



# Newsletter for IFLA section no. 11 School libraries and Resource centres

Issue 42, May 2006



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**Theme**

**Education around the world  
- how to educate our school librarians?**

Photo: Gry Enger © Vahl skole, Oslo

# Vahl School in Oslo – a intercultural school library in action!

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At the 2006 IASL Conference in Lisbon, Portugal, 3-7 July I will present a paper entitled “Educating and integrating minorities: the added value of the school library”. It has been prepared by our school principal Trine Hauger and myself. The paper is devoted to the school library at Vahl primary school in Oslo, Norway. Over the last 30 years Norway has become increasingly multicultural, and nowhere is this more evident than in the capital Oslo where today 35 per cent of all pupils in primary and secondary school belong to a linguistic minority. Vahl primary school in Oslo is Norway’s most multicultural school. 96% of the school’s 300 pupils belong to a linguistic minority. 25 languages are spoken at Vahl where Urdu, Arabic, Turkish and Somali are the main languages. The school has 31 teachers, including 5 native speakers in the main non-Norwegian languages. Activities at Vahl primary school library are of considerable interest to professional practice in Norway and internationally. The school was for instance in 2005 elected as one of only 2 “exhibit” schools in Oslo. Children at Vahl primary school score well above the national average in reading and aptitude tests. The school and the library are regularly visited by school administrators, students and pupils from



Photo: Gry Enger© Vahl skole, Oslo

Norway and abroad (Enger 2005; Vaagan & Enger 2004).

The school library covers an area of 125 square meters and is located on the top floor of our old and venerable school building dating back to 1897. The library is seen and used as an extension of the classroom. The teacher-librarian ensures that a broad range of library activities improve language acquisition and development and develops enthusiasm and interest among the children. There is growing understanding in Norway of the importance of the school library, and research has shown that language proficiency is the key to social integration and later to the labour market. The paper discusses how different pupil profiles, reflecting current Norwegian society and the multicultural character of Oslo, can benefit from active school library participation. Typical and intensive case sampling of several anonymous pupils are presented. All were born in Norway, are Norwegian citizens, some use the library more than others, but they nonetheless reflect different stages and aspects of language proficiency and social integration. In various ways, they all embody the added value gained through school library activities.

As reflected in the IFLA/UNESCO school library manifesto and the excellent IASL website (IASL 2006), there are numerous ways in which the school library offers

added value in terms of education, literacy and integration. In our article we do not intend to repeat or list the broad range of school library activities that are all potentially relevant for our discussion, and which are familiar to all of you. Our intention will rather be to bring to you some concrete glimpses from our particular school library, and highlight how some selected activities offer added value to typical minority pupils. Some of you who took part in the IFLA2005 conference in Oslo may have visited Vahl primary school and may therefore already be familiar with our school library. Our article will focus on the following activities:

- Promoting joy of reading, curiosity and language acquisition  
Pupils are attracted to the library not least due to the availability of books, dolls, puppet theatre, puzzles, competitions, games and toys. The teacher-librarian is also seen by many pupils as someone they can confide in and ask questions of various kinds.
- ICT and computer-aided learning  
The library is amply equipped with computers connected to the Internet, software, scanners,

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of Norway



Lissen to Gry Enger from Norway at IASL in Lisboa

**Tuesday, 4th July 12.45-13.30**

Educating and integrating minorities : the added value of the school library

printers, and cameras which are all eagerly used - in controlled circumstances (cf. Sundt 2005).

- Pupils' elected council  
The library is also the venue of the Pupils' elected council. This is an important representative body where pupils have their first experiences in elective democracy. The leader of the council sits on the school board and council members are involved in the school's public relations activities
- In house printing press  
At Vahl pupils are encouraged to learn to write in their mother tongue before they can read. Many pupils have published their own books through our in house printing press "The Reading Company". Vahl uses a technique called "The Writing, Reading and Learning Ladder".
- Working as library assistants (3 types of jobs)  
Pupils in the 5-6 grades can apply for "jobs" as library assistants, either "book police" who transport books and recover missing or overdue books, or "data assistants" who help in all kinds of computer-aided activity, or library assistants who help in general administration.

- Story telling group sessions  
This is used to introduce pupils to literature and expand language vocabulary. Story telling in groups, often in parallel sessions e.g. Norwegian-Somali, are very popular.
- Tranquil retreat  
Many pupils consider the library as the heart of the school, a sanctuary where they can escape from the "war zone" in the noisy schoolyard and bustling corridors.

Of course we could also have included other activities and items, such as the use of theatre performances, the use of puppets and teddy bears during the storytelling sessions, the use of boxes with concrete objects linked with the lives and writings of known authors, or the use of teaching material to measure reading comprehension. Had we done this we would have exceeded the limits of the article.

The 5 stories we have selected are those of Amina, Sadjad, Busra, Omar, Ali, Bilal, Shivali, Derya and Maria. We present them in narrative prose, as miniature life stories. As we hope to discuss closer with you in Portugal, all of these children have benefited from the added value of the school library.

### Literature

Enger, G (2005). "The school library at Vahl primary school" (Lecture given to IFLA delegates visiting Vahl primary school 16 and 17 August 2005, during the excursion program of the 71<sup>st</sup> IFLA General Conference and Council. (unpublished manuscript).

Vaagan, R. & Enger Gry (2004). "Developing the multicultural school library: Vahl primary school, Oslo". *New Library World*, 105, (1204/1205), 2004, 337-344



Photo: Gry Enger© Vahl skole, Oslo

# Summary of the Minutes of the Mid-year Meeting of the School Libraries and Resource Centres Section - IFLA March 12, 2006 in Copenhagen

Present: Karen Usher, Vincent Liquête, Bruno Vermeeren, Paolo Odasso, Helle Barrett, James Henri (chair),  
Lourense Das (minutes) Apology: Niels Damgaard

**This is believed to be the first mid-year meeting in the Schools Section history. James suggests we organize a two-day meeting in 2007 and make it more substantial by organizing a workshop for local school librarians and other interested parties.**

## Actions after august 2005

James remembered Anne Clyde and explained events after her untimely death. Lourense became Secretary; she fills the vacant position of James in SC and therefore her term will end in 2007. James became Chair of the SC. Since IFLA-Oslo Niels Damgaard is the newsletter editor. Bruno Vermeeren is the new Information Officer since February 2006.

History of the Schools Section is in hands of former officers and the material of Anne has disappeared. So we have to make a new start. A list of Standing Committee members will be sent to all SC-members. (Action: Lourense) The SC consists of up to 20 members. People need to be encouraged to nominate. (Action: Bruno) Nominees must be endorsed by members of the Section. More members should be recruited. (Action: Bruno) New elections will take place in Durban in 2007.

## Strategic Plan

The strategic plan 2006-2007 was discussed and the following actions will be taken:

Section Brochure: a new section brochure will be developed by locating a copy of the former one. Pdf will be composed as well as prints. SC-members are asked to distribute brochures at events, meetings etc. (Action: Lourense, Karen, Bruno & Niels).

International School Library Day (ISLD) will be promoted among IFLA-members by communicating theme, date and events on Iflanet, list serv etc.

WWW: section will be promoted by sending messages with information on section to all list servs. National Associations should be encouraged to become members of IFLA. This is a task for all SC members. No material in newsletter that is only for SC-members. In order to revitalize the manifesto and guidelines, we have to focus on new developments in education and its relevance to school libraries. Paolo

suggests altering section 4 'advocating the importance of libraries and information literacy in teacher education programs and curricula' to make this clearer.

(Action Paolo to investigate and advise on ways to influence PISA to include school libraries)

An international survey was discussed regarding Information Policy. A pilot research project done by James in HK will be sent to Paolo to find possibilities for a comparative study. James sends around outline to all in order to develop a benchmarking project.

Also for promotional reasons a two day regional workshop, combined with our mid-year meeting is suggested. All SC-members running a workshop will be asked to put the IFLA-logo on it.

## 2007 planning

Durban & mid-year meeting  
Durban planning is almost finished. In 2006 it was decided that all sections from division III would work together and give one hour of their allocated time to division-day for an overall theme. The theme for this combined day is 'social responsibility with special focus on social inclusion'. Besides this, the one hour of the Schools section is to be combined with the hours of the Reading section (two hours) and Public Libraries making a total of 4 hours. The topic for that combined workshop is HIV/Aids. In Seoul this will be locked down.

We agree to run a satellite meeting in Durban. The topic will be established in collaboration with local people, but with Information Policy as a strong possibility.

The next mid-year meeting (2007) will be two days: 1-day meeting and 1-day for SC-workshop followed by one or two days for local workshop. The Division III meeting usually takes place on Friday - Saturday, (possibly) Sunday. Two-day meeting for section is going to be scheduled on Sunday and Monday. Local workshop after the Section-meeting, possibly week 7 in 2007. (Action: Lourense)

Seoul, open session, CFP, satellite Seoul satellite had to be cancelled, due to communication problems, lack of funding and the venue in Seoul was not available on Saturdays.

In response to our CFP papers and posters were discussed and ranked. 6 Posters were selected as well as 4 papers. Because of the 4 hour time-slot we discussed back-up papers in case people don't show. Action will be taken to establish back-up papers.

Information officer & advocacy kit  
Advocacy Kit: there is a budget to promote the guidelines and the manifesto. Bruno will start to work on it. Existing materials need to be located (Action: Karen). Development of School section website (similar to ENSIL-blog <http://www.ensil-online.org>) will be examined. (Action: Bruno)

## Newsletter

We all agree that the latest issue of the newsletter is outstanding! Karen volunteers to act as reader to check on spelling and language. Next issue topic is: Education for school librarians around the world. For the next issue we also need profiles from Karen, Bruno, Vincent, Paolo and James. Info to be send to Niels directly [Niels.Damgaard@bibsent.no](mailto:Niels.Damgaard@bibsent.no)

## Other business

There is an agreement with the editor of School libraries World Wide to publish papers from Oslo. Papers of the pre-conference workshop in Oslo will be published on school libraries online

IASL:

<http://www.iasl-slo.org>

# Open Session of the School Libraries and Resource Centre Section will take place on Wednesday August 23, 2006 13.45 – 18.00 pm

The temporary planning is as follows:

**13.45-14.00 Introduction**  
**14.00-15.30 Papers + questions (3 papers)**  
**15.30-16.30 Posters**  
**16.30-18.00 Papers + questions (3 papers)**



A program has been compiled based on the selection of the Call for Papers (CfP) and invited speakers. As contacts with aimed speakers are still in progress, the content shown below is temporary.

## Selected Papers

Mr. Flippie (P.R.) van der Walt, South Africa: Let's be information literate- 5 key principles: A Strategic framework for an evolving model of information literacy for young people in a changing world  
Rashmi Kumber, India: Application of Howard Gardner's Multiple Intelligence Theory for the Effective Use of Library Resources by K-2 Students: An Experimented Model  
Albert Boekhorst, Drs. Maarten van Veen & Helen Boelens, Netherlands: School libraries in the Netherlands, information literacy to be integrated in the curriculum  
Ms. Yuriko Nakamura, Japan: How do we integrate guidance on reading and instruction on information use?  
Lesley Farmer, USA: What is the Question?  
James Henri, Hong Kong: Frameworks for Information Literacy: The Hong Kong experience

## Selected Posters:

Loriene Roy and Sandy Littletree, USA: "If I Can Read, I Can Do Anything:"

A Reading Promotion Program Linking Schools That Serve Indigenous Children

Seyed Ali Asghar Razavi, Iran: The Role of Books and Libraries in Informal Education among the Youth.

Busi Dlamini, Mona Niemand, South Africa: School Library & E-Education conference

R. Adilakshmi, India: School Libraries in the Digital Era: Dynamic Engines for Learning

Malin Utter, Sweden: Read more

Susana L. Torres, Lilian Liberty E. Ventura, Gina L. Obierna, Dr. Rosemarie M. Yague, Dr. Romulo Rocena, Philippines: Empowering Philippine Schools and Communities Through

Information Literacy Programs in Public School Libraries  
Emperatriz Astudillo Loayza, Chile: The school library as the cultural promoter in the educational institution  
Lic. Graciela Perrone, Argentine: Aguapey opens paths to information skills in young customers

**April 2006**  
**Lourense Das**

## School-L

School-L is the section's discussion list.

All section members are invited to become a member of this list. It will inform you about the meetings of the Standing Committee and the activities of the Section.

It is also a platform for better communication between the members of the Section.

They can use it to disseminate useful information about school library matters. And of course, we hope they will use it as a discussion forum.

You can register at: <http://infoserv.inist.fr/wwsympa.fcgi/info/school-l>  
See also the Section's pages at Iflanet (<http://www.ifla.org/VII/s11/>)



## SLAMIT Comenius 2.1 Course

21 - 26 November 2006  
Humpolec, Czech Republic

The course starts on 20.00 hrs  
Tuesday November 21, 2006.  
Departure Sunday November 26,  
2006

## First SLAMIT Course 'School libraries as learning centres'

The two previous Minerva projects, SLAM and the GrandSLAM, together demonstrated that the school library, as a multimedia and learning discovery centres, staffed with media specialists, ICT teachers and specialist teacher school librarians, could become an essential focus within curriculum planning and a central beacon promoting new learning styles and new processes within the institutions.

The SLAMIT courses will disseminate and spread the experiences of SLAM and GrandSLAM, together with that of recognised centres of excellence across Europe, using tools and learning materials from the projects through workshops, practical work, lectures and group works, presentation and debate, concentrated and in-depth introduction to management of school libraries and the use of information literacy and multi media systems.

The first SLAMIT course intends to contribute to escalating and accelerating the establishment and development of learning centres in the primary and secondary schools. The learning centres are important catalysts for promoting the introduction of new learning styles and methods and for the use of ICT in schools.

## Key elements will be:

- To inform participants about new learning styles and methods – e.g. multiple intelligences, learning styles, learning strategies, ICT learning, e-learning
- To demonstrate through evidence of best practice how to integrate information literacy within daily education practice
- To advocate the development of school libraries throughout European countries.
- To encourage the integration of school library programmes into the instructional and curriculum development of the school.
- To promote the professional and continuing education of school

- library personnel.
- To foster a sense of community among school librarians in all parts of Europe
- To promote the publication and dissemination of information about the SLAM and GrandSLAM projects
- To share information about programmes and materials for children and youth

### Target groups

The proposed course is purposely targeted at headmasters, teachers and teacher/school librarians, librarians, media specialists and ICT teachers.

### Conference Venue

The course will take place at the Gymnazium Dr Aleše Hrdličky, Humpolec, CZ.

Bus transportation from Prague / Prague airport to the conference venue in Humpolec (90 minutes) will be organized on Tuesday and Sunday at a specific time. Informations are going to be published on [www.slamit.org](http://www.slamit.org)  
Course Fee / Accomodation and Subsistance  
Total: € 800

Course fee: € 400  
Includes course materials, school and cultural visits and bus transport from Prague / Prague airport to Humpolec.

Accomodation & Subsistance: € 400  
Includes five days in single room at Hotel Kotyca, Humpolec and all meals and a social & cultural evening.  
<http://hotel-cz.moonface.cz/accommodation-Humpolec-Kotyca.htm>  
Cancelation fee (after 1 November 2006): € 200

Programme:  
The seminar will have a minimum of plenary speeches, and a maximum of interactive workshops

Ice-breaker activities

An overview of SLAM/GrandSLAM activities, experiences and outcomes  
Core Partners

Introduction to the educational system of the host country  
Head of regional educational system

Changing attitudes and preferred futures of school libraries  
Key-note speech by 'The Grand old man' of school librarianship in Denmark, Jens Kostrup

How do I identify learning styles  
Workshop on the 'Quickscan' learning style tool  
Hilary Small, Deputy Head at St. Vincent

College, UK  
WebQuest - an ICT based learning tool  
Gerry Kearney, headteacher, Ireland  
Gerry Kearney will be assisted in a practice workshop by students from Gymnazium Dr Aleše Hrdličky, Czech Republic CZ.

Educational websites in the school library  
A workshop lead by Margareth Tangen, PPS Norway

Best Practice in Europe  
Workshops/seminars/lectures based on Slam and GrandSLAM activities.  
Presented by GrandSLAM partners.

SLAMIT marketplace – an opportunity for delegates to present and share own experiences and details of home institutions

Plenary session – questions and answers with Board members and invited guests/speakers – report back on action planning by delegates.

The conference will offers cultural events based in the Czech culture

How to get funded  
Application for in-service training (Comenius 2.2)  
Normally applications have to be submitted two months prior to the seminar.  
For more details contact your national Comenius agency:  
[http://europa.eu.int/comm/education/programmes/socrates/comenius/natagenc\\_en.html](http://europa.eu.int/comm/education/programmes/socrates/comenius/natagenc_en.html)

Details of organizing institution  
Contact person : Per Fagerland  
Name of institution : Pedagogisk Psykologisk Senter  
Adress :

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Norway  
Telephone no : +47 52811445  
Mobile phone no : +47 95808200  
Fax no : +47 52857326  
Email : per.fagerland@karmoyped.no

Bank account details of course organiser  
Bank : Den Norske Bank  
Address : Hovedgt. 35  
N-4250 Kopervik  
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SWIFT code : DNBANOBHBAU

Account holder : Karmøy kommune, Økonomiavd  
Address : Rådhuset  
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Norway

IBAN code : NO17 5337  
0447 140  
Account number : 5337.04.47140  
Please write on transfer : EU221

Instructions for payments  
To be paid before 1 November 2006

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For more information  
about SLAMIT

[www.slamit.org/](http://www.slamit.org/)

**SLAMIT**

**A SOCRATES COMENIUS 2.1 PROJECT**

# Teacher Librarianship@CSU in Australia

From Charles Sturt, University in Wagga Wagga, NSW,



Charles Sturt University in Wagga Wagga, NSW, Australia offers a Master of Education (Teacher Librarianship) and a Master of Applied Science (Teacher Librarianship).

These programs are targeted to meet the needs of three or four year trained teachers who are either (a) practising teacher librarians without a specialist qualification or (b) practising teachers who wish to move into the field of teacher librarianship. The programs are designed to encourage and permit critical appraisal of theory and practice in the field of teacher librarianship, improve the educator's professional competence and enhance the capacity for self development. Both master's courses are recognised by the Australian Library and Information Association (ALIA). ALIA recognition acknowledges that while our graduates have specific knowledge and skills in the education sector, they are qualified to work in the full range of library and information services.

Teachers holding a Graduate Diploma in Teacher Librarianship may enrol in Stage 2 of the Master of Applied Science (Teacher Librarianship), completing four or five subjects depending on the currency of their qualifications and experience and the amount of credit awarded for their prior qualifications/experience.

Students may also study single subjects as Associate Students. This opportunity allows students to update in a particular area or subsequently apply the subject to a future course, assuming the subject matter is still current.

Those interested in conducting research may complete a Ph.D. or DIM. Higher degree students engage in advanced, critical reflection on and investigation of theory and practice related to teacher librarianship.

Study is through online learning, with no requirement that students meet face-to-face at any time, although a few optional face-to-face opportunities exist for those able to participate. Students typically study one or two subjects per session (two sessions a year), using print and online materials, participating with their classmates in online forums and contacting their subject coordinators via email.

The academic staff are familiar to many people internationally, through their research and publication and/or their participation at international conferences. Lyn Hay, James Herring, Ken Dillon, Ashley Freeman, and Joy McGregor all conduct research and publish in various areas related to teacher librarianship. All are members of the Centre for Studies in Teacher Librarianship, which is active

in developing the research base in teacher librarianship in Australia and internationally.

For further information contact:

MEd(TL), PhD, CSTL Joy McGregor

MappSc(TL), Associate Student Program Ken Dillon



## Education for school librarians in Flanders (Belgium)

By Bruno Vermeeren

The Flemish Library and Archive  
bruno.vermeeren@vbad.be



What do you have to do if you want to become a school librarian in Flanders (Belgium)?

The answer is fairly simple:

**nothing. Formally, the job doesn't exist.**

**And training to become one, doesn't exist either. Yet there are school librarians**

**in Flanders. They are either teachers with a teacher's degree or librarians with a library degree. Some teachers running a school library have a degree in librarianship and in a way they are 'teacher librarians'.**



There are three levels of library education in Flanders. There is a one year introductory course, the so-called 'initiation' that – until 2001 – used to be a prerequisite for working in a public library. There is also a four year 'graduate' education in librarianship. The 'graduate' – a kind of 'professional bachelor' – also comprises the courses of the 'initiation'. The graduate is a general education covering all aspect of librarianship, including aspects such as management, communication and marketing. There are courses in public librarianship, scientific and academic librarianship and in archives, but not in school librarianship. The education includes practical training in libraries, including school libraries.

Initiation and graduate are 'modular': students can choose which modules they want to study and when and where. That is, in theory, because library schools are not offering all modules at the same time.

There is also a master education in information and library science at the University of Antwerp. This master covers the general aspects of library work, but focuses more on technical aspects such as database design and the development of information systems. School librarianship is not treated separately and even information literacy (IL) as such is not part of the curriculum, although some courses focus on aspects of IL.

Presently, there is no way for students with a 'graduate' to get access to the master. Library schools and the University of Antwerp are trying to solve this problem.

Some library schools organise courses for professional development. None of them specifically aim at school librarians, but some of them are very interesting for school librarians. The Library School from Ghent has a long tradition in professional development courses and offers e.g. a course in working with children's books.

references (information in Dutch only)  
[www.vvbad.be/00e\\_instap/Opleidingen.html](http://www.vvbad.be/00e_instap/Opleidingen.html)  
 Overview of library and archive education in Flanders  
[www.bibliotheekschool.be](http://www.bibliotheekschool.be)  
 Library School of Ghent  
[www.ua.ac.be/ibw](http://www.ua.ac.be/ibw)  
 University of Antwerp, Library and Information Science

**Bruno Vermeeren**

## The Teacher-Librarianship by Distance Learning (TL-DL) program at the University of Alberta.

By Jennifer Branch  
 The University of Alberta  
[jbranch@ualberta.ca](mailto:jbranch@ualberta.ca)



**TL-DL is one of the few remaining places left in Canada that helps teachers become teacher-librarians. We offer our students the opportunity to take online courses towards a diploma or Master of Education in teacher-librarianship.**

TL-DL became available in 1997; previously courses were offered on campus in a traditional format. Our enrollment for 2006 numbers over 35

students in the Master of Education program and over 35 in the diploma program. Students are studying across Canada in British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia and the Yukon. As well, we have students studying from around the world. Most of our students are already in teacher-librarian positions, a change from 20 or 30 years ago when teachers trained and then became employed as teacher-librarians.

Education for this program is designed to develop professional and personal competencies in multiple areas. We currently offer a variety of school library courses in areas such as management, collection development, information materials, information technology, leadership, inquiry-based learning, intellectual freedom and social responsibility, and organization of information. We also offer online courses in Canadian children's literature, comic books and graphic novels.

We have a strong team of instructors and advisors who do research in the area of school libraries and/or are school-based teacher-librarians or curriculum coordinators including Dianne Oberg (PhD, Alberta), Jennifer Branch (PhD, Alberta), Lois Barranoik (PhD, Alberta), Lorine Sweeney (EdD, Alberta), Dawn Keer (MLIS, Alberta), Joanne de Groot (MLIS, Alberta and PhD Student, Alberta) and Gail de Vos (MLIS, Alberta). The instructors meet on a regular basis to discuss online pedagogy, current research, curriculum and competencies for teacher-librarians, and future course offerings. Teacher-librarians from the area often join us so we can keep up with changes in current practice. Self-motivation and organizational skills are paramount to success when taking online courses.

While participation may be less structured than attending regular classes, our courses are designed in a relatively structured manner, and follow the university academic calendar. Each course is designed to maximize opportunities for sharing ideas, collaborating with class members online, discussing issues and benefiting from each other's experiences. Interaction with and the support of other members of the class play a significant role in providing focus for learning, motivation and in enhancing the online learning experience. For more information, please contact Jennifer Branch at [jbranch@ualberta.ca](mailto:jbranch@ualberta.ca) or check out our TL-DL website at [www.quasar.ualberta.ca/tl-dl](http://www.quasar.ualberta.ca/tl-dl).

**Jennifer Branch**

## The Danish school librarian education under change

By Bernt Hubert  
 CVU – Center for education in Copenhagen and Nordsealand  
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**From August 2005 the Danish school librarian education course has changed dramatically. From having a course lasting two and a half months in a row, it now takes at least one year with sequential shifts between educational presence in a University College and personal studies and reflections in own job practice.**

In the centre of the old education reading and handling child and youth literature had a central position, now a broad variety of media skills are the focus. Besides this the former course often had local content which is no longer allowed, therefore the curriculum now is the same wherever the education is taken.

The new school librarian education course is designed to develop a variety of different school librarian functions among which general school development is considered one of the most important theoretical skills. Pedagogical guidance and professional help with common educational matters, ICT and new Medias also have high priority. Told briefly the new Danish school librarian education is now set to 27 ECTS point (European Credit Transfer System) and it contains 3 modules:



- Basic school librarian module
- Media and ICT guidance module
- Media and media culture module

All three modules are designed so that the student can connect academic theories from the course to their own practice in their schools. They are, so to speak, being made ready to meet the children and youngsters of our time in order to formalise and develop the autodidactic media skills which young people often bring to school.

In the basic school librarian module the students create a portfolio, which is evaluated at the end of the module. The two other modules are basically more academically designed to handle scientific theory and the students must compile a report which must be presented, performed and defended in individual examinations.

All media are represented in the course: mobile phone, video production, sound recording and editing etc. as well as books and the school librarian is now meant to be an innovative contributor to both pedagogical and organisational developments on different levels in the schools. Therefore the new school librarian education course is considered as a paradigm change that, hopefully, will affect the implementation of modern media and the pedagogical use in a positive way. Also it will turn the schools libraries into learning centres able to perform better specific media integration and greater general organisational development in the schools.

The big challenge in Denmark is to make the school librarians capable of taking leadership in a world where culture is changing rapidly and the "global village" is a fact, a reality through the Internet. Education and socialisation in a chaotic world are difficult assignments and overview and order must be replaced with strategic navigation and orientation on behalf of different cultural backgrounds. Children's spiritual and intellectual potential has to be carefully supported to maximise their qualifications and evolution as human beings and in this sense the school libraries must act as a catalyst.

Read more (in Danish)  
<http://iktogmedier.dk/skolebibliotekaruddannelsen.htm>

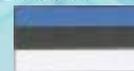
**Bernt Hubert**



## Training Estonian School Librarians

By Jaanus Kõuts Estonian Librarians Association

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Estonia with its population of 1.35 million is smaller than a district of some big cities. In spite of that, in the Estonian language approximately 3000 books, 250 magazines and 100 newspapers are published every year. The sustainability of a small nation and its culture are highly dependent on education being in the mother tongue.

In the last academic year (2004/05), there were 603 schools of different types all together in Estonia. 502 (83,25%) of them were schools where children were taught in the Estonian language.

The statistics offered by the school libraries themselves show that a library exists at least in 474 schools – 78.6 % of the total amount of schools. Such a multitude exists for historical reasons and because of the Law of Basic and Secondary School, which states that every school must have a library.

In Estonia, library is considered as such only, if besides the teaching materials collection, it also has the main collection. Still there are a number of schools which do not have a library in that sense. During the last years there has developed a practice to join local public and school

libraries, which causes a lot of discussion in the library community.

In 474 libraries there are 605 school librarians. 358 (59%) of them have higher education on library and/or information science. This amount is a result of Estonian library education that has evolved its traditions during last 80 years. Higher education on library field can be obtained in two institutions: Tallinn University Department of Information Studies and University of Tartu Viljandi Culture Academy Department of Library and Information Science. In curricula, there was no specific course about school libraries and the learning environment until 2003. Since this time the 3<sup>rd</sup> year students of librarianship have this subject for 1.5 ECTS in Viljandi. Both institutions practice continuing training, offering possibility to obtain professional knowledge in the field of librarianship.

The specific courses for school librarians have been provided at The Open University Center for Continuing Education of Tallinn University since 2005. The two courses consist of following topics: psychology, creating learning environment, co-operation with teachers, information searching, creating databases and practical skills. These courses are gaining popularity, because the need to improve professional knowledge is emerging. University of Tartu Viljandi Culture Academy Department of Continuing Education starts the first course in summer 2006. There is also a course for school librarians offered by one counseling company.

The professional level of school librarians varies widely and this reflects seemingly in the functioning of the library. Good professional knowledge of staff is usually the prerequisite for maintaining the library well. But there are also opposite

examples, which show that running a good library depends more on personal motivation. In a school library there are a number of different duties that all require a great variety of knowledge and skills which change with time.

For example 375 libraries of 474 have at least one computer – it makes 79%. The automated library software is used at 169 libraries (36%). So there is need for courses on the topics of information technology and library software. And these courses have to be at a very good level and in very understandable language. Group workshops at a summer seminar pointed out the need for training in following topics (top 5): information technology, librarianship, pedagogics, cultural history and children's literature. During Soviet occupation the school network was used to support ideology and therefore also the school libraries were under the special attention of the state. The work of school libraries was coordinated by methodological center, that organized regular training. After the Re-Independence on 1991 the center was closed and there is no institution dealing with school libraries at state level anymore. Most active school librarians formed a section of school libraries to the

Estonian Librarian Association in 1998 and among the goals of it are to propose the creation of a methodological center and to organize continuing education. There have been two information days and a summer seminar every year. The topics of the information days during last two years have been development of information technology in the school library; management of the school library; the co-operation with the publishers of teaching materials and a skills day – form practician to practician. These information days are popular, because the program is well-prepared, lectures are of a high standard and the participation fee is low (ca 7 euros per person). Summer seminars last 3 days and the number of participants has been restricted to 60. The topics of the two last years have been: “The role of school library in evolving pupil’s general competence” (2005); “Professional standard of librarian – a challenge to develop librarians personal identity, general and main competencies” (2004). In 2003 there was an international summer seminar about learning centers with colleges from Latvia, Lithuania, Finland and Sweden.

The section has also created “The Job Management Fundamentals for School Library”, which is a valid decree of Ministry of Education since 2001.

The section has published three books: “The Pupil, the Book, the Library” (2001), “The Handbook of School Librarian” (2001) and “The Library as the Learning Center – it’s Role and Aims in Learning Process” (2003). The representative of the section was a member the Professional standard working group.

Since 2002 the section has in co-operation with Ministry of Education carried out evaluation of school libraries. This action helps to map the situation of school libraries and inform the Ministry of Education and local authorities. The report of the commission will be available soon and it will also point out the topics where the heads of the libraries most need the education. The articles about Estonian school libraries are published in magazine “Raamatukogu” (“Library”) and there is a lot of valuable information about school libraries on the Internet. The Estonian school librarian community uses the mailing list to communicate, to share knowledge and tips, to ask for help and advice. There were 224 members in the list in April 2006. In conclusion it has to be declared that man can educate only oneself – nobody else can “upload” the knowledge to one’s head. What the others can do is to create the suitable environment and possibilities for the development. So let us help the colleagues to find motivation and let us create the possibilities for developing. I think this is an important part of our mission.

**Jaanus Kõuts**

## The status of the Resource Centres CDI in France

By Vincent Liquète, Professor and researcher at the IUFM of Bordeaux VLIQUETE@aol.com



Since the middle of the eighties, the French Educational System has progressively confirmed a certain willingness to implement, and then reinforce, information search activities in high schools, colleges and technology colleges (pupils from 11-18 years old). A secondary school teaching diploma (Certificat d’Aptitude au Professorat de l’Enseignement du Second degré – CAPES) has been formed in information research science and techniques, permitting the installation of the teacher-librarian in the local public educational system EPLE)<sup>1</sup>. From this time, the teacher librarian has the status of educator and his field of responsibility is mainly confined to four domains:

1. He assures the introduction and training of the pupils in information retrieval in the CDI of which he is responsible. New educational mechanisms have been put in place (Civil, judicial and social education, supervised personal work, cross-disciplinary projects with vocational attributes...), and the teacher-librarian is thus included in the search for information, in the organisation of the pupil’s work and training in critical and analytical reading of the documents.
2. He is closely related to educational activities and projects in the educational institution. He collaborates with the teacher of each discipline to implement and supervise pedagogic projects.
3. He takes part in the activities and assures an open institution, connecting the school to cultural facilities (museums, libraries, cultural spaces...) as well as economic structures.
4. Finally, he is responsible for the management of the CDI and for the access to the multimedia resources. The appearance of the digital environments in the first information system of the EPLE, leads the teacher-librarian to consider the organization of electronic documents in association with the collection of documents on paper. At the same time, on a national level, a content and resource policy is being established, supporting various

Partnerships in conventional and digital publishing, notably by the strengthening of certain strategic networks of pedagogic and professional information (such as Scéren-Centre National de Documentation Pédagogique ([www.cndp.fr](http://www.cndp.fr)), [www.savoirscdi.cndp.fr](http://www.savoirscdi.cndp.fr)), Instituts Universitaires de Formation des Maîtres ([www.iufm.fr](http://www.iufm.fr)) or Institut National de Recherche Pédagogique ([www.inrp.fr](http://www.inrp.fr))). On a local level, the political institutions have participated in this dynamic by constructing or restoring the Resource Centres (CDI) in the educational institutions, by supporting the implantation of information technology through various donations, and by connecting to networks and regional computer systems.

However, important questions concerning the use of information and documents have emerged the last months. The first traces of an answer seem to be emerging. On the one hand, the educational institutions approach information search activities not only in CDI’s, but throughout the entire institution. The most important challenge to the French school library system is to imagine an “institutional information policy” that includes the CDI as an element of construction. On the other hand, there is the question of the integration of educational electronic resources linked to and in communication with traditionally supported documents (paper, optical, magnetic). Electronic documents are still complementary to traditional documents and bring about numerous questions regarding economy, access, organisation and structure. Lastly, the question of learning search activities is discussed. The educational mechanisms spoken of earlier illustrate the approach to the subject. The numerous steps taken are the results of the teacher-librarian’s effort more than a supported institutional approach. Several teacher-librarians seem to wish expand from a simple introduction and give the pupils a more elaborate education within the culture of information.

**Vincent Liquète**

**More about ...**

**Vincent Liquète  
Look on the backcover.**

# Education for Italian School Librarians and Documentalists (SL&D)

By Paolo Odasso  
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The most important initiatives in the field of Education for School Librarians and Documentalist (SL&D) in Italy, during the last years, are the following ones:

1. The “Il progetto Biblioteche nelle scuole” (The Project Libraries in the Schools) run by the National Ministry of Education <http://www.istruzione.it/>
2. The project GOLD financed by INDIRE (National Institute for Documentation of Innovation of Educational Research) <http://www.indire.it/>
3. The project WINIRIDE promoted and financed also by INDIRE
4. The Corso di Perfezionamento “Formazione del docente documentalista scolastico” (a Specialization course for SL&D run by the University of Padova (<http://www.unipd.it/>))

The above mentioned initiatives are at a national level. It's also important to remember there are different regional and local initiatives with many training courses and counselling activities for SL&D. Some of them are organised by Local Educational Authorities, some others by the IRRE. There are 20 Regional Institutes for Educational Research of the Ministry of Education operating with the mission to support Italian schools to improve the quality of learning.

Before summarizing these initiatives it must be remembered that in Italy, even if the majority of the State schools, from primary to upper secondary, has its own School Library and Resource Centre (SLRC), there isn't a National Parliament law that guarantees their existence, nor that the SL&D profession is in anyone of them. As a consequence there is not a upper secondary diploma or a University degree for SL&D but only training or specialisation courses for in-service teachers who, while working for the SLRC of their own schools, want to improve the quality of their job through volunteer participation.

1. The “Project Libraries in the schools” (“Il progetto Biblioteche nelle scuole”) <http://www.istruzione.it/innovazione/progetti/biblioteche-nelle-scuole.shtml>, at the moment, is surely the most important in Italy, both for the large amount of money invested and for the number of teachers and SL&D involved. This project started in the year 2004 with the support of three National Ministry – the Ministry of Education, the Ministry of Technological Innovation, the Ministry of Cultural Heritage - and in cooperation with the Central Institute for the Unique Catalogue (ICCU). The main goal of the project is to begin a process of networked cataloguing in order to integrate the catalogues of 500 Italian schools inside the National Library Service (SBN <http://www.iccu.sbn.it/sbn.htm>) and to promote the future use of the national system of Inter Library Loan among the Italian schools and teachers. This acknowledges the growing importance of the access to information for the educational activities and is the main rationale for this project that is supposed to last three years. Thanks to the project about 500 SL&D will be engaged in a process of training in order to become expert users of two national client-server software, one in the North ([www.sebina.it/Sebina.htm](http://www.sebina.it/Sebina.htm)), and the other one in the South of Italy ([www.iccu.sbn.it/sbnunix.htm](http://www.iccu.sbn.it/sbnunix.htm)).

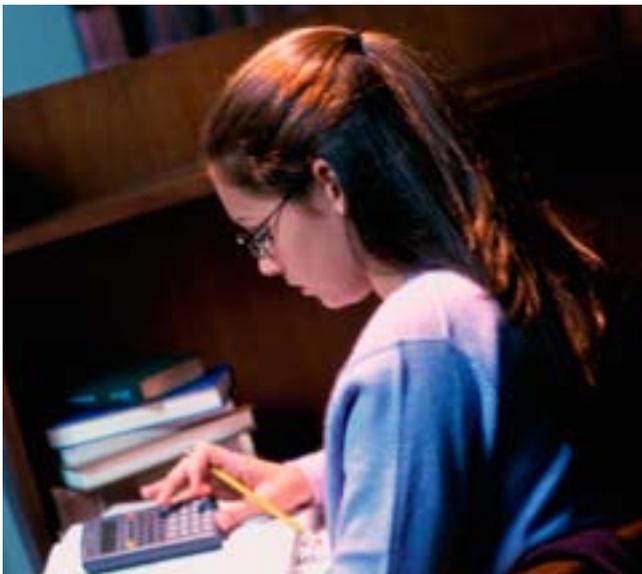
2. The project GOLD (Global On line Documentation, [www.gold.indire.it](http://www.gold.indire.it)) financed by the INDIRE ([www.indire.it](http://www.indire.it)) which is a National Institution of the Ministry of Education, is a project of “knowledge management” of the Italian school system, the most important public initiative in the field of educational “best practices documentation”. GOLD started in the year 2002 with the cooperation of three main subjects: INDIRE, the Ministry of Education, the 20 Regional IRRE. In many regions also other organisations give their support to the implementation of GOLD: the Universities and some Teachers Professional Associations. This project is strictly dependent on the changes of educational systems both at international and at the national level. How to develop “lifelong learning” and how to help learners to build up and strengthen “multi-literacies”, “key-competencies” more than the traditional delivering of a “closed body of information/knowledge” are the main focus and challenges that all the educational systems have to cope with, as we can see from many international benchmarking surveys, like OECD\_PISA.

In Italy the school system is challenged by another reason. After the year 2000 all the Italian schools became autonomous and a new decentralised system took off. As a consequence of these important changes, all the Italian schools have, by law, at the same time the duty to perform “action-research” activities and finally to document, capitalize and organise the new information and knowledge produced. Teachers and/or SL&D, according to GOLD, are therefore encouraged (with money for any of the best practice awarded and with local training courses) to select the most significant experiences of their school and then, by following National Guidelines produced by INDIRE-IRRE system, [http://gold.bdp.it/nazionale/documentare/Linee\\_guida/linee1.htm](http://gold.bdp.it/nazionale/documentare/Linee_guida/linee1.htm) to produce primary and secondary documents both for their own SLRC and for the national on line catalogue, that is GOLD. By FTP, the educational electronic documentation moves from the local SRLC administrated by the SL&D to the regional database administrated by the 20 IRRE, to the national database administrated by the INDIRE. GOLD therefore became the most important Italian on line catalogue for educational grey materials, a database where it is possible to find out both educational processes and learning objects. Among many different important aspects it must be called upon the attention over the fact that for secondary documentation GOLD makes use of one of the most important European Educational Thesaurus, the European Treasury Brower [http://www.eun.org/eun.org2/eun/en/Celebrate\\_LearningObjects/entry\\_page.cfm?id\\_area=14](http://www.eun.org/eun.org2/eun/en/Celebrate_LearningObjects/entry_page.cfm?id_area=14) which is useful pathway for possible future developments toward a European educational data base.

3. The Project WINIRIDE <http://www.winiride.it/> is dedicated to process of cooperative cataloguing among Italian SLRCs. This project started in the last decade of the last century. Thanks to the cooperation of INDIRE, the Ministry of Education and the 20 IRRE during the last few years, free software, called WINIRIDE (which is a development for schools of the UNESCO WIN-ISIS) has been offered to all the 10,700 Italian schools. The peculiarity of this software is that it is specifically suited for a SLRC, because it pays a lot of attention to semantic aspects of cataloguing and extremely useful for inexpert users like students. Not only CDD, but also abstracts, different possibilities to link multimedia information, different international, national and local thesauri (EET, [http://www.eurydice.org/TeeForm/FrameSet\\_EN.htm](http://www.eurydice.org/TeeForm/FrameSet_EN.htm) LGI etc.) are included. To promote the use of this software and in order to learn how to use and to exploit its educational potentials, many IRRE organised training courses for SL&D. Some of them (see IRRE Piemonte <http://www.winiride.it/piemonte/>) at the end the courses gave birth to a regional SLRC OPAC. One of the most important aspects of these IRRE courses is the focus on the necessity - due to the great explosion of OPACs and the Internet. - for a SLRC to develop its own specific identity, in a dialectic of distinction/cooperation with other types of libraries. According to this assumption, the mission of SLRC is not simply that of guaranteeing access to information for everyone, that of "in-forming", like other kind of libraries have to do. It is instead to give birth to an educational laboratory, to recognize that its own mission is strictly dependent on the mission of the school. As far as students are concerned its function is therefore that of "trans-forming" the learner into an expert user and as far as teachers are concerned its function is that of "trans-forming" the information produced by their professional activities into real resources through knowledge management policies.

4. The Corso di Perfezionamento "Formazione del docente documentalista scolastico" (a Specialization course for SL&D run by the University of Padova [http://www.unipd.it/corsi\\_perfezionamento/scheda/676.htm](http://www.unipd.it/corsi_perfezionamento/scheda/676.htm)) is surely one of the most important initiative developed in Italy during the last years. Many Italian teachers, from primary to upper secondary schools, went to Padova and took part in annual courses. Some of them are also e-learning and/or blended courses. It must be remembered that, connected with these courses, one of the most important initiatives organised by the University of Padova in 2003 was the first international meeting for Italian SL&D's about the issue of the Educational Research in SLRC and different approaches to Information Literacy.

**Paolo Odasso**



## Education for school librarians in the Netherlands

By Lourense Das  
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In 1975, for the first time in the history of library education, a special one-year post-graduate training course at BA-level started in Amsterdam, The Netherlands. Soon, there were more colleges who offered this course but there were never many students. As it was very difficult to find a position in a school library and also because of new ideas on library education in general, this course was stopped halfway the nineteen-eighties.

Since then there is no fulltime training programme for school librarians available. In 1996 the LWSVO (Dutch association for school librarians) (since 2004 LWSVO-NVB) managed to develop a short continuing education course (6 full days) at the university of Amsterdam. The development of this course was very important for the profession in general as many employees working in school libraries were not trained as school librarians. A few hundred students attended this course over a period of two years. It was followed by a refresher course (one day) in 1998. In that same period a lot of commercial organizations started to develop training programmes; the quality of these courses was difficult to establish and the LWSVO was desperately searching for new possibilities. One of them was the participation in a working group of ECABO. ECABO is the certified organization in the Netherlands for the development of vocational training programs. This working group worked on a special training course for assistant librarians. The students were supposed to be educated for jobs in a broad range of libraries : public libraries, corporate libraries, scientific libraries and special libraries, including school libraries.

Another project was the development of two new training post-graduate programmes (both 6 days) at the university of Amsterdam. One is called 'Media-educatie en didactiek' (Information literacy and pedagogy) and the other one 'Leiding geven in de mediatheek' (Management of the school library). Both courses are still running, with very good assessment results.

In cooperation with VOBID a special two-day course was developed for school librarians called 'Zoeken in digitale bestanden' (Information retrieval in the digital world). This course was also quite successful.

The latest project is the development of a post-graduate course at the Open University for teachers and school librarians on information literacy. This training programme is still 'under construction' and is expected to start later this year.

A big problem was (and still is) that the courses mentioned above and also other courses that were developed are not accredited by the government. Also the courses are quite expensive and often school administrators do not want to invest in the professional development of the school librarian. So there is still a lot of work to do!

**Lourense Das**

### Links:

An overview of training courses for librarians can be found on the website of NVB (The Netherlands Association for Library, Information and Knowledge Professionals):  
<http://tinyurl.com/evr3j>

More information on the courses initiated by LWSVO-NVB:  
<http://tinyurl.com/mfs9s>

# EDUCATION FOR SCHOOL LIBRARIANSHIP IN NORWAY



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Agder University College is the only institution within higher education in Norway that offers admission to studies in school librarianship every year. The University College is located in the southern part of Norway, known as Sørlandet. It has more than 8200 students and 900 teaching and administrative staff, and is one of the largest University Colleges in the country.

The main institutions for library and information studies are at the University of Tromsø and at Oslo University College. They do, however, not offer study programs in school librarianship. Some University Colleges throughout the country have offered study modules for school librarians now and then, but never on a regular basis.

The history of the school library media education at Agder University College goes back to 1985. A 30 credit post graduate study module for teachers was offered as a payed-study. It was very successful. There was a great need for education specially adapted for school librarians. The same study programme was offered three more times. In 1994 there was, thanks to pioneers' working, a decisive breakthrough in the professional field of school librarianship, a field with great visions but with few resources. The study programme was offered as part of the study portfolio at Agder University College, and still is. The study in school librarianship has expanded from one to three different study programs. The main characteristics of the studies are their educational profile.

The study programmes  
School library media program 1 – the basic program - 30- credit  
The study has three main subject themes:

- The school library as part of the learning arenas at school:

The educational function of the school library in school

- o theories on learning and knowledge
- o organizing learning arenas
- o use of the school library in curricula
- o information literacy
- o the role of the school librarian in school
- o the school library in school development

- Library Science

- o cataloguing and classification
- o reference and bibliography
- o organization and administration
- o ICT and library

- Children's and young adults' literature and use of media.

- o the book collection in the school library, a wide variety of genres
- o texts from a diversity of media
- o educational use of the literature; reading for joy

School library media program 2 – Literature for children and young adult (specialization) 30- credit

This study program was developed in 1998. Many students wanted to specialize in literature for children and young adults, and to extend their study in school librarianship into 30 + 30 credits.

The study has two main subject themes:

- Literature for children and young adults
  - o The history of children's literature
  - o Introduction to a wide variety of literature

- o genres for children and young adults
- o Analysis and discussions of the texts

- Use of literature in education
  - o Theoretical perspectives
  - o Stimulation of reading and use of the school library

School library media program 3 – Information literacy (specialization) - 30- credit

From our work with School library media program 1 we experienced a need for specialization in information literacy. We have now developed a curriculum for this study, which will start September 2006.

The study has two main subject themes:

- Culture for learning
  - o Theories on learning and knowledge
  - o The pedagogy of guiding/coaching
  - o Information literacy in theory and practice
  - o The school library and inclusion
  - o Strategic reading
- Life long learning: Information: searching – evaluating – using – presenting
  - o Project work – from A to Z

The methods used in all the three studies are kept close to practice; the students learn and develop projects and curricula they can use in their daily life as school librarians. Practice is discussed from different theoretical perspectives. The main exam in all the studies is a project where the students have to work through all the stages of this method to develop the school library, preferably at their own work-place.

In 1998 the first school library media program was developed into a web-based study program. Number two was developed in 2001, and the third study program is so far developed as a web-based study only.

The duration of each of the three e-learning study programmes is three semester; the two local study programmes (School library media program 1 and 2 are two semester).

The web-based studies have opened up our studies for students all over the country, and have been a success.

The target group for all the school library programs are teachers in primary and secondary school (K-13) and librarians in public libraries. Over the years about 8-900 students have their education in school librarianship from Agder University College.

*Elisabeth Tallaksen Rafste*





Biblioteksentralen

## The school library – learning centres of to-morrow

By Maren Brit Baadshaug  
maren.brit.baadshaug@online.no

**This is the ambitious title of a course for librarians and teachers in secondary schools (age 16-19) that the National Centre for Library Services started august 2004. The course is developed by Niels Damgaard, Senior Education Manager at the Centre, and Maren Brit Baadshaug, freelance school library consultant.**

The motivation for this enterprise was the need for school librarians to have further occupational development and the acknowledgment of the fact that the teachers are the ones responsible for assigning the tasks that make the students need the library and its resources. Changes in national curricula as well as the continuous changes in available information make cooperation between teachers and librarians more important than ever when the goal is to develop information literacy among the students.

First a few facts about school libraries and the education of school librarians in Norway: The access to libraries in schools is required by law, but beyond that there are virtually no formal requirements to the services provided. School libraries therefore vary a lot across the country. On the secondary level, many schools have good libraries staffed with full time professional librarians, while most elementary schools lack proper library facilities. The secondary schools usually have professionally trained librarians while the elementary schools have teachers with supplementary education in school librarianship.

New curricula at all levels will be introduced from August 2006. The driving force behind the school reforms are the fact that Norwegian students have not

scored very high on various international tests in reading skills, and this worries the politicians. As a result, strong emphasis is put on a set of so-called basic skills; reading, writing, oral communication and arithmetic. Digital competence, learning strategies and social competence are also considered part of these basic skills. The strategy for empowering the school libraries is therefore to point to the library as an important arena for developing these basic skills.

The target group for our course is professionally trained librarians and teachers that want to use the library and to improve their own information competence in their teaching and in the assignments they give their students. The course consists of five one day gatherings in the course of the school year. Between the gatherings the participants are required to present a description of their school, a scenario for the future and plan for further development. We have our own internet site where these documents are presented. They are also required to do a project in the course of the year.

So far we have carried out courses in 7 counties, while two courses held in Oslo have had participants from all over the country. We design the local courses in cooperation with local library and school authorities and try to use examples from the county of good practice whenever possible. The basic skeleton of the course, however, remains the same. The first gathering is devoted to school library policy, curriculum development etc, the second and third gathering to information competence and the fourth to reading and reading encouragement. On the last gathering the participants give a Power Point presentation of their own project. On each gathering we try to find a balance between good examples and more theoretical approaches. We also require the participants to use different kinds of useful digital tools (mind-mapping, blogging, PowerPoint etc.) at various stages in the process.

We invite the principals of the participating schools to the first gathering, and point to the connection between information literacy and the basic skills. We also point to the crucial role of the school leadership in developing the library and the necessity of including the library and the library staff in the development of

the local curricula and pedagogic strategies. To illustrate this we always have a principal from a local school with a good library to present his school and explain how the library is incorporated in that particular schools overall policy and planning.

Due to the fact that so many schools send their librarians and teachers to our courses, we permit ourselves to call the project a success. Librarians and teachers have cooperated in new ways doing the assignments required. They have also cooperated with their leaders in making plans for the further development of their library and its integration in the overall planning of the schools. These texts provided are collected on our net pages for comparisons and future references.

We have also learned a lot ourselves, as there are many well-functioning school libraries in all parts of the country. However, in the ongoing process of improving our course, we are highly dependent on inspiration from other countries and research in this field at the international level. We are constantly looking for good models for developing information competence at different levels and in different contexts.

**Maren Brit Baadshaug**

Read more:

Courseblog: (in Norwegian)  
<http://tinyurl.com/5t76u>

Blog about Information Literacy  
(in Norwegian)  
<http://infoskole.blogspot.com>



## From Information to an Education System in Russia

Olga K. Gromova,

Editor in Chief, *Biblioteka v Shkole* [The Library in the School] newspaper, First of September Publishing House, Moscow, Russia  
maeots@libfl.ru

**This paper analyses a two-year experience of running professional newspaper-based correspondence refresher courses for educators and children's librarians. Developed by the First of September Publishing House, this system offers a selection of narrowly specialised courses, to be scaled up with time, and an original organisation of the learning process. The *Biblioteka v Shkole* course offering is used as a case study to describe the content and structural philosophy of this kind of training, and some conclusions drawn from the first two years of operation.**

### Professional Development Through a Professional Periodical: A Correspondence Course Training Experience and Tentative Conclusions

In Russia, given its great distances, poor communications, and a very uneven system of professional development, any professional periodical serving educators or librarians helps, one way or another, improve its readers' skills. Most of the

heads of specialist newspapers and journals are supportive of this trend, whether they consider it the norm or an enforced necessity. Each of the 20 professional newspapers brought out by the First of September Publishing House for people working in secondary schools and related fields is no exception.

We, at the editorial office of *Biblioteka v Shkole* (The Library in the School), were looking for possible ways of training our specialist readership. Our newspaper includes a "Self-Education" head and a large section reserved for practical articles on advanced library work practices. We even ran an intramural refresher program we called the "Library School" (four enrolments in 2.5 years), which proved to be quite effective and popular but could not accommodate all those who applied. Still and all, these were one-off exercises, and professional improvement remains a sore point for many of our readers.

Helping readers improve their expertise is a matter to which the First of September Publishing House has long been giving considerable thought. Narrowly specialised optional courses appeared to be the most appealing and feasible approach.

#### How It is Run

Contracts and licenses.

In 2003, the First of September Publishing House entered into an agreement with the Faculty of Pedagogical Education of Moscow State University for supervising correspondence refresher courses and issuing graduation diplomas to the reader trainees who successfully completed a course. The contract stipulated the First of September philosophy and procedure of these courses as well as trainees' certification.

#### Enrolment.

An enrolment advertisement appears in journals and the publishers' web site, [www.1september.ru](http://www.1september.ru), from March on, and applications are admitted from April through October. Applicants are billed for tuition. The tuition fee covers the examination of test papers, answers to questions that may arise during the course, postage fees, and the mailing of a diploma.

Training set-up. Each course consists of eight lectures, which appear in the journal columns from September through December, one per issue. Lectures are accompanied by self-examination questions

and a list of supplementary literature on the topic. After lectures 3 and 5, trainees are given a test they are supposed to do and send back to the editorial office. After lecture 8, trainees are expected to do some practical work: to apply their acquired expertise to their job and make a description of this activity (which may be an open lesson, a class, or a library event), accompanied by testimonials and the administration's certificate of the event. For the first and second tests each trainee receives a testimonial and a pass-fail rating. All works must be examined before April. If both tests and the final work are passed, after the final work the trainee receives a graduation diploma instead of a testimonial. The diploma is supposed to be recognised in any skill certification. If an examination paper is found to be unsatisfactory, we will send the trainee a review explaining their errors and suggest redoing the work or a part of it.

#### Conclusions

We find the total numbers of trainees of the first and second academic years quite encouraging. Clearly, the idea of the course has caught on. And last but not least, our courses, while inexpensive, are generally paying, though not too much.

We consider self-repayment an ample result and do not contemplate getting a profit out of it yet. The popularity of home study supported by a professional newspaper shows that the demand for this mode of professional improvement is far in excess of supply, particularly in rural areas. According to our data, about half of our students live in the countryside and small towns. We must admit that the proportion of our trainees who live in cities came as a surprise. They account for roughly 50% of all students, which shows that all is not well with librarians' professional development in large cities.

*Olga K. Gromova,*

More about  
Olga K. Gromova  
see page 20

## Is There an Education of School Librarians in Sweden?



By Bibi Eriksson

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School libraries in Sweden, like school libraries all over the world, look very different. And school librarians look very different. And the educational background of the school librarians looks most different.

The Swedish educational system is managed by objectives and is very much decentralized. Local authorities control a great deal in the Swedish schools under the umbrella of a lot of policy documents from the government.

In the Swedish curriculum the school library is seldom mentioned. The school library is mentioned as the responsibility of the headmaster and for the upper secondary school as a task for teachers. In the curriculum the school library is mentioned mostly in relationship to the Swedish language education. Information literacy is mentioned in other words here and there and with "school library glasses" you can see the school library hidden here. From "Lpo 94

<http://www.skolverket.se/sb/d/471/url>  
the curriculum for the compulsory school: Pupils should be able to keep their bearings in a complex reality where there is a vast flow of information and where the rate of change is rapid. This is why methods of acquiring and using new knowledge and skills are important. It is also necessary for pupils to develop their ability to critically examine facts and relationships and appreciate the consequences of the various alternatives facing them". From the curriculum for the Swedish language in the compulsory school: "Fiction gives knowledge about children's, women's and men's living conditions during all ages and in all countries. Literature also gives you an ordinary days perspectives and can give you answers to vital questions. In The Libraries Act you can read: "Within the nine-year compulsory school and upper secondary school there should be suitably distributed school libraries in order to stimulate the interest of pupils in reading and literature and also to satisfy their needs for material in the education".

In the upper secondary schools, where over 90% of the Swedish youth are, there are well functioning libraries with educated librarians. These librarians are educated in one of the five universities in Sweden with the right to give master library degree with the possibility of specialization in different ways but not especially for work in schools.

One of the universities with master program in library and information science is specialized in pedagogical.

In the compulsory schools the situation is a lot harder. Half of the schools have not got a library with a librarian working five hours a week. A variety of persons work as school librarian and they have different backgrounds, different training and different levels of competence. More and more of them are trained librarians; here we find teachers and other kinds of pedagogical staff with or without courses in school librarianship. Here we also can find other staff categories who work part-time.

There has never been a vocational training for school librarianship. There has been a short element of school librarianship in teacher education but in the new teacher education this subject hopefully is found during the practice. During the practice the teacher students are supposed to meet and learn about lot of things, for example the school library. There are also longer courses at Malmö University <http://www.nav.mah.se/edu/katalog/lut> and Gotland University <http://mainweb.hgo.se/index.nsf>. In Malmö you can study School Library 1-10 credits and 11-20 and in Gotland you can study Play, Search, Read, Learn 1-20 credits. The course in Malmö has the concentration on the school library as a pedagogical tool, inquiry-based method courses by the net. At Uppsala University you can combine teacher training with a master course in Library and Information Science and in this way get a double competence, you will become both teacher and librarian. But this training does not concentrated on school librarianship. Besides there is now and then courses up to 5 credits in school librarianship at Swedish universities. This means that staff working in school libraries in compulsory schools have no or very short academic education on school librarianship.

In some municipalities with school library centres there could be introductory courses for teachers and librarians starting their work in the school libraries. Professional organizations often offer education possibilities of one or two days for staff

in school libraries.

There are several organizations working for school libraries that offer educational opportunities. The National School Library Group <http://www.skolbiblioteksgruppen.se/> is a network of Swedish organizations working for school library interests.

The National School Library will inspire everybody working in the school to pay attention to importance of well functioning school libraries. Organizations in the network are authorities, trade unions and other professional organizations. The group will pay attention to the possibilities for the school library to support pedagogical renewal and work on national basis to support and the development and school libraries in a perspective of school development. Skolbibliotek.se, Swedish Regional School Library Associations <http://www.skolbibliotek.se/>, is a union for regional association with similar aims and the same with the Group for Pedagogic in Libraries in the Swedish Library Association <http://www.biblioteksforeningen.org/>.

To sum up there is no full education for school librarians in Sweden. In our school libraries there are either trained librarians or teachers with or without very short training in school librarianship. There is different opinions in the question about the education needed in school library work. Some people think that trained librarians are the only solution; others think that a teacher with the specialization towards school librarianship is a better solution. Some people think that a master in Library and Information Science is enough for all kinds of libraries and others think that the school library in many ways differs from other kinds of libraries so that another background is better.

Our School Minister often talks about the school library and there is a lot of national projects in the field. But there is very little talk about training in the field. In the dividing line between two professions, the teacher and the librarian, there it is hard to act.

"Go for libraries!"

Put the school libraries in order and go for bilingual education! That is the advice from School minister Ibrahim Baylan to schools in segregated areas with the ambition to have more passed pupils.

**Bibi Eriksson**

## School Librarians in the U.K. and the Republic of Ireland

By Karen Usher  
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In neither the UK nor the Republic of Ireland are qualified, or even trained, School Librarians a legislative requirement. School inspections and standards do necessitate a school library. Many schools do have qualified staff due to local authority input and progressive Headteachers. Special initiatives may result in qualified librarians in schools, such as the Republic of Ireland's special project for STATE (VEC run) disadvantaged schools has 11 schools a further 40 being phased in over a period of time, where full time qualified librarians have been provided. Reports often call for qualified librarians in schools, e.g. in 1999 the COSLA report "Standards for school library services in Scotland" recommended that all secondary schools should have the full time services of a Chartered or qualified librarian. Finance is one of the overriding factors in the provision of qualified librarians.

Qualified librarians do not necessarily have specialist training when they become School Librarians. Aberystwyth and Sheffield Universities in the UK offer modules, which are increasingly popular, that deal with children's and school librarianship and children's literature. They

are optional modules. In the Republic of Ireland there is also a short module in a diploma course dealing with school librarianship.

The University of Ulster has a new course for School Librarians that is a day release course.

Those who become school librarians often pursue training themselves on the job. There are a number of organisations that offer training on a variety of subjects. Both CILIP: School Libraries Group and the School Library Association hold weekend schools. Regional Branches of the SLA, CILIP: SLG and CILIP: Youth Libraries Group offer Day Schools of interest to school librarians and the SLA has an extensive and excellent publications programme. CILIP also publishes books relevant to school librarianship and makes representations at Government level on matters relating to school librarians. In the Republic of Ireland the SLARI offers 2 seminars a year, which include practical sessions. There have also been some summer courses in school librarianship from the Church of Ireland College of Education. From next year University College Dublin will be including a new module on school libraries in the syllabus for the Diploma in Library and Information Studies.

On the whole Primary Schools (children under 11) have a teacher in charge of the Library; in Secondary Schools (children up to 18) there is usually a Librarian. This age structure does vary around the UK. In the UK, in many counties, schools buy into their Local Authority's School Library Service. In general an SLS will offer loan collections, special project collections, professional advice and, sometimes, training for schools. Those Schools that use SLS's appreciate their excellent support

services. Unfortunately SLS's are not statutory and have to be run as business units with Schools 'buying' into their services. This has resulted in many Authorities shutting their SLS's. Schools are then left to their own devices or have to buy into the services of neighbouring councils.

To promote librarians in 2005 the SLA launched 'School Librarian of the Year'. Schools have to nominate their Librarians for this honour and there is a rigorous selection process. The Times Educational Supplement, a national weekly read by most teachers, features the School Librarian of the Year, thereby letting many teachers know what their school libraries and school librarians can do for them. There are efforts in the UK to promote reading as an activity to young people through schools and teachers. Teacher training now includes modules on children's libraries and children's literature – often this input is given by the local SLS. There are also numerous local Children's Book Awards with children having a central role in choosing winners. CILIP has the Carnegie and Kate Greenaway Medal Shadowing Scheme which involves over 1500 schools reading the same books as the Judges. World Book Day and National Children's Book Week are also used by school librarians to promote reading. As with many countries there is a mixed picture of provision in the U.K. and the Republic of Ireland. Many organisations and individuals know what would constitute the best provision for our children in schools but it is the financial implication of instituting the best provision that militates against it. We must all keep trying to get the best for our children and young people.

## Plunging into the SPA: Educating School Librarians in the USA



By Johan Koren  
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The United States is far from the uniform country that we might expect: each state has its own laws, regulations and systems, especially in the area of primary and secondary education. Imagine if every Land in the Federal Republic of Germany or every département in France

had its own, separate way of organizing the schools! Even within states, there are differences; for example, regarding the 11-16 age range, where some schools are called junior high, and others are middle schools. Even the range of classes that are included within these types of schools varies enormously: in Calloway County, Kentucky, middle school covers what is pretty much the norm in many places, namely 6<sup>th</sup> (where 1<sup>st</sup> is 6 years old) through 8<sup>th</sup> grade, while within Calloway County, tiny little Murray Independent Schools (in a town of 16,000), puts 4<sup>th</sup>-8<sup>th</sup> grade in the middle school. For more information on each of these two school districts, go to <http://www.calloway.k12.ky.us> and <http://www.murray.k12.ky.us>.

In every state, teachers are recognized by their state's department of education, but what that recognition is called varies.

In Kentucky, teachers are certified

<http://www.kyepsb.net/certification/index.asp>), but in neighboring Tennessee to the south, you have to have a license in order to be able to teach in their schools <http://www.state.tn.us/education/lic/>

In general, school librarians are officially considered teaching personnel throughout the United States, although the term teacher librarian has not caught on here as it has in Canada and Australia. Thus, they must be licensed or certified. However, many states do not require that schools employ certified school librarians. Kentucky passed such a law in 2000. On the other hand, the law does have a loophole: "A certified school media librarian may be employed to serve two (2) or more schools in a school district with the consent of the school councils."

<http://www.lrc.state.ky.us/KRS/158-00/102.PDF>



Educating these school media librarians varies a great deal, as well, and takes place in more than the fifty or so library schools that are accredited by the American Library Association. ALA does have a hand in the oversight of these educational programs, though, through its division the American Association of School Librarians

(AASL, see <http://www.ala.org/aasl/>).

Just to complicate matters, another organization is also involved, the National Council for Accreditation of Teacher Education (NCATE, see <http://www.ncate.org/>).

NCATE is an independent organization that is officially recognized by the United States Department of Education (<http://www.ed.gov/>) as the body responsible for accrediting institutions of higher education with colleges, schools or departments that prepare teachers for certification. For specialized teaching professions, like school librarians, NCATE partners with specialized professional associations (SPAs). ALA took the plunge and became a SPA in 1988, designating AASL as the partner responsible for working with NCATE to create the standards for reviewing school library media programs

<http://tinyurl.com/zcloj>

The current standards were approved in 2002-2003  
<http://www.ncate.org/public/programStandards.asp?ch=4#ALA>

To complicate matters still further, there are some 26 states, along with the District of Columbia, that have a partnership agreement with NCATE, where the state does its own program review, based on the NCATE/SPA standards  
<http://www.ncate.org/public/process.asp?ch=4>.

Kentucky is one of these. This has allowed the creation of a rather unique library media program, still based on the NCATE/ALA/AASL Program Standards, but which is a post-master's degree program that seeks to recruit experienced teachers into school librarianship. With classroom experience and a professional teacher certification already under their belt, these students are free to be able to concentrate on learning and applying the skills they will need as librarians, thus shortening the preparation time for certification as school library media specialists. At the same time, because this program is online, they can continue working as teachers and remain at home with their families. A slowly evolving blog describing the library media program at Murray State University in Murray, Kentucky, can be read at

<http://murraylibmedia.blogspot.com/>

**Johan Koren**



## INTERNATIONAL SCHOOL LIBRARY DAY 2006

**Monday, October 23, 2006 will be the eighth annual celebration of school libraries worldwide. Based on the International Association of School Librarianship's annual conference, the theme for this year's celebration is "Reading. Knowing. Doing."**

Rick Mulholland, Coordinator for International School Library Day, will be presenting a poster session at the upcoming conference in Lisbon. Other committee members, who will help share celebration ideas with conference delegates, will be joining him.

Other plans include an updated website with new ideas and links to other school library associations' International School Library Day websites.

For more information, visit the International Association of School Librarianship's International School Library Day website at <http://www.iasl-slo.org/isld.html> or contact Rick Mulholland, International School Library Day coordinator, at [rmulholland@shaw.ca](mailto:rmulholland@shaw.ca).



# Centre of Diversity in Education in Sweden

By Helle Barret

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**The Centre of Diversity in Education is a meeting place for teachers, Heads, Deputy Heads, students and researchers. We create opportunities to exchange knowledge and experiences which stimulate and develop the pluralistic school system in Malmö. The object is to improve academic results within nurseries, the compulsory school system along with Upper Secondary Schooling, as well as within adult education.**

The Centre is a unique investment which affects all aspects of integration and pluralism. In addition to ethnicity, we look at among other things gender, social-economic background, sexual orientation, physical and mental incapacities. The Centre is run by the Department of Education, City of Malmö and is also partly financed by the Swedish National Agency for School Improvement and the Ministry of Education. A continuing development of a special partnership between Malmö City and Malmö University, this unique partnership includes the Teacher Training College, IMER (School of International Migration and Ethnic Relations) and Faculty of Health and Society at Malmö University. The Centre of Diversity in Education is active within a number of important fields, e.g. language acquisition and development, security, safety and health and parental involvement at school. This autumn we have an extensive program of seminars, lectures and courses.

I am very happy to let you know, that the school library plays an important role in this unique investment. A committee is working on a school library programme aimed at the school administrators. The Chair is Chief Librarian Helle Barret, representing the school libraries of Malmö as well as the Pedagogical Centre. [www.pedc.se](http://www.pedc.se) <http://tinyurl.com/ndpyp>

## READ!

**A reading programme running for three years in Malmö, Sweden, intending to reach all children in the second and fifth school year.**

By Helle Barret

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Malmö City Library, The Pedagogical Centre as well as the smaller community libraries are starting a three year long reading programme in close partnership with schools and school libraries of Malmö. The programme is going to offer several tempting activities intended to stimulate the children to experience the joy of reading.

Several studies are showing that children have poorer reading abilities than previously, reading gets less attention in society and many children have no books at home at all. These tendencies are especially evident in Malmö.

The project will focus on the joy of reading as well as giving the children positive examples serving as models.

The programme is going to:

- Offer library visits and other inspiring activities to let children experience the joy of reading.
- During three years offer public librarians and school librarians opportunities to work together and consolidate the partnership.



## School librarians give a lecture for pre-service teachers in Belgium

By Bruno Vermeeren

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**On 16 March 2006 three Flemish school librarians and an officer from the Flemish library and archive association VVBAD gave a lecture for some 250 pre-service teachers at the CST Conference ([www.cst.be](http://www.cst.be)), a yearly conference for teachers about the use of ICT in education.**

They talked about the evolution of school libraries in the past few years, pointing out to the audience that in fact there is no difference between a modern, well equipped school library and an 'open learning centre' (OLC, the new hype in secondary schools in Flanders), except that OLC's often lack a professional librarian. They also introduced the notion of 'information literacy' to the future teachers and demonstrated how a variety of resources could be used in a classroom. For their presentation they referred to a promotional video developed by Memo and to the Library Song. The presentations, in Dutch, but with links to both these resources, are available on [www.vvsbad.be/cst](http://www.vvsbad.be/cst).

The event was important, because pre-service teachers are not aware of the importance of school libraries/librarians and are not familiar with the concept of information literacy. Moreover, the Flemish library association, and especially the workgroup School Libraries in Secondary Schools, and the people organising the pre-service training for teachers got to know each other. To be continued, we hope ...



## Theme for next number: The school library + Information literacy: the perfect combination



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Lecturer at the University Institute for Teacher Training (IUFM) in Bordeaux [www.aquitaine.iufm.fr](http://www.aquitaine.iufm.fr)  
Member of the institute of cognitive science at the University of Bordeaux [www.idc.bordeaux-bs.edu](http://www.idc.bordeaux-bs.edu)

In charge of the information research policy at the IUFM. Participates in educating future teacher-documentalists (teacher-librarians). Researcher and author of articles on CDI, uses and representations of teacher information.



**Bruno Vermeeren**  
Information Officer  
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Staff member of the Flemish Library and Archive Association VVBAD since 2002.

Supporting the work of the School Library Section of VVBAD and of the Workgroup School Libraries in Secondary Schools.

As the Section's Information Officer, I'm eager to promote the Section and to spread the word that school libraries are important.



**Olga Maeots**  
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Head Children's Books  
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Member of the SC for School Libraries Conducts courses for librarians on children's literature, reading-projects, information literacy



**Olga Gromova**  
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Editor in Chief, Biblioteka v Shkole [The Library in the School] newspaper, President of the Section of School Libraries in the Russian Library Association Former school librarian



**James Henri**  
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is the Chair of the Section

having been elected to the position in October 2005 following the untimely death of former Chair Anne Clyde. James joined the Standing Committee in 2001 and was elected to the Position of Secretary in 2003 and 2005. His first IFLA conference was Sydney 1988. James is also a Vice President of IASL but his term of office will expire in June this year.

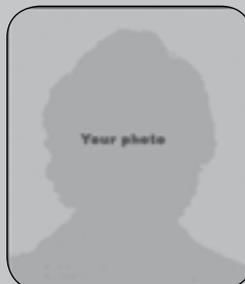
James was educated in Hobart and began working life in the fields of accounting and economics. He changed careers and became a teacher and teacher librarian in the mid 1970s. In 1981 he was recruited by Riverina College of Advanced Education (located in Wagga Wagga in NSW) to develop graduate programs in teacher librarianship. In early 1982 Anne Clyde joined that program. Riverina College of Advanced Education was later to become a part of Charles Sturt University. Prior to this appointment James had also dabbled in some part time teaching in philosophy.

In 1997 James was appointed as a Sub Dean in the Faculty of Science & Agriculture. When he left CSU in 2001 the programs in teacher librarianship had a world class reputation.

James is currently an Associate Professor in the Faculty of Education at the University of Hong Kong. He has developed a number of new programs including the first indigenous master degree in library and information management.

James has published extensively; his most recent book can be seen at: <http://lu.com/showbook.cfm?isbn=1591581842> He is currently working on two books: One on assessing information literacy and the other on social responsibility and public libraries.

In his spare time James collects Royal Doulton Seriesware and in particular Coaching Days items. See at: <http://www.hal-pc.org/~twwright/RDCD.html> and has recently returned to playing chess. James is an International Correspondence Chess Master having represented Australia on Board one in a number of team events. He is currently playing by Internet server for Hong Kong in the preliminary round of the XVII Olympiad. He admits to being rusty!



We will present more members of the section in the next newsletter

**NB! Deadline for next number,  
at October 1, 2006**