Session 151

Global Action on

School Library Education and Training

IFLA WLIC 2018
KUALA LUMPUR

Transform Libraries, Transform Societies

World Library and Information Congress
84th. IFLA General Conference and Assembly
24–30 August 2018, Kuala Lumpur, Malaysia

REDE DE
BIBLIOTECAS
ESCOLARES

School Libraries Network

Portugal

Isabel Mendinhos

12.

Building and Sustaining a Network of School Libraries in Portugal

The Role of Professional Development

Context
School Libraries Network: birth and growth

1996

The School Libraries Network
is created by the
Portuguese ministries of
Education and Culture

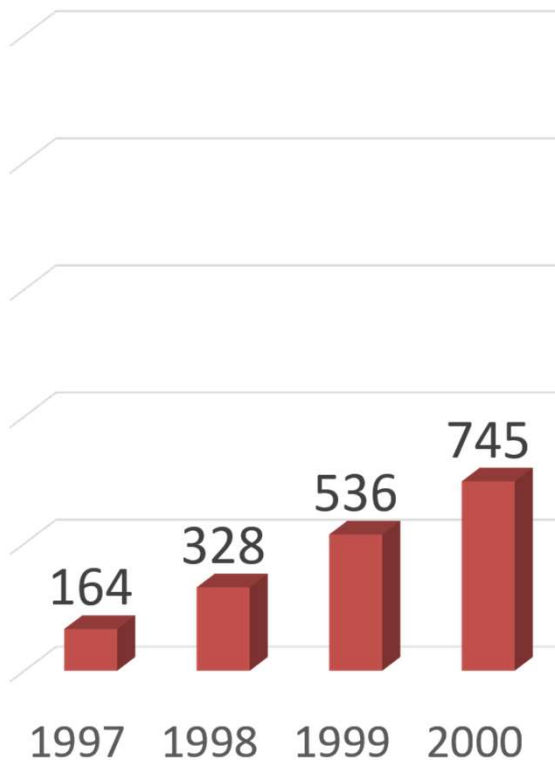**REDE DE BIBLIOTECAS ESCOLARES**

Report of a task force group of five experts in the area of reading and librarianship
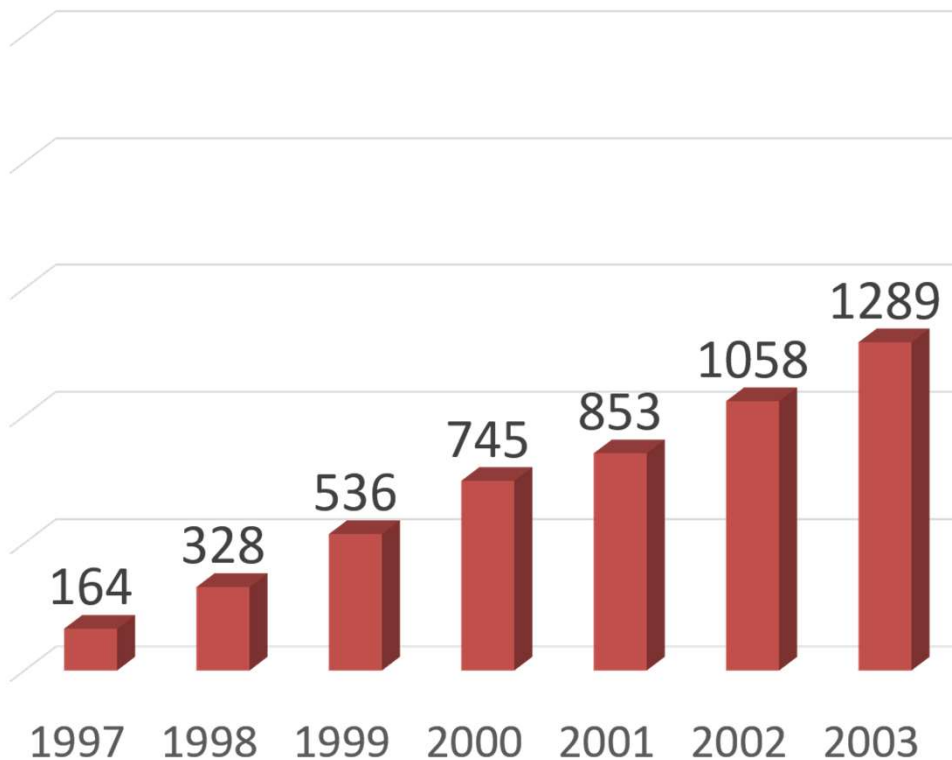
Context
School Libraries Network: birth and growth

Libraries integrated in the SLN 1997-2009

	164	328	536	745
	1997	1998	1999	2000

Context
School Libraries Network: birth and growth

Libraries
integrated
in the SLN
1997-2009

1997	1998	1999	2000	2001	2002	2003
164	328	536	745	853	1058	1289

Context
School Libraries Network: birth and growth

Libraries
integrated
in the SLN
1997-2009

Year	Value
1997	164
1998	328
1999	536
2000	745
2001	853
2002	1058
2003	1289
2004	1434
2005	1649
2006	1762

Context
School Libraries Network: birth and growth

Libraries integrated in the SLN 1997-2009

Context
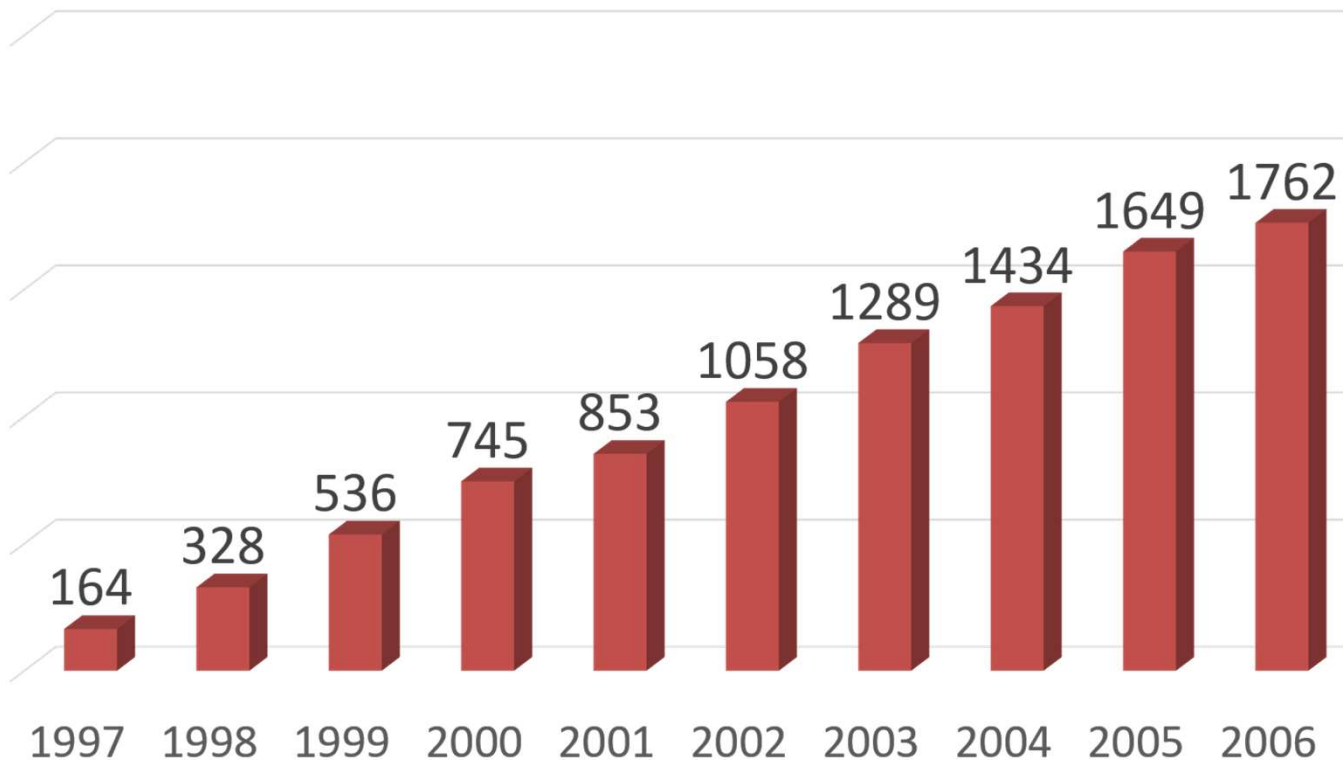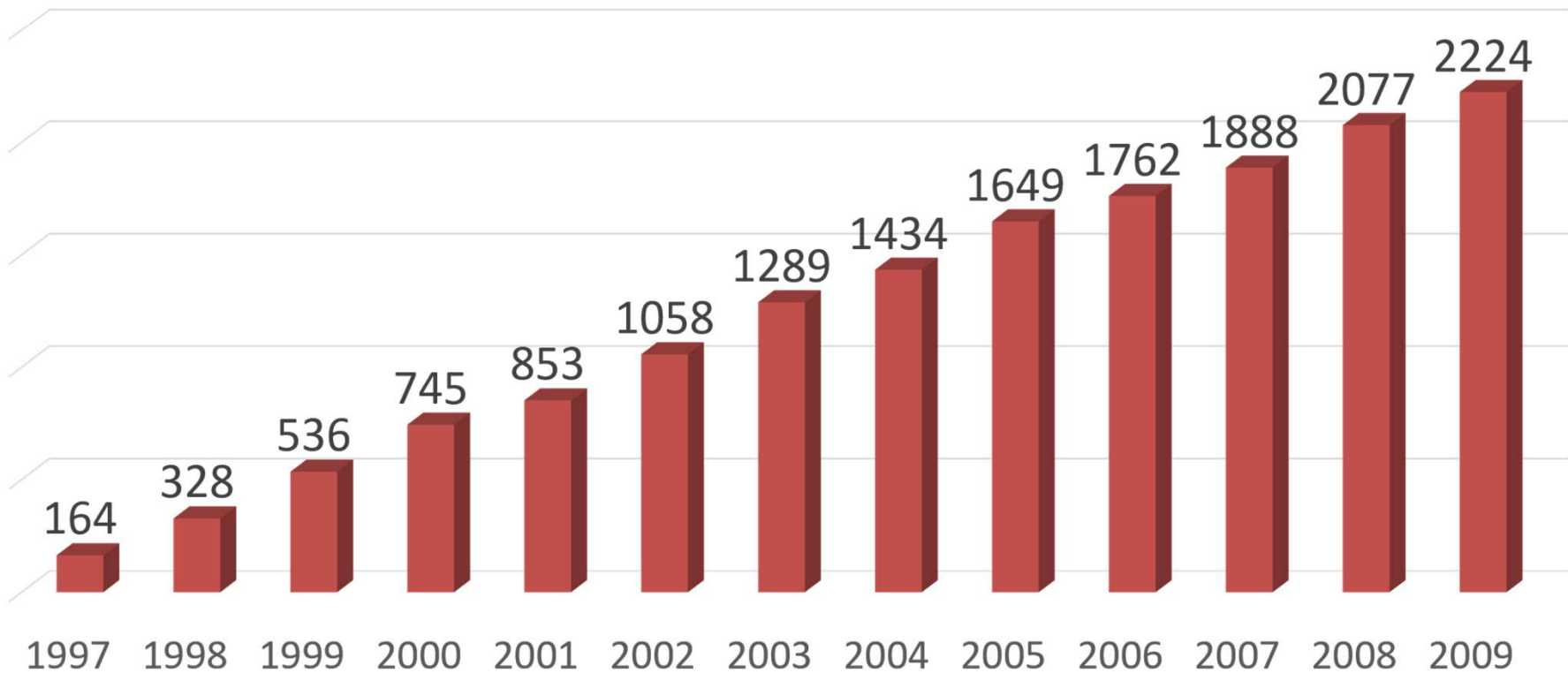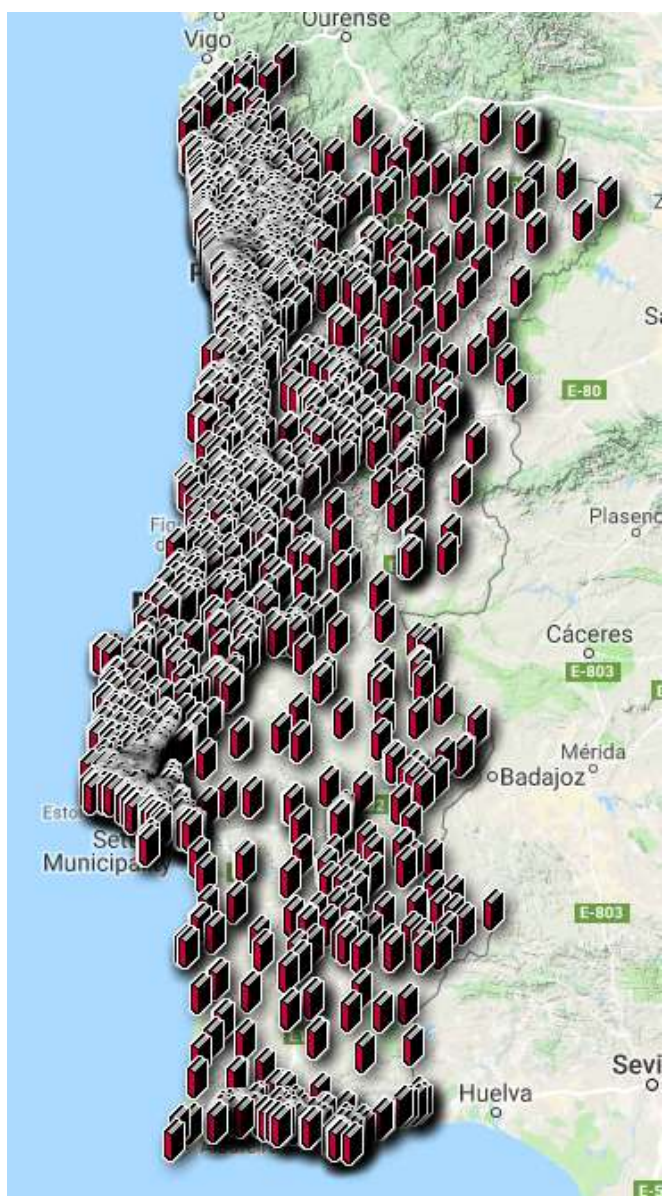# School Libraries Network: birth and growth

In the next 7 years there was a 10% growth, a slower one, since there was already quite a good coverage of the country.

By the end of 2016 we had 2432 school libraries.

Context
School Libraries Network: birth and growth

Present situation

- Schools organized in clusters;

- Schools have to apply for their integration;

- A school library in each high school and middle school;

- Almost all elementary schools with more than 100 children also have a library integrated into the SLN;

- In each cluster there may be one, two or three teacher librarians;

- All children and students either have a library in their school or benefit from library service.

Context
From SL coordinators to teacher librarians

- Until 2009 school libraries were managed by teachers that had part of their schedule assigned to library coordination;

- The SLN provided many professional development actions to the SL Coordinators and their work grew in quality;

- The SLN advocated the need for full-time teacher librarians.

Context
From SL coordinators to teacher librarians

| 2009

Creation of the position of teacher librarian | a) Guarantee a library service for all students …;
b) …articulation of the library programme with the school's educational goals and curriculum;
c) Manage human resources …;
d) Manage the space and physical resources …;
e) Design and implement an information management policy…;
f) Support curriculum activities and stimulate the development of reading habits and literacy, information and digital literacy … work collaboratively with other school leaders;
g) Support free and extracurricular activities …;
h) Establish cooperative networks and partnerships …;
i) Evaluate the library service and present an annual report to the SLNP office;
j) Represent the school library on the pedagogical board. |

Context
Teacher librarians

Conditions to become a teacher librarian

- o Belong to the school's permanent staff;

- o Have a minimum of four points in academic or continuing training;

- o Have at least 50 hours training in Information and Communications Technology (ICT);

- o Have experience in library coordination or as a member of the library team.

Context
Teacher librarians

To apply to the position, school library graduate studies and continuing education and professional development correspond to a computation:

o Doctoral and master studies - 35 points

o Specialised studies - 25 points

o 25 hours of certified continuing education and professional development - 1 point.

The position has a four-year duration. During those four years, the teacher librarian must complete a minimum of 100 hours of continuing training and professional development

Context
SLN Strategic Framework

Quality pattern #8

<u>Structures led by qualified professionals, able to respond to the functional and pedagogical demands of schools</u>

Lines of action

- Guarantee of institutional procedures to ensure the existence of qualified human resources in school libraries.

- Continuation of teacher librarian and staff training, establishing partnerships with teacher training centres and other training entities.

Managing Continuing Training and Professional Development

Training needs of teacher librarians

Weaknesses detected in SL evaluation

Need to implement new guidelines or projects

Changes occurring in the educational system

SLN annual professional development plan.

15

Training Topics

First years **SLN growing implementation**	Ten years later **Digital transformation**	After 2009 **Needs arising from the creation of TL position**
School library organisation and management; Computerisation of school libraries; Processing and organisation of resources; Reading promotion in the school library; From reading to writing; The role of the library in the school; Learning with the Internet; Web pages creation.	Digital and information literacy; Library 2.0.	The school library and 21st century literacies; The central role of the school library; Digital learning environments; The school library involved in learning; Reading and literacy; Collection management; School library evaluation model.

Training Topics

2012

2017
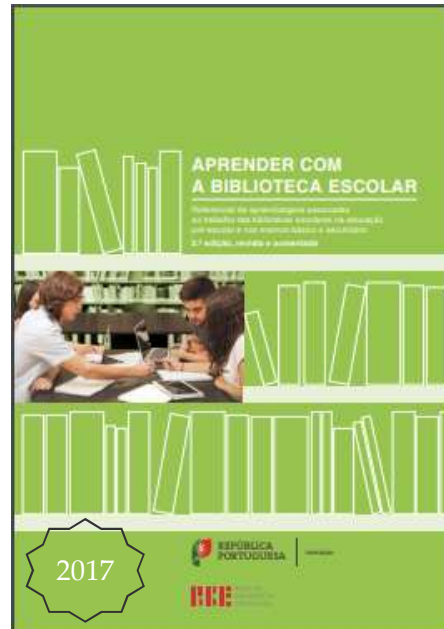
Learning With the School Library,
a framework of learning standards to
integrate reading, media, technologies
and working with information in curricular
or extracurricular learning situations,
through the collaboration of school
libraries with teachers.

Learning with the school library: integrating reading, media and information literacies in learning;

School library: sharing knowledge to improve quality;

School library, curriculum and literacies;

Training + Innovating = Inclusion;

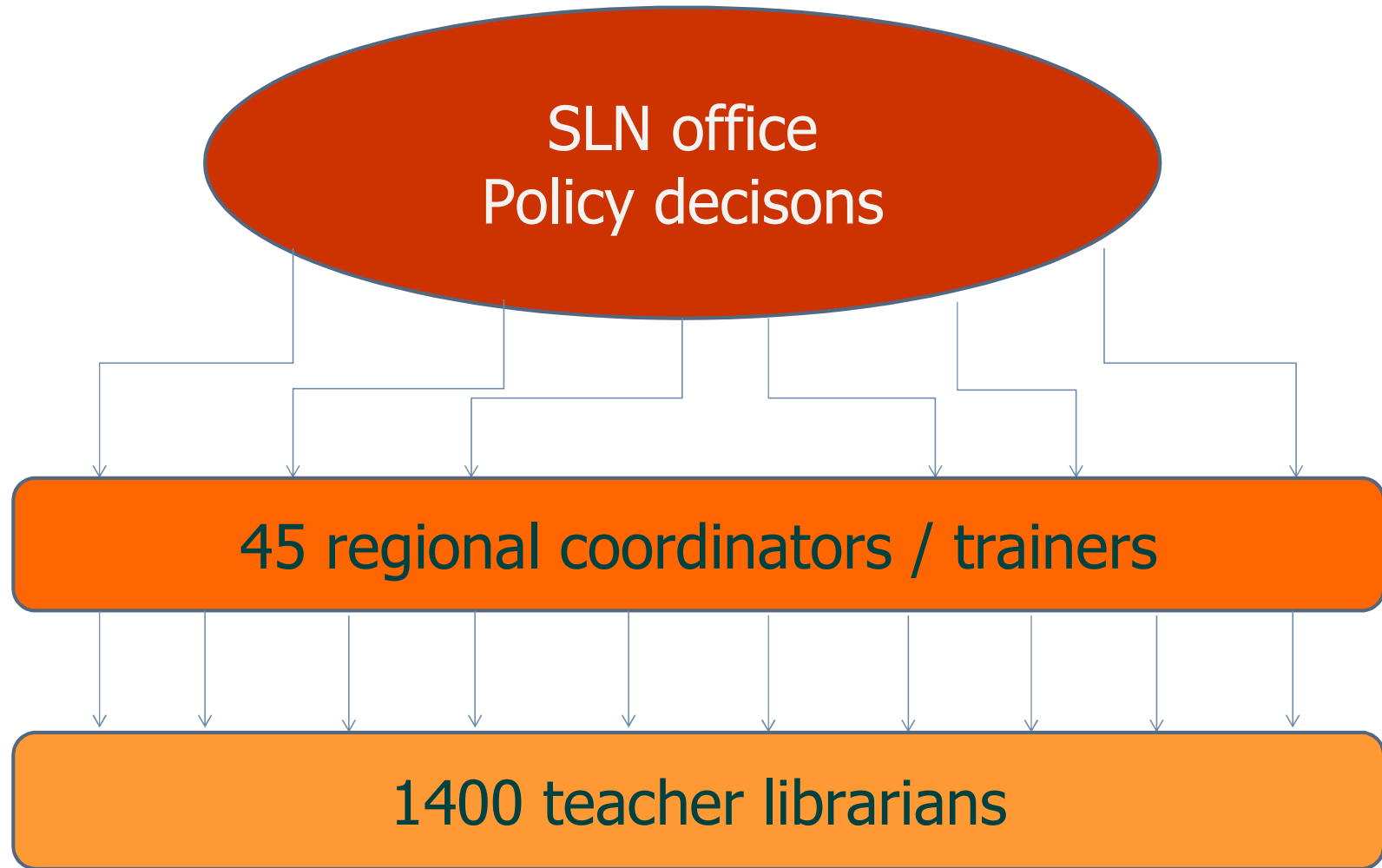Reading in digital devices in the school library;

Books between takes – book trailers as a tool to promote reading;

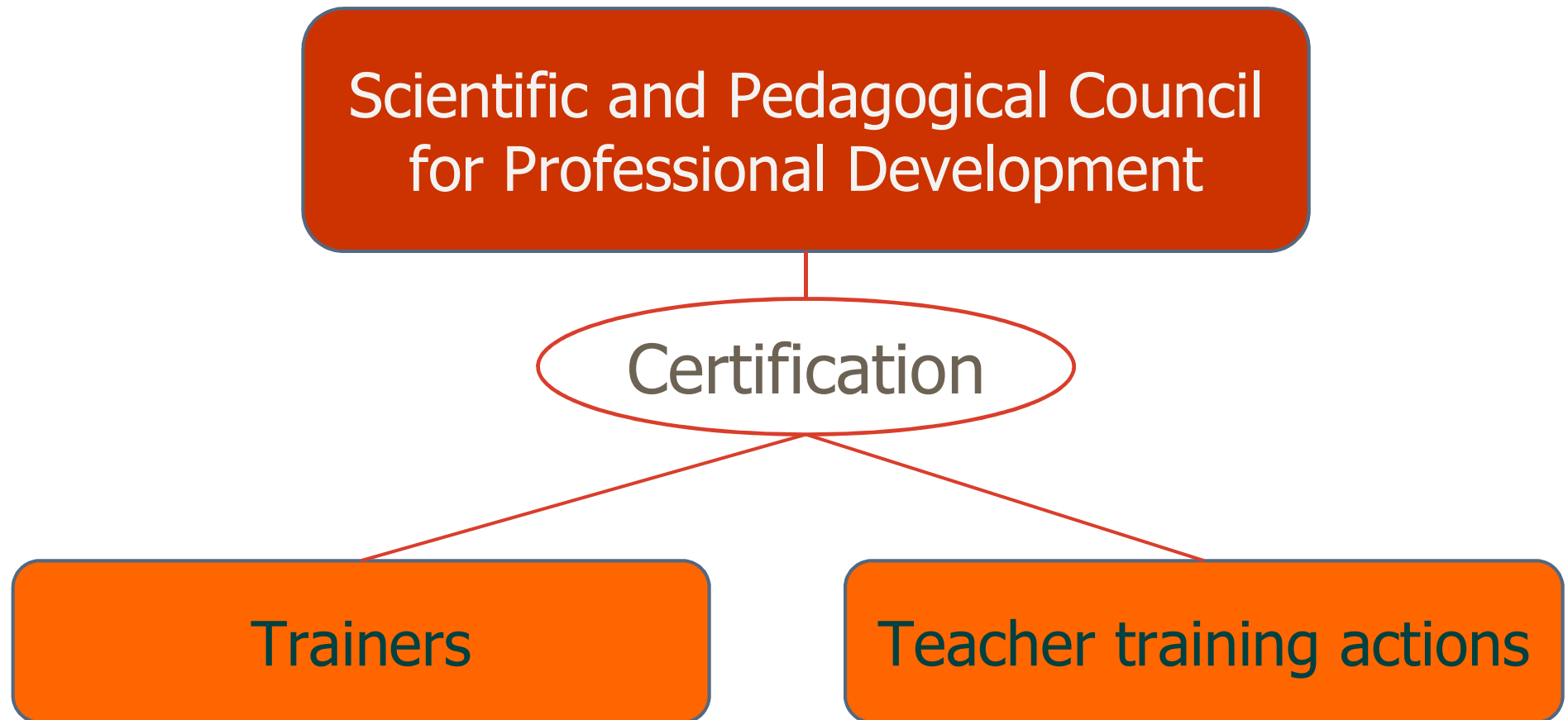Learning Portuguese as a second language with the school library;

Learning Science with the school library;

Being a class director. Counting on the school library.

Human Resources and Entities Involved

Human Resources and Entities Involved

Scientific and Pedagogical Council for Professional Development

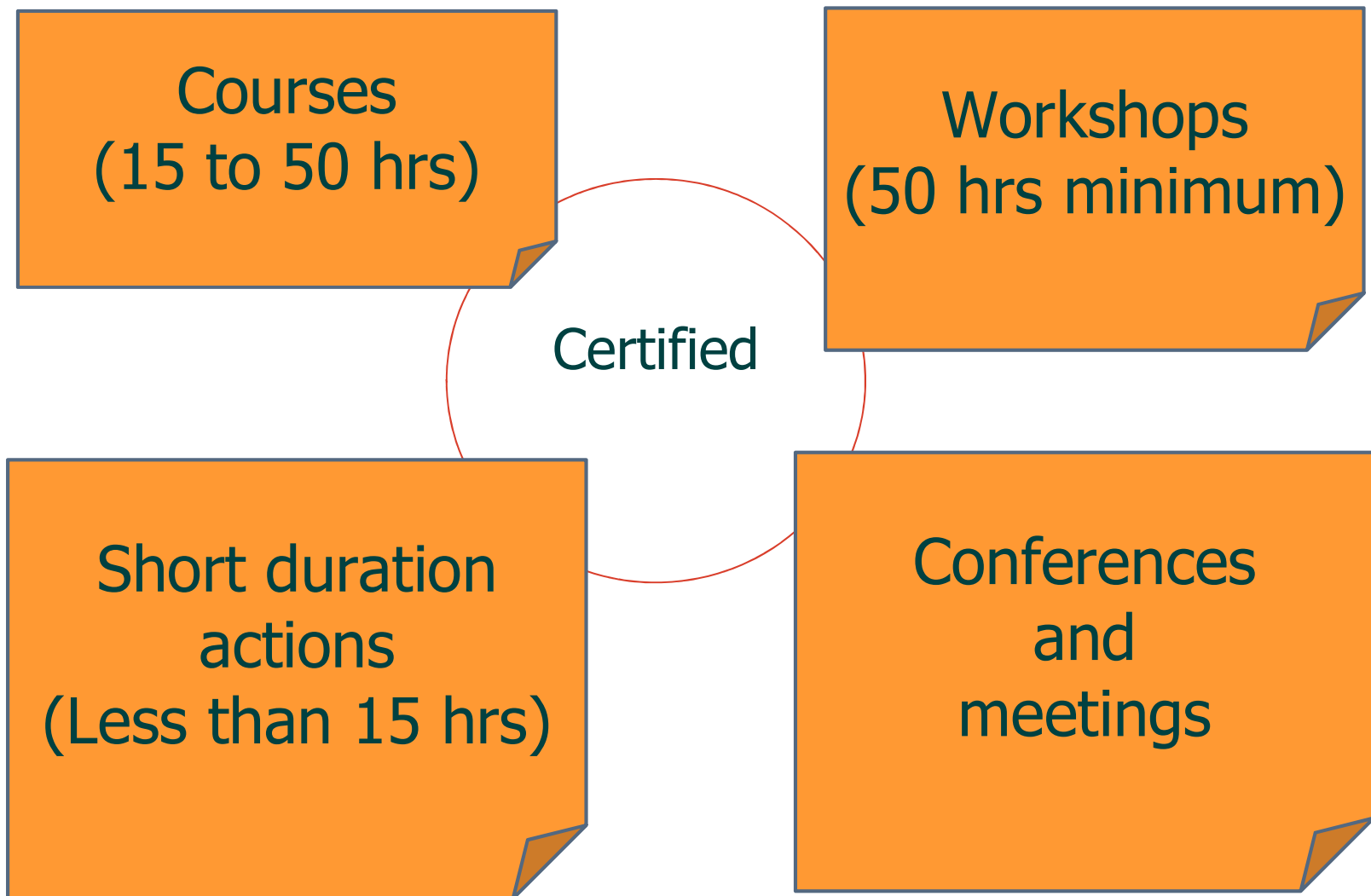Certification

Trainers

Teacher training actions

Human Resources and Entities Involved

9 universities offer postgraduate and master studies in school librarianship.

Open University

Professional Development Action Types

Courses
(15 to 50 hrs)

Workshops
(50 hrs minimum)

Certified

Short duration
actions
(Less than 15 hrs)

Conferences
and
meetings

Number of Actions and Teacher Librarians Involved

Considering the number of actions performed centrally by the SLN, we can see the effect of the creation of the teacher librarian position.

2005-2008

31 actions

2009-2017

293 actions

creation of teacher librarian position

22
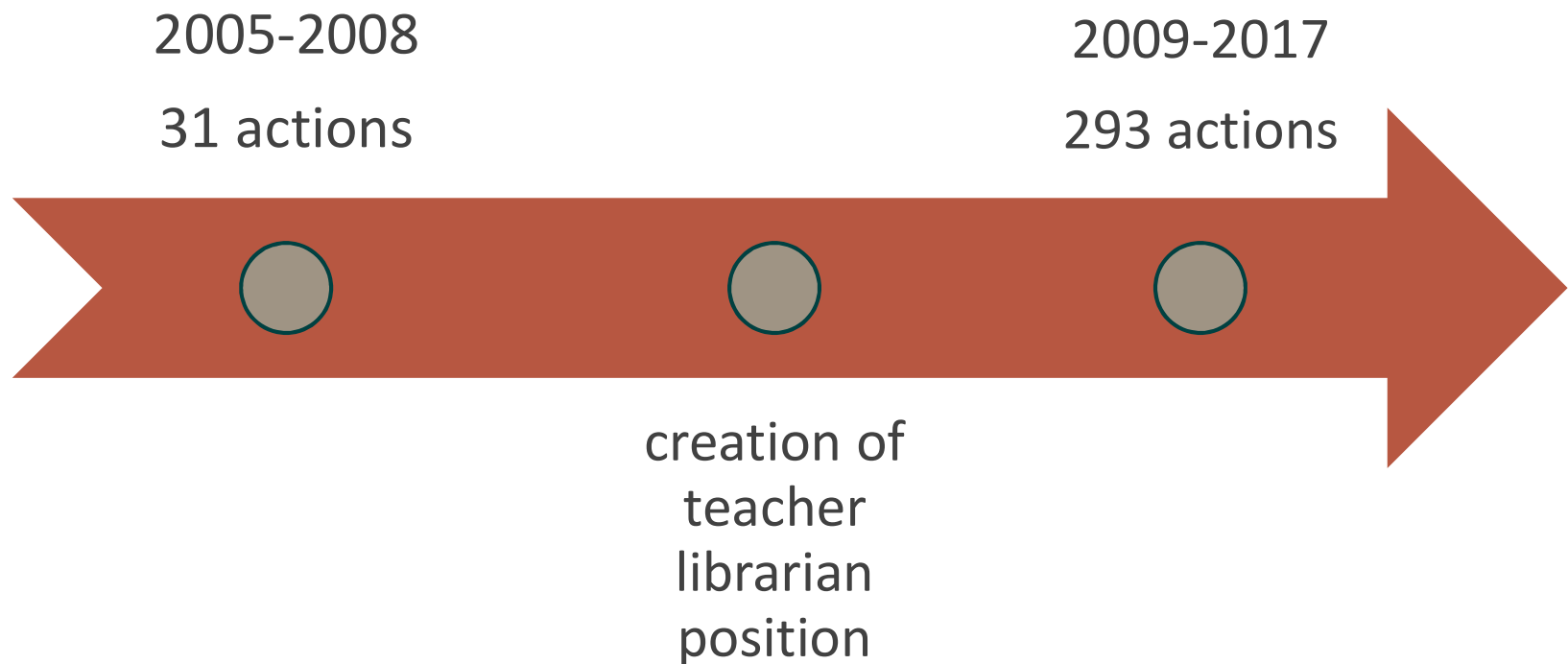
Number of Actions and Teacher Librarians Involved

○ Teacher librarians must do a minimum of 25 hours of training a year in order to keep their position, but most of them do a lot more.

○ Training actions concerning the most important strategic issues for the SLN are planned to reach every teacher librarian (School Library Evaluation Model; *Learning with the School Library*).

Monitoring and Evaluation

- The evaluation criteria for professional development actions are globally defined by the Scientific and Pedagogical Council for Professional Development;

- Each action is evaluated by the trainers and trainees;

- Trainees present a reflexive report and a portfolio at the end of each action;

- Trainers also present a detailed report on the course or workshop;

- The SLN office produces an annual report;

- At the end of each action, trainees obtain a classification on a scale of 1 to 10.

Monitoring and Evaluation

- Certificates obtained in professional development actions must be a part of the teacher librarian's portfolio;

- Whenever he/she wants to apply to an available position, the number of hours of the course or workshop is converted into points;

- When there are two or more candidates obtaining the same global score, the percentage they obtained in professional development courses can be a way for the principal to differentiate between candidates.

Outcomes and challenges

Outcomes

- The quality of school libraries improved visibly;

- Teacher librarians are respected pedagogical partners in schools.

Challenges

- The capacity to answer to generalized needs of training

- Critical issues:

  - change the vision and practice of school libraries from physical to digital and online;

  - collaboration with teachers to develop reading, media and information literacy in articulation with curriculum matters.

Lessons learned

The development of a school librarian's professional competencies and dispositions can be achieved in a variety of ways – usually through a diploma or degree program or continuing professional development completed after initial certification in teaching or in librarianship. The goal of school librarian education is actualization of teaching and librarianship skills.

IFLA School Library Guidelines (2015)

Lessons learned

o The success and expansion of the SLNP is due, in a large extent, to this professional development model.

o If the initial option had been for a basic education in librarianship, there would have been great constraints in reaching such a large quantity of schools and generalising the programme.

o Many teacher librarians have now made postgraduate studies. However they consider that professional development actions give a more agile response to their professional needs, namely the digital transformation of libraries, collaborative work and inclusion.

Thank you for your attention!

isabel.mendinhos@mail-rbe.org