

YENİ ULUSLARARASI OKUL KÜTÜPHANESİ REHBERİ

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Öz: Uluslararası Okul Kütüphanesi Rehberi'nin 2015 basımı, uluslararası katkının sağlandığı geniş bir ağı içeren iki yıllık bir çalışmanın sonucudur. Bu süreç Uluslararası Kütüphane Dernekleri ve Kuruluşları Federasyonu (IFLA) Ortak Komitesi ve Okul Kütüphaneleri Bölümü ile Uluslararası Okul Kütüphaneciliği Derneği (IASL) tarafından yönetilmiştir. Yeni rehber, 2002 yılında yayınlanan *IFLA/UNESCO Okul Kütüphanesi Rehberi*'nde bulunan pek çok önemli bölümü içermektedir; buna rağmen 1999 yılında açıklanan *IFLA/UNESCO Okul Kütüphanesi Manifestosu*'nda yer alan ilkelerle de uyumludur. 2015 IFLA Okul Kütüphanesi Rehberi (2.basım), bu temel ilkeleri daha anlaşılabilir şekilde yorumlamakta ve 21.yüzyıl okul kütüphaneciliği ile ilgili güncel araştırmaları, uygulamaları ve koşulları yansıtmaktadır. Bu çalışmada, çağdaş okul kütüphanesi uygulamalarında önemli olan bazı kavramları tartışmakla birlikte yeni okul kütüphanesi rehberinin tarihi temelleri ve gelişim süreci açıklanmıştır.

Anahtar Sözcükler: *IFLA/UNESCO Okul Kütüphanesi Manifestosu; IFLA/UNESCO Halk Kütüphanesi Manifestosu; IFLA/UNESCO Halk Kütüphanesi Rehberi; IFLA Okul Kütüphanesi Rehberi; Kanada Milli Kütüphanesi; okul kütüphanesi standartları; Uluslararası Okul Kütüphaneciliği Derneği (IASL); IFLA Okul Kütüphaneleri Bölümü*

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NEW INTERNATIONAL SCHOOL LIBRARY GUIDELINES

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Abstract

The publication in 2015 of new international school library guidelines was the culmination of a two-year process involving a wide network of international contributors. The process was guided by the Joint Committee of the International Federation of Library Associations (IFLA) School Libraries Section and the International Association of School Librarianship (IASL). The new guidelines include several significant departures from the *IFLA/UNESCO School Library Guidelines*, published in 2002, but they remain grounded in and consistent with principles expressed in the 1999 *IFLA/UNESCO School Library Manifesto*. The 2015 *IFLA School Libraries Guidelines* (2nded.) interpret in practical terms those foundational principles and reflect current research, practice and conditions of 21st-century school librarianship. In this work historical roots and the development process of the new international school library guidelines are described, along with a discussion of some concepts important to contemporary school library practice.

Keywords: *IFLA/UNESCO School Library Manifesto; IFLA/UNESCO Public Library Manifesto; IFLA/UNESCO School Library Guidelines; IFLA School Library Guidelines; National Library of Canada; school library standards; International Association of School Librarianship (IASL); IFLA School Libraries Section*

Introduction

Before the development of international school library guidelines was first attempted, guidelines and standards for school libraries were being developed for many decades by national and regional school library associations and educational bodies. However, with the inauguration of the International Association of School Librarianship (IASL) in 1971 and the School Libraries Section of the International Federation of Library Associations and Institutions (IFLA), in 1977, interest in the development of international school library guidelines grew.

To provide a historical context for the 2015 *IFLA School Library Guidelines*, the authors have relied upon multiple sources. These sources include the memories of Dianne Oberg (School Libraries Standing Committee member, 1998-2002, 2007-2011, 2013-2015) and of Randi Lundvall (School Libraries Standing Committee member,

2007-2015). Gwyneth Evans, former Director General, National and International Programs at the National Library of Canada, provided invaluable information about the process of developing the *School Library Manifesto* and about the influence of the work completed at the 1993 satellite conference, "School Libraries in the Developing World," held in Caldès de Montbui, Spain.

To provide an account of the actual process of developing the 2015 *IFLA School Library Guidelines*, the authors also have relied upon the memories and records of Barbara Schultz-Jones (School Libraries Standing Committee member, 2011-2015). The authors have written about the topic of this article previously, most recently in their co-edited book, *Global Action on School Library Guidelines* (Schultz-Jones & Oberg, 2015). Published source materials cited in this chapter are provided in the references list.

Readers may wish to begin their consideration of the new international school library guidelines by examining the two documents in the Appendix: the Executive Summary and the Recommendations of the 2015 *IFLA School Library Guidelines*. The full text of the *Guidelines* is available on the IFLA website at <http://www.ifla.org/publications/node/9512?og=52>

Two International School Library Groups

Two international school library groups have been involved in development of the new international school library guidelines. Brief overviews of the history and nature of the two groups are provided here, drawn from previously published works (see, Knuth, 1996; Lowrie & Nagakura, 1991; Schultz-Jones, 2015).

IFLA School Libraries Section was formed in 1977 as one of the 44 sections within IFLA, the leading international body representing the interests of library and information services and their users since it was established in Edinburgh, Scotland in 1927. Since 1947, IFLA has had an agreement of mutual recognition with the United Nations Educational Scientific and Cultural Organization (UNESCO), publishing jointly endorsed statements related to principles of library service.

The work of IFLA is done through the Sections and the Standing Committees (up to 20 members, nominated by IFLA Association members), with added input from the Corresponding Members (up to five, appointed by the Standing Committee) who represent countries in geographical areas which might not otherwise be represented or who provide expertise in a specific subject field.

The IFLA School Libraries Section strives for international representation. At the time the *Guidelines* were under review and revision, the following countries were represented within the Standing Committee and the Corresponding Members: Canada, France, India, Italy, Japan, Malaysia, Netherlands, Nigeria, Norway, Sweden, United Kingdom, and United States.

As stated on the IFLA SLS website, "The Section of School Libraries concerns itself with the improvement and development of school libraries and resource centers

worldwide, especially advocacy for their qualified and adequate staffing. It provides an international forum for exchanging ideas, experiences, research results and advocacy". This mission statement reflects the understanding and belief in the role of school libraries in "teaching and learning for all" (IFLA, 1999).

IFLA was founded in 1971 as a standalone organization of individual members. The work of IASL is guided by the President, three Vice-Presidents, a Treasurer, and ten Regional Directors. IASL publishes a peer-reviewed research journal, *School Libraries Worldwide*, and recently began a joint book publishing program with Libraries Unlimited. IASL also strives to include representation from the international community. At the time the guidelines were under review and revision, the following countries were represented on the IASL leadership team: Australia, Canada, Croatia, Jamaica, Hong Kong, India, Indonesia, Italy, Malaysia, South Africa, Turkey, and United States.

As stated on the IASL website, "The mission of the Association is to provide an international forum for people interested in promoting effective school library programs as viable instruments in the educational process. IASL also provides guidance and advice for the development of school library programs and the school library profession. IASL works in cooperation with other professional associations and agencies."

History of the Development of the Manifesto and Guidelines

During the 1980s and 1990s, the IFLA School Libraries Section published a number of guideline documents: on the management of school libraries (Galler and Coulter, 1989); on the development of school libraries (Carroll, 1990); and on the education and training of school librarians (Hannesdóttir, 1986; 1995). During the 1990s, the section changed its name to the School Libraries and Resource Centers Section; in 2013, the section reverted to its original name, the School Libraries Section.

The Section took the lead in developing the *IFLA/UNESCO School Library Manifesto*, which was published in 1999. The 1993 IFLA Pre-conference on "School Libraries in the Developing World" held in Caldès de Montbui, Spain was a strong catalyst for developing international school library guidelines. At the Caldès meeting, keynote papers addressed the essential issues; national country profiles presented school library development in every continent; and the participants worked in discussion groups to develop recommendations for the organizing bodies—UNESCO, IFLA, and IASL. The participants from 28 countries noted that the state of school libraries at the time was generally poor and that there was a lack of support for school libraries among politicians, government officials and school administrators.

After the Caldès meeting, a team of Canadians committed themselves to working with national and international associations to identify the needs of the school library community around the world and thus to provide a credible basis on which to develop a statement on school libraries. The National Library of Canada distributed an international survey on school library policies to 51 countries. Of the 26 respondents to the survey, approximately half had national school library policies;

some had local or regional policies. In the majority of cases, responsibility for school library policies fell to the ministry of education or to the ministry of culture; in a few others, another agency (e.g., a library association) regulated library policy.

There was strong agreement that there was need for a school library manifesto drafted and supported by IFLA and published under the auspices of UNESCO. Several drafts of the *School Library Manifesto*, modelled on the *IFLA/UNESCO Public Library Manifesto*, were completed and circulated widely between 1996 and 1998. Then, in 1998, a UNESCO-sponsored meeting was held in Amsterdam to discuss the final document. Sixty school library experts attended, including delegates from Senegal, Turkey, South Africa, Sri Lanka and Chile.

A small committee prepared the version that was approved by the Professional Board of IFLA in 1999. It was clear to all that both the educational and cultural sectors of UNESCO would have to be involved in the approval and implementation of the document. The National Library of Canada never lost interest, nor relaxed its support and, in November 1999, steered the manifesto through the protocols and rigours of ratification by the UNESCO Division of General Information Programme (PGI) and General Conference.

The next challenge for the international school library community was dissemination and implementation of the *Manifesto*. For the 1999 World Library and Information Conference (WLIC) of IFLA, held in Bangkok, Thailand, the School Libraries and Resource Centers Standing Committee organized a full day workshop to discuss the *School Library Manifesto* and to generate ideas for the dissemination of the concepts presented in the manifesto and for implementation of the strategies included in the document, in particular:

Governments, through their ministries responsible for education, are urged to develop strategies, policies and plans that implement the principles of the Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programmes for librarians and teachers. (IFLA 1999)

The manifesto, titled *IFLA/UNESCO School Library Manifesto: The School Library in Teaching and Learning for All*, begins with a clear statement of vision:

The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.

The remainder of the document is organized around six elements that are critical to the development and maintenance of this vision: Mission; Funding, legislation and networks; Goals of the school library; Staff; Operation and management; and Implementation.

The workshop participants in Bangkok in 1999 were well aware of the levels of involvement that would be necessary in promotion and implementation: interna-

tional (IFLA, IASL, UNESCO); national (governmental and nongovernmental agencies); private sector (publishers, booksellers, library suppliers); and local (regional governments, local bodies such as the public library service, associations of principals, teachers and parents). The workshop was opened by Ross Shimmon, the Secretary-General of IFLA, who stated in his address:

Children desperately need to have better access to books and all those other media which are sources of information, ideas and, I stress, works of imagination and inspiration. Many governments around the world spend a lot of money and other resources on the vital task of teaching children to read. But they do not spend nearly enough on ensuring that children have easy access to interesting materials for them to exercise their newly acquired skill.

A key task of the school librarian is to help them to assess what they are reading (and what they are receiving from other media, especially the mass media), so that, as they grow up, they can make their own decisions—an essential characteristic of civilized and democratic societies. (Papazoglou, 2000, p. 6)

Value of International School Library Guidelines

During the development of the *IFLA/UNESCO School Library Manifesto*, the issue was raised as to the need for school library standards or guidelines to support the principles laid out in the manifesto and to interpret those principles in practical terms. A Working Group on School Library Guidelines was soon established, and a final version of the guidelines, edited by Glenys Willars (United Kingdom) and Tove Pemmer Saetre (Norway), was presented to the School Libraries Section in August 2002. Later that year, the *School Library Guidelines* were approved by the Governing Board of IFLA and endorsed by UNESCO.

What is the purpose or value of international guideline documents? Gwyneth Evans (2007) explained the purpose and value of such documents in this way:

We live in an interconnected world and what happens in one place does affect us all. We have standards and values in our profession, and we want to develop statements that reflect those standards. We do not want to duplicate high level documents when there is so much to do in implementing them and addressing the changes we face. By sharing our knowledge and experience, we are reinforcing our common humanity while understanding our diversity.

As noted in an earlier publication (Oberg, 2015), those involved in creating the *School Library Manifesto* and the *School Library Guidelines* faced the challenges faced by all who develop standards and guidelines documents plus the additional challenges of creating documents that would be meaningful to educators in many different roles (e.g., librarians, teachers, principals, superintendents, ministers of education, ministers of culture, and so on), and working in very diverse economic and sociocultural environments. All guidelines represent a compromise between what we aspire to achieve and what we can reasonably expect to achieve.

People can and do make use of the manifesto and guidelines in many ways: to inform the development of national and local policies and guidelines; to support strategic and operational plans, especially in schools and in regional educational authorities; and to act as resources in the initial and continuing training of teachers and librarians. However, advocacy and promotion activities carried out using the manifesto and guidelines should be carried out bearing in mind the local context, the

current situation, and the potential for future changes in the situation and in the documents.

People who consult standards and guidelines documents to guide school library practice, to advocate for future improvements in school libraries, or to develop school libraries need to be sure that those particular standards and guidelines are applicable to their situation, that is, if they make sense, if they “resonate.” People who consult standards and guidelines documents need to ask themselves: Who created these documents? Where were they created? When were they created? Who were they created for?

Process of Revision of the 2002 Guidelines

The revision of the 2002 edition of the *IFLA/UNESCO School Library Guidelines* was the result of an orderly process of review and energetic debate by the members of the School Libraries Section, in association with members of the IASL.

At the IFLA WLIC 2013 in Helsinki, Finland, the Chair of the School Libraries Standing Committee Randi Lundvall (Norway) began a review of both the School Library Manifesto and the 2002 School Library Guidelines. The consensus was that the manifesto, translated into 37 languages and one of only three IFLA manifestos to garner UNESCO ratification, remained relevant; the School Library Manifesto expressed universal principles of school librarianship and was being used successfully to raise the profile of school libraries in schools, regions and countries. The 2002 School Library Guidelines, however, did not entirely reflect current research, practice and conditions of 21st-century school librarianship.

A timeline for the revision of the *Guidelines* was established, and the work commenced with a workshop at IFLA WLIC 2013 in Singapore where each chapter was reviewed as to its accuracy and scope of coverage. Approximately thirty participants from school and public libraries, representing a wide variety of countries, provided feedback and offered suggestions for the revision. The summaries and feedback from the workshop were assembled into a first draft revision by the newly elected School Libraries Section Chair Barbara Schultz-Jones (USA), and Secretary Dianne Oberg (Canada).

The first draft was distributed to the members of an IASL/IFLA School Libraries Joint Committee, and additional feedback was collected and integrated into the draft document for review and revision at the April 2014 midyear Standing Committee meeting in London, UK. A second draft was produced and distributed on the IASL listserv for additional international feedback. Comments and suggestions were received, debated and integrated into a third draft.

The third draft of the guidelines was distributed and presented at a second major international workshop in August 2014 at IFLA WLIC in Lyon, France. The workshop format was the same as for the first workshop, but interest in the process had grown. The workshop for about 100 participants (including about 30 French-language colleagues) was facilitated by members of the IFLA School Libraries Section Standing Committee, many of whom are multilingual. Each table examined a chapter, recorded comments, and presented their response to the full group for discussion and further debate.

A fourth draft was prepared by the Standing Committee Chair and Secretary and presented in September 2014 to fifty participants at the annual IASL conference

in Moscow, Russia. Additions, deletions, and comments were considered and addressed, and endorsement for the fifth draft was received.

The fifth draft was distributed again for final international comment through international listservs and to the participants of the workshops in Lyon and Moscow. Only minor edits were requested for the fifth draft. With the draft version complete, the final tasks were assembling a bibliography of citations of essential school library texts (2000 and later) that would be useful to our international audience, and extracting a set of recommendations from the guidelines that could be used as highlights of the guidelines' major themes. International listservs were used to obtain citations and to distribute the set of recommendations for comment. Our international audience consistently provided meaningful and timely responses that enabled the construction of a final draft document for submission for approval to the IFLA Governing Board in mid-January, 2015.

The new *IFLA School Library Guidelines* (2015, 2nd ed.) were launched twice, at the IASL 2015 annual conference in June at Maastricht, Netherlands and at the IFLA WLIC 2015 in Cape Town, South Africa. With this accomplishment, the focus has turned to dissemination and implementation of the *Guidelines*.

Content of the New Revised School Library Guidelines

The new *School Library Guidelines* needed to exemplify the universal principles of librarianship expressed in the 1999 *IFLA/UNESCO School Library Manifesto*. The *Guidelines* underwent a significant revision (Table 1) in order to fulfil the mandate "to inform decision makers at national and local levels around the world, to give support and guidance to the library community, and to help school leaders implement the principles expressed in the manifesto" (IFLA, 2015).

To address the current and future condition of school librarianship worldwide, the 2015 *Guidelines* are intended to be:

both inspirational and aspirational. The many contributors to this document were inspired by the mission and values of the school library, and they recognized that school library personnel and educational decision-makers, even in countries with well-resourced and well-supported school libraries, must struggle to be relevant to the learning needs of the whole school community and to respond thoughtfully to the changing information environment within which they work. (p. 12)

The evolving nature of the context for school libraries provides a challenging environment for creating and implementing guidelines that can be used to guide practice and also to advocate for future improvements in the local situation. And, while meeting the proposed standards is important:

What is more important is the way that the members of the school community think about school libraries: working in service of the moral purpose of school libraries (i.e., making a difference in the lives of young people) and of the educational purpose of school libraries (i.e., improving teaching and learning for all). (p. 13)

Table 1
Comparison of the 2002 IFLA /UNESCO School Library Guidelines and the 2015 IFLA School Library Guidelines

IFLA/UNESCO School Library Guidelines 2002	IFLA School Library Guidelines 2015
Chapter 1. Mission and Policy	Chapter 1. Mission and Purposes of a School Library
1.1 Mission	1.1 Introduction
1.2 Policy	1.2 Context
1.3 Monitoring and Evaluation	1.3 Definition of a school library
	1.4 Role of a school library within a school
	1.5 Conditions for an effective school library program
	1.6 Vision statement for a school library
	1.7 Mission statement for a school library
	1.8 School library services
	1.9 Evaluation of a school library services and programs
Chapter 2. Resources	Chapter 2. Legal and Financial Framework for a School Library
2.1 Funding and Budgeting for the School Library	2.1 Introduction
2.2 Location and Space	2.2 Legal bases and issues
2.3 Furniture and Equipment	2.3 Ethical bases and issues
2.4 Electronic and AV Equipment	2.4 Infrastructure support for school library development
2.5 Material Resources	2.5 Policies
2.6 Collection Management Policy	2.6 Planning
2.7 Material Collection	2.7 Funding
2.8 Electronic Resources	
Chapter 3. Staffing	Chapter 3. Human Resources for a School Library
3.1 Introduction	3.1 Introduction
3.2 The Role of the School Librarian	3.2 Staffing roles and rationale
3.3 The Role of the Library Assistant	3.3 Definition of a school librarian
3.4 Cooperation between Teachers and School Librarian	3.4 Competencies needed to provide school library programs
3.5 Skills of the School Library Staff	3.5 Roles of a professional school librarian
3.6 Duties of the School Librarian	3.6 Roles and competencies of paraprofessional school library staff
3.7 Ethical Standards	3.7 Roles and competencies of a school library volunteer
	3.8 Ethical standards
Chapter 4. Programmes and Activities	Chapter 4. Physical and Digital Resources of a School Library
4.1 Programmes	4.1 Introduction
4.2 Cooperation and Resource Sharing with Public Libraries	4.2 Facilities
4.3 Activities at School Level	4.3 Collection development and management
Chapter 5. Promotion	Chapter 5. Programs and Activities of a School Library

5.1 Introduction	5.1 Introduction
5.2 Marketing Policy	5.2 Programs and activities
5.3 User Education	5.3 Literacy and reading promotion
5.4 Model for a Study Skills and Information Literacy Programme	5.4 Media and information literacy instruction
	5.5 Inquiry-based learning models
	5.6 Technology integration
	5.7 Professional development for teachers
	5.8 Instructional role of a school librarian
	Chapter 6. School Library Evaluation and Public Relations
	6.1 Introduction
	6.2 School library evaluation and evidence-based practice
	6.3 Approaches to school library program evaluation
	6.4 Impacts of school library program evaluations
	6.5 School library public relations

What is New in the New School Library Guidelines

From Table 1, it can be seen that there is much new in the 2015 *Guidelines*. In the Appendix of this article is provided the Executive Summary and Recommendations of the 2015 *IFLA School Library Guidelines*. The revised *Guidelines* emphasize the elements of a school library that, based on an empirical foundation of more than 60 years of international research, are most critical to ensuring that a school library contributes in positive ways to “teaching and learning for all.” These elements include: the definition of a school library; the teaching and learning role of a school librarian; the education of a school librarian; leadership and collaboration; and evaluation and evidence-based practice.

Definition of a school library

The definition of a school library now includes significant distinguishing features: “a qualified school librarian with formal education,” “targeted high-quality diverse collections (print, multimedia and digital) that support the school’s formal and informal curriculum.” and “an explicit policy and plan for ongoing growth and development” (IFLA, 2015). By including the school librarian as an integral part of the definition, the role of the school librarian as an educator is emphasized. Not all school libraries currently have a “qualified” school librarian, and many countries do not yet have a specialized way of educating school librarians, but this is an aspirational feature that research demonstrates will have an impact on student learning.

Teaching and learning role of a school librarian

The school librarian's role in teaching and learning is central to the school library program. The role is recognized by several terms (school librarian, school library media specialist, teacher librarian, *professeurs documentalistes*) but the role itself includes: "instruction, management, leadership and collaboration, and community engagement" (IFLA, 2015). The instructional role of a school librarian emphasizes reading and information literacy as well as inquiry-based learning. This instructional role encompasses work with teachers, principals, and community members as well as with students.

Education of a school librarian

The instructional role of a school librarian requires that a school education have at least the same level of education as a classroom teacher, and the leadership and collaboration role requires that a school librarian have the same level of education as other leaders in the school. The recommendations related to this requirement were controversial, but are supported by research. Exemplary school librarians display the traits of exemplary teachers: successful teaching experience is necessary for school librarians to understand and solve instructional problems. They plan with teachers, use innovative teaching strategies, and develop collections which support the curriculum. School librarians need classroom teaching experience in addition to preparation in curriculum development and implementation.

Leadership and collaboration

Also controversial was the leadership aspect of the role of a school librarian. Although a school librarian commonly acts as a resource person for teachers and is expected to co-plan and co-teach with colleagues, the idea of a school librarian taking on leadership activities within the school found less acceptance. However, the research is clear that a school librarian needs to provide in-service training for colleagues. This is because many of the activities that contribute to successful learning and teaching have not been emphasized in teacher education in the past and because schools are bombarded with changes in curricula, pedagogies, resources and technologies. Supportive professional development is often best provided at the school or district level where teachers and school librarians learn together: such in-service programs require leadership skills.

Evaluation and evidence-based practice

Evaluation of school library programs and services helps ensure that they support the goals of the school. Evaluation is usually about accountability, but it also can also be about transformation, influencing people's thinking about the school library and developing support for the school library. One of the newer approaches to school library evaluation is evidence-based practice. Using this approach, a school librarian uses three kinds of data to improve practice: findings from formal research (evidence FOR practice); locally produced data (evidence IN practice, such as schedules of

instructional activities); and user-reported and user-generated data (evidence OF practice, measuring the impact of what school librarians do). Evidence-based practice is a holistic and integrated approach to using data for decision-making that demands new kinds of competencies from the school library professional.

Applying the Guidelines

Several features of the *IFLA School Library Guidelines* document will assist school library professionals and educational policymakers in using the guidelines to focus efforts to evolve the development of a school library or support advocacy purposes.

Recommendations: The inclusion of a set of 16 recommendations provides a focused set of primary themes from the guidelines. These recommendations could be used as a framework for evaluation and/or development of school library programs and services.

Examples: An important addition to the 2015 *Guidelines* is the inclusion of various examples of school library practice from around the world. The examples were used to illustrate salient points within the document and can also help to highlight the many ways in which schools around the world are already implementing best practices in school librarianship.

Glossary: There are many different perspectives on school libraries around the world, and different terminology is used to describe these perspectives and practices. The Glossary provides access to the set of guidelines that would be meaningful to educators in many different roles (e.g., librarians, teachers, principals, superintendents, ministers of education, ministers of culture, and so on), working in very diverse economic and sociocultural environments.

Extensions: No one document is likely to include all the information that its users might need. Additional resources in the *Guidelines* document include a bibliography of works consulted during the preparation of the guidelines and contributed during an international call for citations of essential school library texts (2000 and later) and a set of appendices designed to support various areas of the *Guidelines* and provide additional detail.

Conclusion: A Continuum of Practice

The *Guidelines* are meant to apply to school libraries of many different kinds, and the importance of local context is addressed frequently throughout the document. All school libraries, regardless of context or placement in developed or developing countries, exist on a continuum of practice. They exist “as learning environments that provide space (physical and digital), access to resources, access to activities and services to encourage and support student, teacher and community learning” (IFLA 2015, p. 16). Regardless of the context, ultimately school libraries embody the basic concept expressed in the *IFLA/UNESCO School Library Manifesto* of “teaching and learning for all” (p. 1).

The guidelines have no force of law, only the force of persuasion or inspiration, and they need to be implemented through legislation and through professional practice. It is possible that the international guidelines will inspire the development of national or regional standards and/or legislation where there are none at present.

The *School Library Guidelines* will need to be updated in future. Our educational environment continues to evolve, and school libraries will evolve in order to address the challenges of educating current and future generations. The leaders within IFLA and IASL have a well established pattern of collaboration and a shared commitment to keeping our *Guidelines* relevant to our rapidly changing learning environments:

These school library guidelines envision a world of inclusion, equity of opportunity and social justice. They will be implemented in the context of the 21st century, characterized by change, mobility, and interconnection across different levels and sectors (IFLA, 2015, p. 13).

The successful completion of the revision process is a testament to the commitment of dedicated school librarians and school library educators worldwide. The time and energy contributed to the process reflects the interest and belief that school libraries, however they are configured and wherever they are situated, are instrumental in supporting and advancing student learning. Now, the responsibility and challenge to bring the *School Library Guidelines* to life lies with each and every educator.

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APPENDIX

IFLA School Library Guidelines: Executive Summary and Recommendations

EXECUTIVE SUMMARY

School Library Manifesto: School libraries around the world share a common purpose, expressed in the 1999 *IFLA/UNESCO School Library Manifesto: the school library in teaching and learning for all*. School library personnel uphold the values of the *United Nations Declaration of the Rights of the Child* (1959), the *United Nations Convention on the Rights of the Child* (1989), the *United Nations Declaration on the Rights of Indigenous People* (2007), and of the Core Values of IFLA. School libraries are envisioned in the *Manifesto* as a force for the enhancement and improvement of teaching and learning throughout the school community—for educators as well as for students.

School library guidelines: All guidelines represent a compromise between what we aspire to achieve and what we can reasonably expect to achieve. The contributors to this document were inspired by the mission and values embodied in school libraries, and they recognized that school library personnel and educational decision-makers, even in countries with well-resourced and well-supported school

libraries, must struggle to be relevant to the learning needs of the whole school community and to respond thoughtfully to the changing information environment within which they work.

The goal of school libraries: The goal of all school libraries is to develop information literate students who are responsible and ethical participants in society. Information literate students are competent self-directed learners, who are aware of their information needs and actively engage in the world of ideas. They display confidence in their ability to solve problems and know how to locate relevant and reliable information. They are able to manage technology tools to access information and to communicate what they have learned. They are able to operate comfortably in situations where there are multiple answers or no answers. They hold high standards for their work and create quality products. Information literate students are flexible, able to adapt to change and able to function both individually and in groups.

Frameworks for school libraries: School libraries exist within a framework of local, regional and national authority to provide equity of opportunity for learning and for developing the abilities needed to participate in the knowledge society. In order to maintain and continuously respond to an evolving educational and cultural environment, school libraries need to be supported by legislation and sustained funding.

School libraries also exist within an ethical framework that considers the rights and responsibilities of students and other members of the learning community. Everyone who works in school libraries, including volunteers, have a responsibility to observe high ethical standards in their dealings with each other and with all members of the school community. They endeavor to put the rights of library users before their own comfort and convenience and avoid being biased by their personal attitudes and beliefs in providing library service. They deal with all children, youth and adults on an equal basis regardless of their abilities and background, maintaining their right to privacy and their right to know.

Staffing school libraries: Because the role of school libraries is to facilitate teaching and learning, the services and activities of school libraries need to be under the direction of professional staff with the same level of education and preparation as classroom teachers. Where school librarians are expected to take a leadership role in the school, they need to have the same level of education and preparation as other leaders in the school such as school administrators and learning specialists. The operational aspects of school libraries are best handled by trained clerical and technical support staff, in order to ensure that school librarians have the time needed for the professional roles of instruction, management, collaboration and leadership.

Staffing patterns for school libraries vary depending on the local context, influenced by legislation, economic development, and educational infrastructure. However, more than fifty years of international research indicates that school librarians require formal education in school librarianship and classroom teaching in order

to develop the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.

School library collections: School librarians work with administrators and teachers in order to develop policies to guide the creation and maintenance of the library's collection of educational materials. The collection management policy must be based upon the curriculum and the particular needs and interests of the school community and reflects the diversity of society outside the school. The policy makes it clear that collection building is a collaborative endeavor and that teachers, as subject experts with valuable knowledge of the needs of their students, have an important role to play in helping to build library collections. Also vital is ensuring that school libraries acquire resources that have been created both locally and internationally and that reflect the national, ethnic, cultural, linguistic, indigenous and other unique identities of members of the school community.

Instructional programs of school libraries: School librarians should focus on the core pedagogical activities of:

- literacy and reading promotion;
- media and information literacy (e.g., information literacy, information skills, information competences, information fluency, media literacy, transliteracy);
- inquiry-based learning (e.g., problem-based learning, critical thinking);
- technology integration;
- professional development for teachers;
- appreciation of literature and culture.

School librarians recognize the importance of having a systematic framework for the teaching of media and information skills, and they contribute to the enhancement of students' skills through collaborative work with teachers.

School library evaluation: Evaluation is a critical aspect of an ongoing cycle of continuous improvement. Evaluation helps to align the library's programs and services with the goals of the school. Evaluation demonstrates to students and teachers, to library staff and to the wider educational community the benefits derived from school library programs and services. Evaluation gives the evidence needed to improve those programs and services and helps both library staff and library users understand and value those programs and services. Successful evaluation leads to renewal of programs and services as well as development of new programs and services.

Maintaining support for the school library: Evaluation also is essential to guide initiatives related to public relations and advocacy. Because the role of school

libraries in teaching and learning is not always well understood, supportive relationships need to be built with the school library's stakeholder groups and supporters in order to ensure that library funding and other kinds of support are maintained.

About this document: This is the second edition of school library guidelines published by the IFLA Section of School Libraries. These guidelines have been developed to assist school library professionals and educational decision-makers in their efforts to ensure that all students and teachers have access to effective school library programs and services, delivered by qualified school library personnel. The drafting of these guidelines involved discussion, debate and consultation with many people from many countries at workshops during IFLA conferences and mid-year meetings and through ongoing writing and review in person and online. The editors are indebted to the contributions of members of the Standing Committee of the IFLA Section of School Libraries and the Executive Board of the International Association of School Librarianship (IASL), as well as the other members of the international school library community who shared their expertise and their passion for the project.

RECOMMENDATIONS

The following recommendations have been developed for use by school library professionals and educational decision-makers in their efforts to ensure that all students and teachers have access to effective school library services and programs, delivered by qualified school library personnel. The recommendations are presented in alignment with the text of the guidelines; the supporting sections of the text are noted at the end of each recommendation.

Those wishing to use the recommendations as one aspect of planning, developing, promoting, or evaluating a school library may want to utilize a scale to assess the status of each recommendation in relation to a particular school library or school library system: e.g., "Yes, Somewhat, No" (see Appendix D: Sample Evaluation Checklist), or "Exploring, Emerging, Evolving, Established, Leading into the Future" (see *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*, 2014, p. 9).

Recommendation 1. The mission and purposes of the school library should be stated clearly, in terms that are consistent with the principles of the *IFLA/UNESCO School Library Manifesto* and the values expressed in the *United Nations Declaration of the Rights of the Child*, the *United Nations Declaration on the Rights of Indigenous People*, and in the Core Values of IFLA. [Introduction, 1.7]

Recommendation 2. The mission and purposes of the school library should be defined in terms that are consistent with the expectations of national, regional and local educational authorities and the outcomes of the school's curricula. [Introduction, 1.1-1.8]

Recommendation 3. A plan should be in place for the development of the three features necessary for the success of a school library: a qualified school librari-

an; a collection that supports the curriculum of the school; and an explicit plan for ongoing growth and development of the school library. [1.1–1.8]

Recommendation 4. Monitoring and evaluation of school library services and programs and of the work of the school library staff should be conducted on a regular basis to ensure that the school library is meeting the changing needs of the school community. [1.9, 6.1–6.4]

Recommendation 5. School library legislation should be in place, at an appropriate governmental level or levels, to ensure that legal responsibilities are clearly defined for the establishment, support and continuous improvement of school libraries accessible to all students. [2.1-2.2, 2.4-2.7]

Recommendation 6. School library legislation should be in place, at an appropriate governmental level or levels, to ensure that ethical responsibilities of all members of the school community are clearly defined, including such rights as equity of access, freedom of information and privacy, copyright and intellectual property, and children’s right to know. [2.3, 3.6-3.8]

Recommendation 7. School library services and programs should be under the direction of a professional school librarian with formal education in school librarianship and classroom teaching. [3.1-3.4]

Recommendation 8. The roles of a professional school librarian should be clearly defined to include instruction (literacy and reading promotion, inquiry-centered and resource-based), library management, schoolwide leadership and collaboration, community engagement, and promotion of library services. [3.5, 3.5.4]

Recommendation 9. All school library staff—professional, paraprofessional and volunteer—should clearly understand their roles and their responsibilities to work in accordance with library policies including those related to equity of access, right to privacy, and right to know for all library users. [3.1, 3.2, 3.6, 3.7]

Recommendation 10. All school library staff should endeavour to develop collections of physical and digital resources consistent with the school’s curriculum and with the national, ethnic and cultural identities of members of the school community; they also should endeavour to increase access to resources through practices such as cataloguing, curation, and resource-sharing. [4.2.3, 4.3, 4.3.1-4.3.4]

Recommendation 11. The facilities, equipment, collections and services of the school library should support the teaching and learning needs of the students and the teachers; these facilities, equipment, collections and services should evolve as teaching and learning needs change. [4.1-4.3]

Recommendation 12. The connections among school libraries and with public libraries and academic libraries should be developed in order to strengthen access to resources and services and to foster their shared responsibilities for the lifelong learning of all community members. [4.2, 5.4]

Recommendation 13. The core instructional activities of a school librarian should be focused on: literacy and reading promotion; media and information literacy instruction; inquiry-based teaching; technology integration; and professional development of teachers. [5.2-5.7]

Recommendation 14. The services and programs provided through the school library should be developed collaboratively, by a professional school librarian working in concert with the principal, with curriculum leaders, with teaching colleagues, with members of other library groups and with members of cultural, linguistic, indigenous and other unique populations to contribute to the achievement of the academic, cultural, and social goals of the school. [3.5, 3.5.4, 5.1-5.8]

Recommendation 15. Evidence-based practice should guide the services and programs of a school library and provide the data needed for improvement of professional practice and for ensuring that the services and programs of a school library make a positive contribution to teaching and learning in the school. [5.1, 5.2]

Recommendation 16. The use and support of the services and programs of a school library should be enhanced by planned and systematic communication with school library users (current and potential) and with the library's stakeholders and decision-makers. [6.4, 6.5]