



CALGARY BOARD OF EDUCATION

Administrative Regulation 3012 - School Libraries

Table of Contents

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| Purpose | 1 |
| Vision | 2 |
| Part 1 School Library Framework | |
| School libraries | 3 |
| Teacher-librarians | 4 |
| Support staff | 5 |
| Part 2 School Library Collection | |
| School library collection | 6 |
| Collection development | 7 |
| School library budget | 8 |
| Space requirements for school libraries | 9 |
| School library renovations | 10 |
| New school library | 11 |
| School library expectations | 12 |
| School library operations - teachers | 13 |
| School library operations - students | 14 |

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|----------------|----------|---|
| Purpose | 1 | The purpose of a school library is to provide students with skills, strategies, and appreciations that will assist them to become informed decision makers and lifelong learners. It is expected that integration of these skills in the instructional program of the school will be achieved through collaborative program planning between teachers and teacher-librarians. |
| Vision | 2 | It is expected that every school will implement the vision outlined in the “School Libraries Supporting Quality Learning” document. |

**PART 1
SCHOOL LIBRARY FRAMEWORK**

**School
libraries**

- 3** School libraries
- (a) provide students with the opportunity to learn, practice and master, through integrated instructional programs, skills, strategies and appreciations that assist them in becoming literate and informed decision makers and independent lifelong learners;
 - (b) provide a positive student-centred environment which accommodates a variety of teaching and learning styles and reflects the unique aspects of the learning community it serves;
 - (c) support and enrich the instructional program of the school by providing a variety of resources in various formats that contribute to effective resource-based teaching and learning as outlined in the Calgary Board of Education “Guidelines for Evaluation of Learning Resources” document (Revised 1998, Calgary Board of Education);
 - (d) encourage effective integration of a broad variety of resources into the instructional and recreational programs offered by a school; and
 - (e) integrate effective resource-based teaching and learning through cooperative program planning.

**Teacher-
librarians**

- 4(1)** Teacher-librarians will perform professional duties as outlined in Regulation 1,004.6 A - Duties and Responsibilities of Teacher-Librarians.
- (2) Principals are encouraged to provide adequate, flexible time for the teacher-librarian to perform professional duties as outlined in Regulation 1,004.6 A - Duties and Responsibilities of Teacher-Librarians.
- (3) In accordance with Regulation 3016 - Schedules for Administration, Guidance, Counselling and Library Services, every school principal will strive to have a qualified teacher-librarian who has successful teaching experience as well as competency in the following areas
- (a) implementation of the school library vision supporting quality learning;
 - (b) cooperative program planning and teaching;

- (c) selection, acquisition and organization of resources;
- (d) promotion of and effective use of resources;
- (e) information and reference services;
- (f) implementation and integration of technology into learning; and
- (g) professionalism and educational leadership.

- Support staff** **5(1)** From the support staff allocations to each school, principals will strive to ensure an appropriate assignment of assistance to the school library.
- (2) Qualifications for the school library support staff will be based upon job descriptions.

PART 2 SCHOOL LIBRARY COLLECTION

- School library collection** **6(1)** Every school library will have a collection that is supportive of both curriculum and individual interests, containing print and non-print resources to reflect and support a diversity of teaching and learning styles.
- (2) Sufficient technological resources should be available to support the instructional program of the school and the school library.
- (3) Calgary Board of Education school library collection development tools include Calgary Board of Education “Recommended Resource Listings” document (Core Resources for Collection Development K-12).

- Collection development** **7** Every school will have its own unique collection development policy, based on the guidelines presented in the Calgary Board of Education “Guidelines for Evaluation of Learning Resources” document (Revised 1998, Calgary Board of Education), in order to provide for the continuous and systematic growth of the school library collection and to relate its growth to the goals of the school.

- School library budget** **8** Every principal will allocate an appropriate school library budget developed in consultation with the school staff and based upon the

program based budget model as outlined in the “Teacher Librarian Resource Manual”, (1991, Calgary Board of Education)

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| Space requirements for school libraries | <p>9(1) The school library supports quality learning through functional and flexible space which accommodates strategies for information literacy related tasks.</p> <p>(2) A school library facility must be carpeted and provide for</p> <ul style="list-style-type: none">(a) individual and large group activities;(b) a variety of teaching and learning styles;(c) production of multi-media projects;(d) multiple technologies;(e) an information-rich environment;(f) administrative and conferencing needs;(g) expansion and diversification of the library collection; and(h) storage of equipment and supplies. |
| School library renovations | <p>10(1) The Board recognizes renovations to older school libraries may occur when school program demands and spatial requirements are well below the guideline.</p> <p>(2) As part of the regular facility upgrading process, school based administrators will advise facility specialists about those libraries which require upgrading.</p> <p>(3) It is recommended that a qualified teacher-librarian be in place to select and develop the collection</p> |
| New school libraries | <p>11 It is recommended that a qualified teacher-librarian be involved in the design and collection plan of new school libraries.</p> |
| School library expectations | <p>12 For the school library to operate successfully, it is expected that principals will demonstrate a commitment to the school library by</p> |

- (a) advocating and facilitating the development and implementation of the vision for school libraries based on the “School Libraries Supporting Quality Learning” document (1991, Calgary Board of Education) and;
- (b) providing for staff development relative to the implementation of an effective school library.

School library operations - teachers

13 For the school library to operate successfully, it is expected that teachers will share ownership in the implementation of the vision of the school library by

- (a) considering resources and the school library as an integral part of their instructional programs;
- (b) planning, teaching, and evaluating resource-based learning activities and developing an information literary continuum with the teacher-librarian, building on individual expertise and strengths;
- (c) utilizing the school library as an alternative teaching centre;
- (d) modeling positive attitudes to resources, the school library, and resource-based teaching and learning;
- (e) modeling effective use of resources; and
- (f) evaluating learning resources based on the Calgary Board of Education “Guidelines for Evaluation of Learning Resources” document (Revised 1998, Calgary Board of Education).

School library operations - students

14 The school library is operating successfully when students

- (a) see resources as relevant and meaningful to their day-to-day learning experiences;
- (b) use a variety of resources appropriate to their individual learning needs and styles;
- (c) independently select and employ strategies appropriate to the research assignment or other task;
- (d) successfully extract and interpret information from a variety of resources;

- (e) select appropriate information sharing strategies;
- (f) understand and appreciate a variety of cultural forms;
- (g) think and learn independently through the development of critical reading, viewing, listening, and thinking skills;
- (h) function responsibly and effectively in individual and group settings; and
- (i) value the opportunity to read for pleasure and enjoyment.

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References

**Administrative
Regulation
References:**

- 1004.6A - Duties and Responsibilities of Teacher-Librarians
- 3013 - Program Issues and Challenges
- 3016 - Schedules for Administration, Guidance, Counseling and Library Services

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