



# **SCHOOL LIBRARY POLICY**

## **(New Thumama Branch)**

### **Vision**

To develop a learning resource center that supports teachers, students, and members of the school community to become lifelong learners.

### **Mission**

The Library should seek to:

- Develop a school center which assists teachers to create learning experiences designed to empower students as lifelong learners.
- Provide resources that support teachers to develop classroom material and meet student needs and interests.
- Provide an environment that is interesting for students and staff.
- Support staff and students to understand and use the principles of information literacy skills.
- Develop a professional Library to support teachers.

### **Access Policy**

#### **Opening Times**

From 7:30 AM to 2:00 PM

#### **Administration Time**

From second period (8:15 AM) to fifth period (12:25 PM))

#### **Students Access**

Break Time (10:00 to 10:35 AM) (1:30 to 2:00 PM)

### **Booking Policy**

- Teachers must book Library lessons one day prior to required lesson.
- No class should attend without booking a lesson.
- The appropriate booking sheet must be used (see appendix).



## **Behavior Policy**

### **Students will:**

1. Respect the Library opening times.
2. Follow entry procedures. Register upon entry.
3. Realize the value of the Library.
4. Respect the right of others to a safe learning environment.
5. Respect every reader's privacy and need for quiet.
6. Maintain a quiet learning environment.
7. Respect the physical environment and resources of the Library.
8. Keep the Library clean.
9. No food and beverages inside the Library.

### **Teachers and other guests will:**

1. Respect the Library duty time.
2. Follow entry and registration procedures (name, time, and grade registration).
3. Realize the value of the Library as an enquiry and learning center.
4. Ensure students for whom they are responsible observe the behavioral requirements of the Library.
5. Ensure the students are responsible for replacing books and furniture and maintaining a clean, quiet learning environment.
6. Keep the Library property intact.
7. Teachers share the responsibility with the Library coordinator while they are in the Library for the behavior of students in the Library.

## **Borrowing Policy**

Those eligible to borrow books from the Library include:

- Students
- Teachers
- Administration
- Anyone given permission by the Principal or Vice Principal

### **Teachers:**

1. May borrow materials for two weeks.
2. The borrowing period may be extended.
3. May borrow five books at once.
4. May borrow reference materials for one day only.
5. Are responsible for the condition of borrowed materials.
6. Coordinators may borrow resources for a period of one semester.

**Students:**

1. May borrow materials for two weeks.
2. May borrow only two items.
3. Are not permitted to borrow reference materials.
4. Are not responsible for the condition of borrowed materials.

**Late Materials Policy****Teachers:**

1. For first late return, teachers will receive a verbal warning.
2. Second late return, teachers will receive a one month borrowing ban.
3. A third occasion will result in a permanent ban.
4. Coordinators are responsible for advising teachers to return late materials.
5. Are responsible for paying the cost of replacement texts.
6. Admin and teachers require a release from the Library before they can leave the country during a contract.

**Students:**

1. For first late return students will receive a verbal warning.
2. Second late return, students will receive a one month borrowing ban.
3. A third occasion will result in a permanent ban.
4. The parents of the students will be informed of late returns through the school SMS system.
5. Will be asked to pay the cost of replacement texts.
6. A school release for a student requires a release notification from the Library.

**Resource Purchasing Policy**

1. The Library committee may make purchasing suggestions at any time.
2. Students can make suggestions to the Library coordinator for book purchases (see appendix).
3. The Library coordinator will be responsible for the Library budget, which has been approved by the Principal and Library committee.
4. The Library coordinator is responsible for distributing brochures from book companies and drawing the coordinators attention to new materials which he becomes aware of.
5. Purchasing suggestions may be made by coordinators on the appropriate forms at any time, but the purchasing period will be limited to the end of each term and at the discretion of the Library coordinator, Principal and Library committee.
6. See appendices for relevant materials.



## **Deselection Policy**

Materials examined for exclusion will include:

1. Materials that have become irrelevant or out dated.
2. Materials that students or teachers have not used.
3. Older editions of current stock.
4. Materials considered inappropriate by the committee or principal.
5. Materials no longer required will be given to other schools, disposed of, or given as prizes.

## **Donation**

All donations will be gratefully accepted. Unacceptable resources will be assessed according to selection, censorship, and deselection policies.

## **Censorship Policy**

### **General**

All materials in the Library will be culturally appropriate. The Library coordinator will determine whether materials are acceptable or not.

It is the right of any parent or staff member to question the appropriateness of material. This should be discussed with the Library coordinator.

Final approval for materials is at the Principal's discretion.

## **The Importance of Library**

1. Provide a suitable environment enables a student to make use of multiple resources.
2. It provides a different model from the classroom helps in attracting the interest of students.
3. It helps in organizing the educational resources and classifying them in a way makes the books more reachable.
4. It helps the teacher in cooperation with the Library Coordinator in the process of the preparation, implementation, and rearrangement of the resources for the lesson. This will assure that the material used are ready for next times.
5. It gives the opportunity to learn for learners in all times that is to choose their preferable topics without being bounded to the classroom period.
6. It breaks the boredom of the timetable through changing the setting, styles, and materials of learning.



## **Library Goals**

1. Supporting curriculum through resources to activate students' interest.
2. Help teachers to vary methods.
3. Help teachers exchange experiences to develop subjects.
4. Give opportunity for self-learning.
5. Meet differentiation.
6. Help students gain serious interests and find out about their real potentials and real abilities.
7. Develop students' enquiry skills from multiple resources.

## **Library Sections**

1. Library is designated for reading and researches which help in teaching the curriculum of the school.
2. Periodicity Section: it includes a group of newspapers and magazines help in knowing what is going on in the world.
3. References Section: books put in order. They are references to students and teachers.
4. Arabic and Foreign Books: this section enables the admin, faculty, and students to borrow and look for the available books in the Library.
5. Electronic Library: this section enables the admin, faculty, and students to make a search by using (CDs) available in the Library. This activates self-learning by making use of the internet service during periods and breaks.

## **Features of Regular LIBRARY Users**

1. Polite: calm and respect his teachers
2. Trustworthy: keep the books of the center in a good condition
3. Cooperative: has a sense of group work to achieve success
4. Organized: keep the discipline inside the Library, and he feels the importance of time
5. Clean: he doesn't bring food in to the Library
6. Educated: he reads to gain more knowledge



## **Goals and Directions for 2020-2021**

	Goal	Who	When?
1	<p>Establish Library Committee.</p> <p>Each school should have a Library or Library committee, which consists of the Library Coordinator, the Principal, other key senior staff, the subject coordinators, the additional Educational Support Needs Coordinator, and the PD Coordinator. The role of this committee is to develop the role of the Library within the school and establish important links between the Library, teachers, curriculum, and students.</p>		
2	Purchase and implement a resource management system.		
3	Develop purchasing policy and systems for faculty advice.		
4	Ensure purchasing policy recognizes requirements of learning differentiation.		
5	Form and maintain Library group with responsibilities for resource center, display, and publications.		
6	Manage school newsletter with Arabic and English Departments.		
7	Organize Library Week and One Reading Competition.		
8	<p>Purchase and organize physical facilities.</p> <p>Department displays</p> <p>Majlis</p> <p>Small group and work area</p>		
9	Encourage classes to use Library for research.		
10	Develop and implement the information Literacy program through all curriculum areas.		
11	Have 1 lighthouse group from each subject area to develop a research project based on information literacy model.		



	TASK	Dec	Jan	Feb	Mar	Apr	May	Jun	Completed
Goal 1	Establish Library Committee.  Each school should have a Library or Library committee, which consists of the Library Coordinator, the Principal, other key senior staff, the subject coordinators, the additional Educational Support Needs Coordinator, and the PD Coordinator. The role of this committee is to develop the role of the Library within the school and establish important links between the Library, teachers, curriculum, and students.								
Goal 2	Purchase and implement a resource management system.								
A	Initiate and promote a Library booking system (teaching spaces) and clearly inform staff of the procedures for this.								
B	Accession collection.								
Goal 3	Develop purchasing policy and systems for faculty advice.								
A	Establish regular meeting protocols with subject coordinators.								
B	Establish forms and procedures for coordinator, teachers, and students to suggest materials.								
C	Liaise with Registrar to establish budget and expenditure requirements.								
D	Formalize as part of Library manual.								
E	Ensure appropriate balance of Arabic and English material.								
Goal 4	Ensure purchasing policy recognizes requirements of learning differentiation.								
Goal 5	Form and maintain Library group with responsibilities for resource center, display, and publications.								
A	Seek volunteer students.								
B	Formulate roles and responsibilities.								
C	Ensure clear signage in Arabic and English, including Library vision and mission.								
Goal 6	Manage school newsletter with Arabic and English Departments.								



Goal 7	Organize Library Week and One Reading Competition.								
Goal 8	Purchase and organize physical facilities.  Department displays  Majlis  Small group and work area								
Goal 9	Encourage classes to use Library for research.								
A	Promote use of Library.								
B	Develop and maintain system for teachers to book classes to use Library.								
Goal 10	Develop and implement the information Literacy program through all curriculum areas.								
A	Inservice staff in Information Literacy protocols.								
B	Take Science classes to teach Literacy model during 2010.								
Goal 11	Have 1 lighthouse group from each subject area to develop a research project based on information literacy model.								
A	Seek volunteers.								
B	Co plan research task.								
C	Organize resources.								
D	Assist implementation and class management in the Library.								





## **Information Literacy**

### The Standards

*The Good Library Guide* (p21) outlines the key reasons why this is so important to Qatar's education reform. The following table drawn from the guide outlines the key reasons why developing problem solving and creative student relies on an effective and innovative LIBRARY.

<b>21<sup>st</sup> Century View of School Libraries</b>
<ul style="list-style-type: none"> <li>Information creates meaning and understanding, enables learners to make sense of their situations; meaning varies from person to person</li> </ul>
<ul style="list-style-type: none"> <li>Learner is actively involved in information transfer and does something with the information to satisfy learning needs</li> </ul>
<ul style="list-style-type: none"> <li>Information is understood and utilized according to the learner's existing knowledge and situation</li> </ul>
<ul style="list-style-type: none"> <li>The learner is an active information processor and decision-maker</li> </ul>
<ul style="list-style-type: none"> <li>Information seeking behaviors of learners vary from individual to individual</li> </ul>
<ul style="list-style-type: none"> <li>The need for learners to have access to information appropriate to their abilities, interests, and needs</li> </ul>
<ul style="list-style-type: none"> <li>Education for information literacy is valued</li> </ul>
<ul style="list-style-type: none"> <li>Library is vital link between learners and resources which they need to develop their potential</li> </ul>
<ul style="list-style-type: none"> <li>Satisfying learner's needs are important; feedback is essential</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate approaches between teacher and school librarian to develop information literacy</li> </ul>

Todd, 1992. *The Power of Information Literacy: Unity of Education and Resources for the 21<sup>st</sup> Century*.

The Information Literacy model being developed at New Al-Rayyan relies on the following steps:

1. Defining – What do I really need to find out?
2. Locating – Where can I find the information I need?
3. Gathering – Make notes and organize source material.
4. Selecting – What information do I really need to use?
5. Organizing – How can I best use this information?
6. Presenting – How can I present this information?



## **Information Literacy Standards**

The following information drawn from *The Good Library Guide* outlines the four literacy standards. The literacy model above reflects each of these standards, and together will form the basis of teacher education and research tasks at New Al-Rayyan. The four standards are:

1. Searching for and locating for information
2. Using and questioning the information found
3. Evaluation of the information found and used
4. Legal and ethical knowledge and responsibility

The table (*The Good Library Guide*) below outlines these in detail:

<b>Standard 1: Searching for and locating information</b>
<p><b>The information literate person:</b></p> <ul style="list-style-type: none"> <li>❖ Knows where to look for information – in a book, on the internet, through consulting an organization/individual, in a magazine or newspaper, through listening to a CD, the radio, etc.</li> <li>❖ Knows where to go to find information – Library, internet, organization, individual</li> <li>❖ Knows how to use the tools that are available through the provider of information – awareness of facilities and services and how to use them (Library protocols, internet searching strategies, etc.)</li> </ul>
<b>Key Knowledge and Understanding Required</b>
<ul style="list-style-type: none"> <li>• Role of the Librarian/LIBRARY Coordinator</li> <li>• Library rules</li> <li>• Library procedures – how to borrow and return resources</li> <li>• Differences between fiction/non-fiction resources</li> <li>• Sub-genres of fiction (mystery, crime, fantasy, science fiction, adventure, etc.)</li> <li>• Sub-genres of reference texts (dictionary, thesaurus, atlas, encyclopedia, almanac)</li> <li>• Different parts of books (cover, spine, title page, author, illustrator, publisher, chapters, glossary, index, etc.)</li> <li>• How to care for books</li> <li>• Features and use of the Dewey Decimal system</li> <li>• Understanding and use of fiction and non-fiction call numbers</li> <li>• Internet searching strategies</li> <li>• Online terms – URL, search engine, home page, etc.</li> <li>• How to access different types of databases</li> <li>• How to write and use surveys, letters, interviews, etc. to gain information</li> <li>• How to search for resources using a manual catalogue or OPAC (Online Public Access Catalogue)</li> </ul>



**Standard 2: Using and questioning the information found**

The information literate person:

- ❖ Knows how to process information – skimming, scanning, note-taking
- ❖ Knows which questions to ask – *Wh* and *how* questions
- ❖ Understands how to use analytical skills in examining information
- ❖ Knows how to consider and evaluate the reliability of information found and the elements that have shaped and influenced its production
- ❖ Knows how to use information to satisfy particular purposes, contexts, and audiences
- ❖ Appreciates and knows how to use fiction and non-fiction resources

**Key Knowledge and Understanding Required**

- Skimming and scanning techniques (recognition of key words, use of chapter headings)
- Note-taking and graphic organizer techniques
- Summarizing and synthesis skills
- How to formulate relevant, purposeful questions
- Inferential skills
- Comprehension skills
- Understanding and application of critical analytical skills
- Listening skills
- Appreciation of reading for both pleasure and information
- Use of reference texts and dictionaries
- Use and presentation of information in a range of different formats (oral, written, multimedia)
- Understanding of the features of different types of oral, written, and multimedia texts
- Understanding of the skills and techniques required to create different types of oral, written, and multimedia texts
- Knowledge about different types of URLs

**Standard 3: Evaluation of the information found and used**

The information literate person:

- ❖ Knows how to evaluate the quality and appropriateness of information found during the information gathering process
- ❖ Knows how to evaluate whether what has been produced as a result of the research done has been completed satisfactorily (evaluation of product prior to submission to the teacher)
- ❖ Knows how to use feedback about tasks completed to determine what could have been done differently to produce a stronger result (evaluation of product after it has been marked and returned by the teacher)

**Key Knowledge and Understanding Required**

- Questioning skills
- Understanding of criteria
- Knowledge of how to apply information to suit particular needs and purposes
- Effective self-review techniques
- Editing skills
- Understanding of the impact of context and audience on a particular task



<b>Standard 4: Legal and ethical knowledge and responsibility</b>
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<u>The information literate person:</u>
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| <ul style="list-style-type: none"><li>❖ Knows and respects copyright regulations</li><li>❖ Understands what constitutes plagiarism</li><li>❖ Knows how to implement correct referencing conventions</li></ul> |
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<b>Key Knowledge and Understanding Required</b>
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| <ul style="list-style-type: none"><li>• Knowledge of what is meant by Intellectual Property</li><li>• Knowledge of copyright restrictions</li><li>• How to reference citations within an assignment</li><li>• How to write a bibliography</li><li>• Legal and ethical use of ICTs (Information and Communication Technologies)</li></ul> |
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