practice. This book aims to inspire and enable school librarians to think creatively about their work and the community in which they operate. Written by leaders in the field, it addresses the practical issues through the use of vignettes, and appendices offer examples of sample documents. The book is divided into three main areas: Who is the Librarian?; Your Community: from perceptions to practice; and Moving Forward.
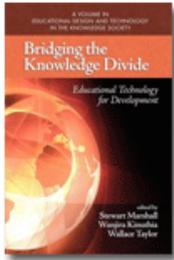
Marshall, S., Kinuthia, W., & Taylor, W. (Eds.). (2009). ***Bridging the knowledge divide: Educational technology for development.*** Charlotte, NC: Information Age Publishing.

  This book discusses how educational technology can be used to transform education and assist developing communities to close the knowledge divide. It provides comprehensive coverage of educational technology in development in different professions and parts of world.

Open Source Resources

Wright, C., Dhanarajan, G., Reju, S. (2009). **Recurring issues encountered by distance educators in developing and emerging nations.** *The International Review of Research in Open and Distance Learning, 10*(1). http://www.irrodl.org/index.php/irrodl/article/view/608/1180

  Increasingly, libraries looking for free and low-cost web-based products to support their services. Several solutions are available now. This article explores a number of challenges faced by e-learning or distance educators in developing and emerging countries, provides a context for many of the challenges, and outlines some measures devised to overcome them. Other sample products include:

- Course management software: Moodle (http://moodle.org/) and Sakai (http://sakaiproject.org/)
- Training materials: Commonwealth of Learning (http://www.sadc.int/), Virtual University for Small States of the Commonwealth (http://www.col.org/colweb/site/pid/100), WikiEducator (http://wikieducator.org/)
- Learning object repositories: MERLOT (http://www.merlot.org/), Teacher Education in Sub-Saharan Africa initiative (http://www.tessafrica.net/), eGranary Digital Library (http://www.widernet.org/digitallibrary/)
- Software: UNESCO software portal (http://www.unesco-ci.org/cgi-bin/portals/foss/page.cgi?d=1), African Virtual Open Initiatives and Resources (http://avoir.uwc.ac.za/).
- Internet access: http://www.wizzydigital.org/index.html and http://www.firstmilesolutions.com/

Thompson, L. (2009). ***School libraries in Saskatchewan - An advisory for school boards.*** Regina, Sask.: Saskatchewan School Boards Association. http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/SchoolImprovement/09-01.pdf

  This report provides a guide for boards of education regarding school library responsibilities and decisions.

Power, R. (2009, May). **On borrowed time?** *AEU News,* 16-17. http://www.aeuvic.asn.au/publications/files/Library_Feature.pdf

  There have been many comments on this article from Australian school librarians. Although some of the information which it contains is specifically aimed at an Australian audience, there is reference to the role of the traditional school library and the way pupils and teachers make use of it. It is a useful article for school library advocacy.

http://ejournals.library.ualberta.ca/index.php/EBLIP

The University of Alberta in Canada publishes the free online journal *Evidence Based Library and Information Practice.* The current issue is devoted to school libraries, and include many interesting articles including work from Ross Todd, Carol Gordon, and Lesley Farmer.

http://www.sosspotlight.com/site_creator/view/415

Educators' Spotlight Digest (ESD) is a free, online magazine for teacher-librarians, classroom teachers, and others who teach critical 21st century skills. *ESD* is a project of *S.O.S. for Information Literacy*, funded by the Institute of Museum & Library Services.

http://ijedict.dec.uwi.edu/

International Journal of Education and Development using ICT

This free ejournal IJEDICT aims to strengthen links between research and practice in developing countries, and rural and remote regions of developed countries. The emphasis is on providing a space for researchers, practitioners and theoreticians to jointly explore ideas using an eclectic mix of research methods and disciplines.

http://www.ndl.go.jp/en/cdnlao/newsletter/index.html)

This seasonal newsletter is edited and distributed by the National Diet Library of Japan on behalf of the members of the Conference of Directors of National Libraries in Asia and Oceania (CDNLAO). It carries information from national libraries and other institutions in the Asia and Oceania region.

http://www.informationliteracy.org.uk

This national information literacy portal collects many useful resources, includeing school research projects.

http://www.shambles.net

This website supports the international school community in southeast Asia.

http://stonesoup.info/LMNET/LM_FAQ.html

This categorized list of school librarianship questions and answers provides online expert help.

http://www.wdl.org/

The World Digital Library features unique cultural materials form libraries and archives from around the world. UNESCO, the Library of Congress and 32 partner institutions launches this interactive site in April. Users can search for content by place, time, topic, type of item, and institution.

http://www.teachingcopyright.org/

The Electronic Frontier Foundation has launched a "teaching copyright" curriculum to encourage students to make full and fair use of new technology while recognizing their rights and responsibilities. In addition, Teaching Copyright spotlights various stakeholders in the copyright debate, allowing students to better understand the controversies and make informed choices about where they stand.

http://www.chil-es.org/index.html

Children & Libraries en Español is a site dedicated to serving the needs of children's librarians who work with Spanish-speaking youth, but who do not necessarily speak Spanish themselves. The site is designed to be a resource for the community, with content contributed by participants.

http://www.makebeliefscomix.com/

This website lets one write and illustrate original comics in seven languages. UNESCO and IRA name it as one of the most innovate website for making reading and writing fun.

http://portal.unesco.org/science/en/ev.php-URL_ID=7438&URL_DO=DO_TOPIC&URL_SECTION=201.html

A series of seven indigenous knowledge posters was launched by the LINKS Programme at the National Cultural Centre of Vanuatu in December 2008. These posters introduce important concepts and issues relating to knowledge in indigenous societies today. They are illustrated with case studies and images from around the world. The posters serve as a learning resource that strengthens awareness of the many opportunities and challenges facing indigenous knowledge holders. They may be used in a variety of educational settings. The posters are available in English, French, Spanish and Bislama.

Conferences and Other Professional Development Opportunities

16th Annual iEARN Conference/13th Youth Summit
19-25 July, Ifrane, Morocco
Theme: "Innovative Technologies and Cross Cultural Dialogue for Quality Education"
http://www.iearn2009.ma/

38th International Association of School Librarians Conference
1-4 September, Abano Terme, Italy
Theme: "Preparing the Pupils for the Future"
http://www.iasl-online.org/events/conf/2009/
This conference features leading school librarian practitioners and educator researchers. Several tour options are also available.
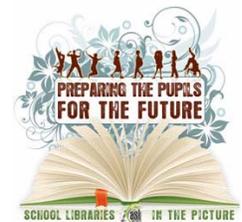
The School Library Association of New Zealand Aotearoa (SLANZA) Conference
28-30 September, Christchurch, New Zealand
http://www.slanza.org.nz/ and http://www.eenz.com/slanza09/
Theme: "Turning Heads"

Frankfurt Book Fair
16-17 October
http://www.book-fair.com/en/fbf/
Theme: "The learning crowd"
The congress concentrates on the international and interdisciplinary exchange of knowledge in

the field of education and publishing. Workshops, discussions and presentations will be held in English and German. An Information Market shows information about organizations, such as ENSIL, and vendors. Bundesverband Leseförderung e.V., which is responsible for the qualification and professionalization of reading and literature teachers, is distributing free tickets (www.bundesverband-lesefoerderung.de).

Fourth Annual Media Literacy Week Event
2-6 November, 2009, Canada
http:// www.medialiteracyweek.ca
Theme: "Media Literacy in the Digital Age"
The Media Awareness Network (MNet) and the Canadian Teachers' Federation (CTF) are joining together to host a series of activities that will emphasize the multiple literacy skills needed by today's youth for accessing, evaluating, repurposing, creating and distributing media content.

18th BOBCATSSS Symposium
25-27 January. 2010, Parma, Italy
http:// bobcatsss2010.unipr.it
Theme: "Bridging the digital divide: libraries providing access for all?"
This annual conference is organized by and for students in librarianship and information science coming from Europe and countries all over the world: Until the 15th of September 2009 it is possible to send contributions in the form of workshops, paper or poster. The target audience is students, but everyone is welcome.

International Conference on Children's Libraries
4-6 February, 2010, New Delhi
http://www.awic.in
Theme: "Building a Book Culture"
The Association of Writers and Illustrators for Children (AWIC) and the Indian Section of International Board on Books for Young People (IBBY) are planning this first ever international conference on children's libraries in order to discuss the potential and scope of children's libraries in strengthening book culture. Eminent scholars, authors, publishers and all others interested in children and books from many countries will participate in this event. IBBY-Asahi Reading Promotion Award winners from different parts of the world will share their experiences and present their reading promotion projects. Early bird registration closes 31 July, 2009.

http://www.yourschoollibrary.org/index.html
Your School Library provides online conferences for school librarians. 'Transforming School Libraries with Web 2.0' was held over February and attracted more than 200 delegates. According to participant feedback, it was highly successful in stimulating debate and discussion. Delegates identified the topic that they wanted to next investigate: Information Literacy in a Web 2.0 world. That second conference was held from mid June to early July. Most presentations have been given in English but some are available in Dutch and Portuguese, with the intent of adding more languages for future conference. Conferences are hosted on the collaboration website Sosius.com, and have a sliding registration scale. Your School Library is coordinated by James Henri and Sandra Lee.