KZN DEPARTMENT OF EDUCATION

3rd and final draft

SCHOOL LIBRARY STRATEGY:
Providing equitable access to good school libraries for all learners in KwaZulu-Natal

2009 - 2012
EXECUTIVE SUMMARY

The mandate of Education Library, Information and Technology Services (ELITS) permeates all curricular and co-curricular activities within a school. This mandate is to provide schools with quality library, information and technology resources and ensure effective management and utilisation of these resources. The resources that we promote are basically teaching and learning resources that support the curriculum, which requires learners generate knowledge through interaction with a number of resources. A school library generally serves as a base of diverse information resources that range from print, visual, audio-visual to electronic resources.

This strategy is informed by the provincial School Library Policy, published in 2003, and the Reading Policy Guidelines, published in 2005. It is also linked to the KZN Departmental Master Strategic Plan.

Broadly speaking there are THREE themes which this document addresses. These themes are aligned to the main programmes of the directorate:

<table>
<thead>
<tr>
<th>School Library Development Programme [SLDP]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Skills and ICT Programme</td>
</tr>
<tr>
<td>Reading Programme</td>
</tr>
</tbody>
</table>

It has four sections namely:
- The first section highlights in a nutshell the role of school libraries, establishes ELITS vision and mission statements and relates them to the Department vision and mission statements and gives a comprehensive picture of the KZN context in relation to school libraries.
- The second section examines the ten ELITS priority areas.
- The third section matches strategic issues to objectives, key targets, costs and time frames.
• The fourth section deals with monitoring and evaluation of each operational strategy.
PART 1: BACKGROUND AND CONTEXT OF THE STRATEGY ............................................4
 1.1 INTRODUCTION ............................................................................................4
 1.2 STRATEGIC INTENT ......................................................................................4
 1.3 MISSION SUCCESS FACTORS ......................................................................5
 1.4 SCHOOL LIBRARIES IN THE KZN CONTEXT ..............................................6
 1.5 STRATEGIC DRIVERS ..................................................................................8

PART 2: STRATEGIC ISSUES ....................................................................................9
 2.1 PROVIDING QUALITY LIBRARY RESOURCES ..............................................9
 2.2 TRAINING SCHOOLS ON EFFECTIVE MANAGEMENT AND UTILISATION OF LIBRARY RESOURCES .................................................................9
 2.3 PROMOTING INTEGRATION OF INFORMATION LITERACY SKILLS INTO THE CURRICULUM .................................................................1
 2.4 PROMOTING READING FOR INFORMATION AND PLEASURE .....................2
 2.5 MANAGING A MOBILE LIBRARY SERVICE .................................................2
 2.6 PROMOTING ICT IN SCHOOL LIBRARIES ...................................................3
 2.7 DEVELOPING AND SUPPORTING EDUCATION CENTRES [CLUSTER MODEL] ....3
 2.8 AWARDING BEST SCHOOL LIBRARIES ......................................................3
 2.9 ACCELERATED SLDP - 25 SCHOOLS PROJECT ..........................................4
 2.10 NETWORKING AND PARTNERSHIPS .........................................................4

PART 3: SUMMARY OF THE KEY ISSUES AND SPECIFIC TARGETS ......................6

PART 4: MONITORING AND EVALUATION ..........................................................8
PART 1: BACKGROUND AND CONTEXT OF THE STRATEGY

1.1 INTRODUCTION
The school library purports to fulfil various information needs of learners and educators within the parameters of curriculum development and enrichment. To fulfil this purpose, the ELITS directorate aims at guiding the establishment, development and sustainability of school libraries in the province by:

- Providing a core collection of quality library resources
- Providing professional development and support for school management teams, teacher-librarians, librarians and library assistants in the management and effective utilisation school library resources.

This document discusses various ways of meeting users’ information needs. It informs and guides educators and school management teams on school library matters in order to enable them to develop a school library that is characterised by efficiency and effectiveness.

A good school library has to meet certain criteria and acceptable standards in order to achieve its goals. The minimum standards are:

- Adequate and relevant collection for all users, which is properly arranged, managed and made accessible to all
- Adequate space for housing the collection
- An effective school library programme to ensure effective utilisation of library material

1.2 STRATEGIC INTENT
The Department’s vision seeks to create “a literate and skilled society, which is capable of participating in all democratic processes and contributing to the development and growth of the people of KwaZulu-Natal” [KZNDoE, 2007]. Among a number of literacies such as mathematical literacy, visual literacy, cultural literacy, information literacy, scientific literacy, political literacy and language literacy that exist; the ELITS directorate focuses on Information Literacy as a prerequisite of the 21st century citizens. Linked to Information Literacy, are Information Skills, which are a sub-set of Information Literacy. The core purpose of the Department is encapsulated in its mission statement, which is provision of
opportunities for accessing quality education. Part of accomplishing the mission, the ELITS directorate provides physical and intellectual access to diverse and up-to-date library resources for effective teaching and learning that are guided by a sound school library programme.

1.3 MISSION SUCCESS FACTORS

The six domains on the role of the school library, which this document focuses on, are in relation to school library focus areas or activities namely; resources i.e. reference material; subject literature (non-fiction) and fiction; study space; library and information skills; research, reading; and Information and Communication Technologies (ICTs). The following diagram gives an illustration:
The value of a school library is **educational, developmental** and **recreational** in nature. It is to:

- Provide learners and teachers with a wide range of quality library resources for curriculum development and enrichment, academic excellence as well as different teaching and learning styles.
- Facilitate teaching of library and information skills that enables learners to be information literate.
- Promote reading for information and pleasure as a fundamental skill for lifelong learning.
- Promote use of Information and Communication Technology [ICT] as a modernised tool for acquiring information.
- Provide a suitable environment for self-directed studying and independent learning.
- Provide adequate functional facilities for group work and/or entire class-work.

### 1.4 SCHOOL LIBRARIES IN THE KZN CONTEXT

#### 1.4.1 Legislative Environment

The directorate operates within the framework of following legislation and policies:

**KZN School Library Policy of 2003**

This policy propagates 3 school library models that a school can opt for, namely;

- ✓ Classroom Collections
- ✓ Central Collections
- ✓ Cluster Collections

The school considers its own facilities and resources to make an informed decision on what model to implement. These models are complementary.

**KZN Reading Policy Guidelines of 2005**

Each school is expected to develop a Reading Programme that explains how a school will promote reading for information and pleasure. The Reading Programme is informed by the principles articulated in the Reading Policy Guidelines and will be supported by reading materials and relevant training.

**National Education Policy Act of 1996**
For various school phases Information Skills is featured as one of the optional instructional subject/ compulsory instructional offerings that are not necessarily examined i.e.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Grades</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Phase:</strong></td>
<td>Grade 3 under category 9</td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate Phase:</strong></td>
<td>Grade 4 under category 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 5 and 6 under category 11 and 12</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Phase:</strong></td>
<td>Grade 7 under category 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 8 and 9 under category 12</td>
<td></td>
</tr>
<tr>
<td><strong>FET Phase:</strong></td>
<td>Grade 10—12 under category 7-10</td>
<td></td>
</tr>
</tbody>
</table>

**1.4.2 Service Delivery Environment**

The KZN Department of Education serves a number of schools, which are located mostly in rural areas. It has 5 651 schools (Department of Education, 2006), which need access to good school libraries. To date ELITS has managed to provide core collections for 2794 schools that have learner enrolment that ranges between 1 and 500. However, the aforementioned category of schools has not yet been completed since the programme is being rolled out.

**1.4.3 Resource capabilities and deficiencies**

The directorate has personnel at Head Office and Districts. Head Office personnel has 90 officials namely; Director (1), Personal Assistant (1), Administration Clerk (1), Chief Education Specialists (2), Deputy Chief Education (6), Senior Education Specialists (4) who are responsible for the ELITS Processing Centres, Librarians (4), Drivers (4) and library assistants (68). District officials consist of Senior Education Specialists (2), Deputy Chief Education Specialist (1) and Administration Clerk (1); which is an unfair allocation resulting in a ratio of **one advisor per 235 schools**.

Schools have no designated teacher-librarian posts. This situation is a serious challenge that needs urgent attention. However, despite the fact that school libraries are operating without teacher-librarian posts, the KZNDoE is funding 200 teachers per year to get an Advanced Certificate in Education [ACE] specialising in School Library Development. At present there are 409 students who are doing either first or second year and 230 graduands have completed.
The Department has a minimal number of schools that have designated library spaces. In 2007/8 financial year 167 media centres were built as part of the Upgrades and Additions Programme.

1.5 STRATEGIC DRIVERS
PART 2: STRATEGIC ISSUES

2.1 PROVIDING QUALITY LIBRARY RESOURCES

The process of acquiring school library resources involves the following major steps:

- Constitution of the Selection Committee by 24 teacher-librarians from 12 districts i.e. one from primary and one from secondary schools.
- Organising an exhibition that is done twice a year by a number of booksellers.
- Identifying 500 schools that are going to receive from the annual budget. This is informed by the ELITS implementation plan.
- Processing and distributing procured library material for targeted schools.

The core collection that schools receive serves as a starter collection for establishing a functional school library. It ranges from R50 000-R100 000 depending on the learner enrolment and consists of:

- Dictionaries
- Encyclopaedias
- Subject literature i.e. Non-fiction
- Fiction
- Charts, maps, globes
- DVDs
- Electronic resources e.g. CDROMs

SLDP Hand-over functions are organised for all schools that are targeted to receive school library material where the Departmental explains Departmental and ELITS expectations that schools must execute. This is an advocacy strategy as well as an information session on school library matters.

2.2 TRAINING SCHOOLS ON EFFECTIVE MANAGEMENT AND UTILISATION OF LIBRARY RESOURCES

The 500 schools that are identified to receive the core collection receive proper training on the management and utilisation of the collection. The school is visited at least twice a year by the ELITS advisor for professional development and support. The teacher-librarian attends a minimum of three workshops on:

- Managing the Library Collection
- Information Skills
- Reading Promotion Strategies
Extra training may be provided through the help of a service provider. The budget for training comes from Skills Development levy.

Advisors conduct information sessions for principals to share our strategies, solicit principals’ support and define principals’ role on developing school libraries.

The ELITS annual conference also provides professional development and support through keynote speakers and other specialists who are knowledgeable on the field. Furthermore, the conference has workshops and case studies presented by teachers to teachers on pertinent issues.

2.3 PROMOTING INTEGRATION OF INFORMATION LITERACY SKILLS INTO THE CURRICULUM

Information literacy skills can be categorised into two groups namely;

- Skills that are instrumental involving utilisation of the school library such as locating and collecting information. Such skills are merely basic library skills such as information retrieval skills or how library material is classified and catalogued or how to find information in the library.

- Skills that are cognitive in nature such as analysing, synthesising, evaluating and presenting. Such skills go beyond finding information to how information can be used effectively. It takes into cognisance issues of ethical usage of information as well as reaching the highest level of using information in order to generate knowledge.

Information literacy skills are essential for the 21st century because they empower learners to meet the international standards of:

- Recognizing a need for information
- Accessing needed information effectively and efficiently
- Evaluating information and its sources critically
- Incorporating selected information into his/her knowledge base
- Using information effectively to accomplish a specific purpose
- Understanding economic, legal and social issues; use information ethically and legally. Ethical use refers to respect for people’s beliefs, cultures, and dignity. Legal use refers to issues of copyright, and respect for people’s intellectual property.
Recognizing that lifelong learning and participative citizenship require information literacy

To promote integration of Information Literacy Skills into the curriculum, the Directorate has engaged the following methodologies:

- Developing Educators’ Guide, which is used for training schools on how to teach Information Skills
- Providing videos to facilitate effective integration of Information Literacy Skills into the curriculum
- Designing posters for seven Information Literacy steps that promote and facilitate integration of information literacy skills into the curriculum

2.4 PROMOTING READING FOR INFORMATION AND PLEASURE
The directorate implement a number of strategies to promote reading as a fundamental competency in teaching and learning. These strategies are:

- Workshops based on Reading Promotion Handbook
- Reading Promotion events such as Storytelling competitions, formation of Reading Clubs, which are organised for districts annually during the School Library Week or Readathon Week and/or World Book Day.
- There are Reading Committees at various levels i.e. Head Office, District and Circuit that facilitate other initiatives. These committees are forums for sharing best practice and strategising on intensified reading programmes.

ELITS on behalf of the Department is advocating for the reading hour that must happen in all public schools once a week. This advocacy is supported by the Reading Circular that explains the purpose and base of this ongoing activity.

2.5 MANAGING A MOBILE LIBRARY SERVICE
Mobile libraries are operated at Education Centres and visit a minimum of 10 schools. Each school is visited 10 or 20 times a year depending on the number of cluster schools. The benefits are:

- Learners get an opportunity to read at least 10 fiction books a year.
- Resources are borrowed by the school for a period of two/four weeks and classes are encouraged to exchange the resources during the loan period.
2.6 PROMOTING ICT IN SCHOOL LIBRARIES

ELITS views ICT as a library management tool and also as an information tool. The Directorate promotes usage of any cost-effective library software that would enable teacher-librarian to manage the collection effectively. In addition, the Directorate promotes Internet usage as a way to access as a bank of information worldwide. Digital resources are also procured as part of the core collection for schools that have the facilities.

✓ The Directorate will pilot a mobile e-library in three districts. This projects targets 30 schools.
✓ 25 schools that are targeted for new school libraries receive 5 computers each and other digital resources. These schools also receive library software to manage the library collection.
✓ A training manual is also envisaged.

2.7 DEVELOPING AND SUPPORTING EDUCATION CENTRES [CLUSTER MODEL]

Education Centre [EC] libraries are supported by provision of library resources, proper training, on-site visits and quarterly meetings. Library resources include books on various Learning Areas, management resources, toy collection for younger learners and teacher support materials. Training is done through **two workshops** that are conducted annually based on staff needs. Centres are visited on-site as per need. Quarterly meetings are an opportunity to share ideas, share best practice, initiate new projects and strengthen library services. Holiday programmes are also part of the strategy.

2.8 AWARDING BEST SCHOOL LIBRARIES

The Directorate awards 48 schools annually that have entered a competition called School Library Excellence Awards (SLEA). This competition culminates by being part of the National Teaching Awards at a provincial level.

Schools enter voluntarily after they conduct self-assessment using an instrument that the Directorate provides. The adjudication process starts at a district level and moves to a provincial level.

Schools compete according to 3 categories namely **urban**, **rural** and **semi-urban**. The criteria are:
• Excellence in the relevance of the collection
• Excellence in the organisation and management of the collection
• Excellence in the utilisation of the collection
• Professional development of the teacher-librarian
• Plans for developing and upgrading the collection

2.9 ACCELERATED SLDP - 25 SCHOOLS PROJECT

To establish new school libraries, the Directorate has the 25 Schools Project. Each district selects two schools i.e. one primary school and one high school based on the following criteria:

• Readiness e.g. started with class collections, bought school library resources from their budget, appointed a teacher-librarian through SGB funding etc.
• Must have an allocated space for the school library e.g. converted classroom, which is secured
• Must have a teacher-librarian preferably qualified or registered for qualification
• Must be supported by the principal and the SMT
• Must have a School Library Committee or be prepared to establish one very soon
• Must be prepared to set aside a budget for the project
• Must have measures to ensure sustainability

Other considerations:
• SLEA winner in the class collections category
• Attended ELITS workshops, conferences etc.
• Networked with other schools in the area or be prepared to network

2.10 NETWORKING AND PARTNERSHIPS

Teacher-librarians in circuits and wards form School Library Forum where they meet as professionals to share experiences and learn from each other.

The Directorate is partnering with the University of KwaZulu-Natal (UKZN) in offering the Advanced Certificate in Education (ACE) with specialisation in school library development. Approximately 200 candidates are funded to ACE in School Library Development annually.

The Department has formalised a partnership with the KZN Department of Arts, Culture and Tourism. Schools around a public library within 3km radius will have institutional and individual membership. They can borrow on block loans around themes dealt with in different Learning Areas.
## PART 3: SUMMARY OF THE KEY ISSUES AND SPECIFIC TARGETS

<table>
<thead>
<tr>
<th>STRATEGIC ISSUES</th>
<th>STRATEGIC OBJECTIVES</th>
<th>SPECIFIC TARGETS</th>
<th>COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality School Library Resources</td>
<td>• To give schools starter collections or additional material for an existing school library collection according to the School Library Development Plan (SLDP)</td>
<td>500 schools annually</td>
<td>R50 000 =1-200 learner enrolment</td>
</tr>
<tr>
<td></td>
<td>• To provide library units for storage</td>
<td>120 schools</td>
<td>R70 000 201-499</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R100 000 500-999</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R150 000 1000+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R40 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R600 000</td>
</tr>
<tr>
<td>Training for teacher-librarians</td>
<td>• To equip teacher-librarians with knowledge and skills in order to:</td>
<td></td>
<td>R150 000 per district (Skills Development)</td>
</tr>
<tr>
<td></td>
<td>• Manage the collection effectively</td>
<td></td>
<td>R900 000</td>
</tr>
<tr>
<td></td>
<td>• Promote utilisation of the school library resources</td>
<td></td>
<td>R900 000</td>
</tr>
<tr>
<td></td>
<td>• Develop and sustain the school library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Literacy Skills</td>
<td>• To make learners information literate</td>
<td>500 targeted schools</td>
<td>R100 000</td>
</tr>
<tr>
<td>Reading</td>
<td>• To facilitate and promote a love of reading and creative writing for knowledge and enjoyment</td>
<td>120 schools</td>
<td>R6 million i.e. Reading pack worth R50 000</td>
</tr>
<tr>
<td>Mobile Library Service</td>
<td>• To provide easy access to library material to disadvantaged learners</td>
<td>120 schools i.e. 10 per district</td>
<td>R2, 4 million annually i.e. R200 000 per bus</td>
</tr>
<tr>
<td>ICT</td>
<td>• To manage school library collection using an automated system</td>
<td>25 schools and Education Centres</td>
<td>R3 million per annum</td>
</tr>
<tr>
<td>Initiative</td>
<td>Description</td>
<td>Schools/Income/Identified</td>
<td>Funding</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>SLEA</td>
<td>To relish excellence in school librarianship</td>
<td>50 schools per annum</td>
<td>R200 000</td>
</tr>
<tr>
<td></td>
<td>To encourage schools with best school libraries and acknowledge them as models of good practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 School Project</td>
<td>To facilitate the development of new school libraries</td>
<td>25 schools per annum</td>
<td>R5 million per annum</td>
</tr>
<tr>
<td>Education Centres</td>
<td>To provide a library service to a cluster of schools</td>
<td>12 District Education Centres</td>
<td>R2,5 million per annum</td>
</tr>
<tr>
<td>Networking and Partnerships</td>
<td>To promote partnerships and collaboration with all stakeholders to support school library development and sustainability</td>
<td>Identified schools</td>
<td>R10 000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>R64 414 900</strong></td>
</tr>
</tbody>
</table>
### PART 4: MONITORING AND EVALUATION

- Surveys
- School visits
- Progress reports supported by evidence
- Periodic meetings

| PROVIDING QUALITY LIBRARY RESOURCES [SLDP] | Conduct formative evaluation of the SLDP after every three years by sampling 60 schools i.e. 5 schools per district.  
| | ELITS advisors visit all targeted schools  
| | ELITS advisors visit 5% of the schools that received SLDP material previously |
| TRAINING SCHOOLS ON EFFECTIVE MANAGEMENT AND UTILISATION OF LIBRARY RESOURCES | Follow-up visits guided by the School Visit Handbook  
| | Progress reports compiled by districts |
| PROMOTING INTEGRATION OF INFORMATION LITERACY SKILLS INTO THE CURRICULUM | Conduct school visits for a minimum of 12 schools annually in order to observe lessons in action. |
| PROMOTING READING FOR INFORMATION AND PLEASURE | Follow-up visits |
| MANAGING A MOBILE LIBRARY SERVICE | School visits cluster schools |
| PROMOTING ICT IN SCHOOL LIBRARIES | School visits |
| DEVELOPING AND SUPPORTING EDUCATION CENTRE LIBRARIES | On-site Visits  
| | Progress reports |
| AWARDING BEST SCHOOL LIBRARIES | Unannounced visits |
| ACCELERATED SLDP - 25 SCHOOLS PROJECT | Follow-up visits after 2 years |
| NETWORKING AND PARTNERSHIPS | Periodic meetings  
| | Progress reports |