School Libraries: Self-evaluation Model
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PART I - INTRODUCTION

1. EVALUATING SCHOOL LIBRARIES: UNDERLYING PRINCIPLES

The School Libraries Net (SLN) was initiated under inter-ministerial initiative in 1996 with the publication of the report Launching the School Libraries Net. The programme integrates 1800 schools, but this is not a stabilized figure as the number of new schools benefiting from SLN support grows. The investment behind this considerable growth must be referenced and it derives from national authorities, municipalities and schools themselves. The sustainability of the programme depends on ensuring ongoing investment and on informing stakeholders on how the school library contributes to success in education, and improved teaching, learning and student performance.

The realization of this vision depends on a considerable number of conditions that schools must understand. Several international studies have identified them as critical success factors for the school library, as identified by UNESCO/IFLA’s Manifesto or by IASL’s declaration: co-operation and co-ordination levels between teachers and school librarians in what concerns the selection of resources and the development of activities aimed at improving student’s achievements; accessibility and service quality; adequate collection and IT resources, etc. These studies demonstrate that school libraries contribute decisively to teaching and learning success and that it is possible to establish a co-relation between the quality of the work developed at the school library and student’s performance.

The proposal of a self-evaluation model for school libraries integrated in SLN is the result of this context. It became of utmost importance to gather objective information on how school libraries develop and operate, how they contribute for effective student learning and success and for the goals of lifelong learning. Each school must thus acknowledge the impact school libraries have in their activities, in the teaching and learning, and take into consideration critical factors such as the services’ efficiency and effectiveness and users’ satisfaction. This analysis is in itself a basic principle of good management, and a pivotal instrument for project development, contributing greatly to the wider recognition and affirmation of the school library’s role. It also allows a sharper understanding of how well are the mission and objectives set for the school library being accomplished, it helps in the identification of good and wrong practice and of all the negative aspects requiring action. The evaluation of the school library should moreover integrate the wider school self-evaluation process and it must articulate with the school’s educational project.
2. THE SELF-EVALUATION MODEL

The choice for this self-evaluation model is the result of previous study and analysis of existing models and more specifically of Portuguese schools, teaching and learning settings. We have confronted and taken into consideration previously practices and we drew from other education systems, but above all we endeavoured to develop a mainly qualitative approach, focused on processes and outcomes, which would allow the identification of weaknesses and necessary improvements as well as the conception of training to address particular needs.

At this point, it is important to clarify ideas and introduce the main concepts which underlay the model, its construction and the way we envisage its use in the field:

- Value is a cornerstone concept when considering evaluation. It is not understood here as an inner feature of objects but as something related to experiences and to the benefits we can extract from them. No one will contest that pleasant, well equipped libraries are important, but more important than that is the use we make of them, consistent with its very mission and leading to performance results which meet school’s programmed objectives.

- The evaluation model seeks to assess the quality and effectiveness of the school library, not the teacher librarian’s or the libraries’ staff. Self-evaluation must be understood as pedagogic and regulating process, inherent to good management practices and to continuous improvement cycles. Schools are to face this process as a self-identified need and not as an externally imposed instrument. The school as whole will benefit from the analysis and resulting reflection. It is expected that the self-evaluation process mobilizes the entire school community and that it can improve the wide range of possibilities offered by the school library.

- Being a model, this document is to be flexibly adapted according to each school and school library’s reality. We welcome adjustments, for instance, when describing the school’s profile and other circumstances which have a strong impact on the organization and use of the school library.
3. HOW TO DO THIS SELF EVALUATION

3.1 Domains under evaluation

The following domains represent essential areas to the accomplishment of school libraries’ teaching and learning objectives. Some of the features are characteristic of the Portuguese reality, but they are all directed towards critical teaching and learning dimensions of school libraries. Elements to be scrutinized were grouped in 4 different domains, three of which also comprising sub domains:

E. Supporting Curriculum Development
   A.1 Articulating the School Library with the Curriculum, Pedagogic Structures and Teaching Staff
   A.2 Developing Information Literacy Skills

F. Promoting Reading and Literacy

G. Projects, Partnerships, Open-ended and Community-oriented Activities
   C.1 Supporting Open-ended, Extra-Curriculum and Curriculum-Enrichment Activities
   C.2 Projects and Partnerships

H. School Library Management
   D.1 Co-operation with the School/ Groups of Schools. Access and Services Provided by the School Library
   D.2 Staff, Equipment and Resources for Service Provision
   D.3 Collection Management

Each domain/ sub domain is presented in a table which includes a set of indicators (first column) related to critical success factors. Indicators address particular areas pertaining to each domain and make it possible to measure and assess the quality of the school library. Critical success factors are examples of situations and actions which operationalize a given indicator. The list of critical success factors is not exhaustive but it intends to make the users of model easily translate indicators to practice and in the field situations. Its value is both informative and training-oriented, as the user may employ it as a guide for the collection of evidence. For each indicator the model provides potential evidence collection instruments, which will support evaluation. The table also contains examples of improvement measures, whenever specific needs or debilities are detected in the library’s performance.

3.2 Evidence Collection

Assessment and evaluation are to be supported by evidence. It is the data generated by evidence collection which will allow us to discover and communicate positive results or to reflect about negative aspects in need of reorganization. The elements we suggest for data generation will prove to be helpful throughout this process as they point out the most significant features for each indicator. Each school and school library must consider their own reality and can go beyond what the model presents, though the information and data collect should remain relevant, diversified, and related to the
indicator. Data collection is a systematic process, normally taking place continuously during school year - not just on a particular time frame such as the last term - and covering all different teaching levels.

Evidence collected may originate from different sources:
- Policy and strategic planning documents regulating school (PEE, PCT) and school library’s activities (Activity Plan, Rules and Regulations, etc.);
- Meeting logs, records of meetings, views and perceptions about school library-led activities;
- Routine planning documents, schemes of work, lessons plans, promotion materials;
- Statistics and records;
- Work produced by students at the library and in co-operation with the library;
- Data generating instruments specifically designed to collect evidence: observation logs, questionnaires, interviews.

The evaluation model provides examples and samples of instruments used to assess the school library. Their use is recommended to ensure uniformized procedures of information collection, though adjustments to each particular case are welcome. You may similarly want to add different elements to the questionnaire, which are characteristic of your own library; or you may want to add/remove skills and abilities to the observation checklist, according to school level. Primary schools in particular will need to simplify or eliminate several items from questionnaires and are advised to administer them with adult supervision. If you are trying to get teacher’s views, a 20% sample will be fine for a questionnaire survey. For students’ views, a 10% sample will suffice. In schools with larger teacher and student population, the percentage sample may be inferior. The following guidelines apply when adjusting and administering data collection instruments:

- Make the questionnaire/ observation checklist clear and reasonable in size: you will not want to cover every possible thing you might remember, so go for the minimum amount of information that will demonstrate what you want to know.
- Make sure you gather information across different year groups, nationalities, gender, backgrounds and students with special needs.
- Try to get responses from a range of teachers (senior and newcomers) and subject departments.
- Try to collect data along the school year, to extract evidence of progress.
- Observation may take place outside the library, in places where related activities develop.

3.3 Performance levels

Performance levels define what the school library is expected to deliver in relation to the subject under scrutiny. In most the cases, this level of service provision does not depend on the library alone and it involves other stakeholders such as the Executive Board and teaching staff. Also for this reason, the school library evaluation is a comprehensive process. Any improvement measures must be the result of global effort and commitment, since the benefits of good service delivery will affect every stakeholder in a positive way.
For each domain/sub domain, school library provision can be described as being at one of four performance levels: excellent, good, intermediate, and poor. This scale serves the purpose of continuous improvement, as school libraries are expected to devise strategies able to position them at higher performance levels. Different levels of the scale are followed by descriptors, which are intended to help you decide which best matches the situation in your school and to show how you might improve your school library provision and move ahead to the next level.

Assessing your school library is a reality check. You choose a level of service provision when your library’s services correspond to the descriptors listed in a proportion of 4/5, 5/6, 6/7, etc., depending on the number of items under the typical description of a school library at each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4 (Excellent)</td>
<td>The school library is very strong in this area. The work developed is of outstanding quality and its impact is extremely positive.</td>
</tr>
<tr>
<td>3 (Good)</td>
<td>The school library addresses this area well, but some aspects need improvement.</td>
</tr>
<tr>
<td>2 (Intermediate)</td>
<td>The school library has begun to develop work in this area, but further improvement is required to generate greater impact.</td>
</tr>
<tr>
<td>1 (Poor)</td>
<td>Little or no action has been taken in this area and provision lacks impact. Urgent action is necessary.</td>
</tr>
</tbody>
</table>

It is important to stress that assessment is not an end in itself and that it must be understood as a process leading to reflection, change and concrete action. Examples of improvement measures and critical success factors point out the way ahead. But, more importantly, it is the evidence collected that will help improve performance. In this way, self-evaluation shall contribute to devising a new development plan. Drawing from the strong and weak points identified this plan will set realistic objectives and priorities, once it departs from a deeper understanding of the school library and the context within which it operates.
4. METHODOLOGY

1. **Complete the Profile** for your **School Library (SL)**.

2. **Choose the Domain**. Each school library must choose at least one of the four domains (A, B, C, D) to complete its self-evaluation. This is preferably a domain suffering greater input: assessment would concentrate on systematically scrutinizing the results of such investment or, in case a weakness is perceived, it would focus on clearly identifying the items in need of improvement. After a period of four years, all domains must have been assessed, allowing informed and well documented analysis, as well as benchmarking exercises.

3. **Collect evidence**. Use appropriate types of evidence and choose adequate collection tools and procedures.

4. Analyse the evidence and **decide which performance level** school library has reached, according to instructions provided on 3.3.

5. **Complete the self-evaluation summary sheet**. The summary sheet includes a table where you should describe how to improve school library provision and demonstrate how you will use findings.
**PART II - DOMAINS**

This chapter introduces the different assessment domains. There is a table for each of them, performance level descriptions and a summary sheet where you should record the evaluation results.

### A. Supporting Curriculum Development

A.1 Articulating the School Library with the Curriculum, Pedagogic Structures and Teaching Staff

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Critical Success Factors</th>
<th>Ways to Collect Evidence</th>
<th>Suggested Actions for Improvement / Examples</th>
</tr>
</thead>
</table>
| A.1.1 SL cooperates with intermediate level pedagogic structures of the school/group of schools | - SL cooperates with Curricular and Subject Departments to acknowledge the contents of different curricula and syllabi and to be an active element in planning.  
- SL cooperates with the different Teacher Councils to have an insight into different curricular projects of each class and to engage in the planning of activities, strategies and resources.  
- Teacher staff makes full use of the SL for teaching. | - Curricular and Subject Department's planning documentation, departmental policies and schemes of work.  
- Teacher Council's planning documentation.  
- Classroom-based Curricular Projects.  
- Records of meetings. | - Promote regular representation and participation of SL in the school/group of schools’ pedagogical structures meetings.  
- Arrange informal training sessions for the teaching staff.  
- Improve communication channels between the SL and the school’s pedagogic structures, to guarantee adequate service provision.  
- Suggest projects or activities to teachers when covering particular subjects or curriculum items.  
- Promote the integration of new teachers in the development of SL’s activities. |
### A. Supporting Curriculum Development

#### A.1 Articulating the School Library with the Curriculum, Pedagogic Structures and Teaching Staff

| A.1.2 SL works in partnership with teacher staff for non-disciplinary New Curricular Areas | - SL is engaged in planning with and supporting teachers in the development of Project Areas.  
- SL cooperates with the teaching staff in the outline and implementation of Civic Education activities.  
- Enhancement of the SL's use in activities related to Educational Support.  
- Teaching staff makes extensive use of the SL for non-disciplinary New Curricular Areas or for multidisciplinary activities. | - Planning documentation and schemes of work for Civic Education and Project Areas.  
- Records of meetings.  
- Teacher staff questionnaire (QP1). | - Arrange meetings with the teaching staff and the teachers running non-disciplinary New Curricular Areas.  
- Arrange informal training sessions for the teaching staff.  
- Improve communication channels between the SL and the school's pedagogic structures, to guarantee adequate service provision.  
- Suggest projects or activities to teachers when covering particular subjects or curriculum items. |
|---|---|---|---|
| A.1.3 SL articulates with Special Education teachers and educational support services | - SL cooperates with Special Education teachers and with the Educational Support Services. It is active in devising strategies to work with special needs students.  
- Teachers use SL's services and resources for educational support activities. | - Educational Support Services’ planning documentation.  
- Records of meetings.  
- Teacher staff questionnaire (QP1) | - Arrange meeting with Special Education teachers.  
- Arrange informal training sessions for the teaching staff.  
- Improve communication channels between the SL and the school's pedagogic structures, to guarantee adequate service provision.  
- Suggest collaborative projects or activities to teachers.  
- Promote the integration of new teachers in the development of SL’s activities. |
| A.1.4 SL is an integral part of the School Time Occupational Plan | - SL plans and delivers services in the context of the School Time Occupational Plan.  
- SL provides a broad range of opportunities which meet users' needs: providing support for reading, studying, using ICT, or for class replacement activities. | - School Time Occupational Plan strategic policy documents.  
- Records of meetings.  
- Teacher staff questionnaire (QP1). | - Arrange meetings with School Time Occupational Plan teachers.  
- Arrange informal training sessions for the teaching staff.  
- Improve communication channels between the SL and the school's pedagogic structures, to guarantee adequate service provision.  
- Suggest collaborative projects or activities to teachers.  
- Promote the integration of new teachers in the development of SL’s activities. |
### A. Supporting Curriculum Development
#### A.1 Articulating the School Library with the Curriculum, Pedagogic Structures and Teaching Staff

| **A.1.5 SL and teaching staff collaborate to make use of the full range of opportunities and resources of the SL** | **- SL’s Activity Plan includes curricular support activities aimed at individual students, groups and classes.**  
- SL staff monitors individual students, groups and classes’ activities.  
- SL staff cooperates with teachers in classroom-based activities, when requested.  
- Teaching staff makes extensive use of SL’s services in teaching and supporting students.  
- SL provides and helps teachers create support materials: games, WebPages, research strategies, reading guidelines, thematic folders and training materials.  
- SL makes support materials available online, on blogs, e-learning platforms or other diffusion instruments. | **- SL Activity Plan**  
- Records of meetings.  
- SL-based work produced by teachers and students; support materials.  
- Teacher staff Questionnaire (QP1) | **- Reinforce cooperation and dialogue with all teaching staff.**  
- Increase the training level of SL’s staff.  
- Establish a multidisciplinary SL team, with elements coming from different backgrounds.  
- Create and share materials used in other schools and libraries.  
- Improve content’s quality and diversify delivery support. |
<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>A. 1 Articulating the School Library with the Curriculum, Pedagogic Structures and Teaching Staff</th>
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</table>
| 4 Excellent       | - SL develops systematic cooperation with the school/ school group’s pedagogic structures: Curricular and Subject Departments; Teacher Councils.  
- SL cooperates actively with the teaching staff in charge of non-disciplinary New Curricular Areas: Project Area, Study Monitoring, Educational Support, and Civic Education.  
- SL works closely with Educational Support teachers.  
- SL is an integral part of the School Time Occupational Plan, permanently providing accommodation, resources and activities.  
- SL effectively supports the vast majority of teachers (80% or more) in curriculum-related activities, whether SL-based or making used of its resources.  
- Occupation rates and level of resources used are highly indicative of teachers’ appropriation for teaching purposes.  
- SL creates, shares and publicizes multi-purpose quality support materials. |
| 3 Good            | - SL develops regular cooperation with the school/ school group’s pedagogic structures: Curricular and Subject Departments; Teacher Councils.  
- SL cooperates with the teaching staff in charge of non-disciplinary New Curricular Areas, mainly Project Area activities.  
- SL develops consistent work with Educational Support teachers.  
- SL is part of the School Time Occupational Plan, providing services whenever requested, mainly replacement activities.  
- SL effectively supports a considerable amount of teachers in SL-based curriculum-related activities.  
- Occupation rates and level of resources used are indicative of teachers’ appropriation for teaching purposes.  
- SL creates shares and publicizes some multi-purpose quality support materials. |
| 2 Intermediate    | - SL cooperates with some Departments or takes part in some Teacher Council meetings, but the positive effects of this practice are still unattained in most classes.  
- SL supports the teaching staff in charge of non-disciplinary New Curricular Areas.  
- SL endeavours to support Educational Support teachers, though with limitations.  
- SL is part of the School Time Occupational Plan, providing services on a non-regular basis, mainly replacement activities.  
- Occupation rates and level of resources used are indicative of teachers’ relative appropriation for teaching purposes.  
- SL creates, shares and publicizes some multi-purpose quality support materials for a limited number of activities. |
| 1 Poor            | - SL cooperates only with part of the school’s pedagogic structures, on a non-regular basis.  
- SL does not usually support the teaching staff in charge of non-disciplinary New Curricular Areas.  
- SL does not cooperate with the Educational Support Service.  
- SL is not part of the School Time Occupational Plan.  
- There is very limited cooperation with teachers for the development of curricular activities.  
- Occupation rates and level of resources used indicate teachers’ very limited appropriation for teaching purposes.  
- SL does not create support materials. |
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<tr>
<th>Indicator</th>
<th>Critical Success Factors</th>
<th>Ways to Collect Evidence</th>
<th>Suggested Actions for Improvement / Examples</th>
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</table>
| A.2.1 SL develops a training programme for students | - SL’s Activity Plan caters for training/ induction workshops that explain SL’s role, organisation, services offered and how to use them.  
- Teachers and students develop information skills and can use SL’s services autonomously after induction/ training sessions.  
- SL issues brochures and publications designed for user training. | - SL Activity Plan  
- Observed activities in the SL (O1)  
- Study /activity support resources produced and published by the SL | - Plan induction/ training sessions and workshops with Class Tutors.  
- Create and share user training programmes/ documentation with other schools and SL |
### A. Supporting Curriculum Development
#### A.2 Developing Information Literacy Skills

| A.2.2 SL fosters information skills across curriculum initiatives | - SL explores curriculum contents in liaison with the school’s pedagogical structures and defines key transversal core competences and information skills for each subject/ school year.  
- SL promotes Information Literacy Plans as part of the school/ school group’s Education and Curricular Project/ Classroom-based curricular project, in liaison with the Executive Board and the teaching staff.  
- SL proposes the adoption of a common research model.  
- SL fosters information literacy and information skills training in the context of the school’s Education and Curricular Project/ Classroom-based project.  
- SL creates research strategy guides and other information seeking and handling guidelines, in cooperation with the teaching staff.  
- SL staff cooperate with teachers in delivering students/ classes/ groups of students adequate information skills. | - SL Activity Plan  
- School/ School Group Education and Curricular Plan  
- Classroom curricular projects  
- Records of meetings  
- Study /activity support resources produced and published by the SL | - Adopt research and study skills policies to ensure that information policies are taught across the curriculum  
- Plan research activities with teaching staff  
- Ensure SL staff and teaching staff receive training and support in information seeking and information skills.  
- Develop a long term comprehensive plan for information skills provision. |

| A.2.3 SL promotes ICT and the Web as learning tools, and as information production and diffusion instruments | - SL-led of supported projects involve research, production and diffusion of information contents, mediated by ICT.  
- ICT trains teaching staff and students for digital literacies.  
- SL assists users in finding, selecting and using the electronic information resources they need.  
- SL develops media education activities.  
- SL creates research strategy guides and other information seeking and handling guidelines such as website assessment grids, website reference lists, research procedures, etc. | - SL Activity Plan  
- Classroom curricular projects  
- Study /activity support resources produced and published by the SL | - Reinforce SL’s cooperation with Project Areas and curriculum-wide activities that foster ICT.  
- Raise the profile of SL’s ICT provision for reference services and teaching.  
- Provide ICT and information resources use guidelines in the SL’s User Guide |
### A. Supporting Curriculum Development
#### A.2 Developing Information Literacy Skills

| A.2.4 SL impacts on students’ information and ICT skills | - Students are competent in the handling, processing and communication of information in different supports (including digital). Their performance level is commensurate to their school year.  
- Students put into practice the different research steps: information search and processing; selection and identification of sources (reference books; print materials; directories; search engines, digital libraries, e-journals and other e-sources); organisation, evaluation, summary and communication of results. Their performance level is commensurate to their school year.  
- Student display understanding of ethical, legal and social responsibility issues associated with the access to and use of information and ICT.  
- Students grasp of ICT and information literacy skills are progressing across different subjects and curricular domains. | - Observed Activities in the SL (O1)  
- SL work produced by students (T1)  
- Statistics of use  
- Teacher staff Questionnaire (QP1)  
- Students Questionnaire (QA1)  
- Students’ performance overtime analysis | - Develop school/ school group-wide ICT policies covering information skills and ensure guidelines integrate key skills into teaching topics.  
- Promote SL’s staff training in ICT and information literacy skills  
- Adopt a common research model  
- Make research strategy guides and other information seeking and handling guidelines available for students.  
- Reinforce cooperation with the classroom. |
### A. Supporting Curriculum Development
#### A.2 Developing Information Literacy Skills

| **A.2.5 SL impacts on students’ attitudes towards citizenship education and lifelong learning** | **- Students work individually, in pairs or within a group and are able to differentiate work situations, tasks and work stations at the SL, according to its spacial and service distribution.** | **- Observed Activities in the SL (O1)**  
**- Teacher staff Questionnaire (QP1)**  
**- Students Questionnaire (QA1)**  
**- SL Regulations** | **- Engage students in SL’s activities (e.g. encourage students to become tutors or “friends” of the SL).**  
**- Raising awareness to the research, learning and knowledge building processes.**  
**- Create an ethical research and use of information Handbook.** |
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<tbody>
<tr>
<td><strong>- Students trust and respect each other, and are comfortable with SL’s norms and rules.</strong></td>
<td><strong>- Students acknowledge the value of cooperative work, autonomy, responsibility and active learning.</strong></td>
<td><strong>- Students are creative, curious and willing, but also reveal the reasoning skills necessary to successful resource-based learning.</strong></td>
<td></td>
</tr>
<tr>
<td>Performance Levels</td>
<td>A. 2 Developing Information Literacy Skills</td>
<td></td>
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</tbody>
</table>
| 4 Excellent        | - SL organizes systematic training sessions and workshops for users with the school’s classes and caters for special needs previously detected.  
- SL actively fosters information skills in instructional context.  
- SL actively promotes the use of ICT and Web for accessing, producing and communicating information, and as a learning tool.  
- SL impacts highly on students’ ICT and information literacy competences: the vast majority (80% or more) is proficient in the use of information sources, masters diverse research strategies and has excellent ICT skills, commensurate to school year.  
- SL clearly develops essential active citizenship and lifelong learning values in more than 79% of the students. |
| 3 Good             | - SL organizes training sessions and workshops for users with some of the school’s classes and caters for special needs previously detected.  
- SL fosters information skills in Project Areas or Guided Study, and supports instructional activities whenever requested.  
- SL promotes the use of ICT and Web for accessing, producing and communicating information, and as a learning tool, with some success.  
- SL impacts considerably on students’ ICT and information literacy competences: a good share (60-79%) is proficient in the use of information sources, masters diverse research strategies and has excellent ICT skills, commensurate to school year.  
- SL clearly develops essential active citizenship and lifelong learning values in 60-79% of the students. |
| 2 Intermediate     | - SL organizes an induction session for new students of each stage at the beginning of the school year.  
- SL liaises on a non-regular basis with instructional activities and curricular projects, providing in context information skills when requested.  
- SL attempts to promote ICT and the Web as information tools and learning resources, supporting classroom-based activities, but offering limited support the production and communication of information contents.  
- SL has a satisfactory impact on students’ ICT competences: 45-59% can handle information sources, and master research strategies, but the rest of the students cannot cope and don’t have adequate basic ICT skills.  
- SL develops essential active citizenship and lifelong learning values in 45-59% of the students. |
| 1 Poor             | - SL does not organize user training/induction sessions.  
- SL does not provide for information skills and does not cooperate with the teaching staff.  
- SL does not promote ICT and the Web as tools to access, produce and communicate information, and as a learning tool. Computers are mainly used for games and non-instructional activities.  
- SL hardly impacts students’ ICT and information literacy skills: fewer than 45% of the students can handle information sources, master research strategies and has minimum ICT skills, commensurate to school year.  
- SL develops essential active citizenship and lifelong learning values in less than 45% of the students. |
## A. Supporting Curriculum Development

Reason for choice of domain:

<table>
<thead>
<tr>
<th>Sub-domains</th>
<th>Evidence collected</th>
<th>Level</th>
<th>What should the SL do to improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1 Articulating the School Library with the Curriculum, Pedagogic Structures and Teaching Staff</td>
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<tr>
<td>A. 2 Developing Information Literacy Skills</td>
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### B. Promoting Reading and Literacy

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<tr>
<th>Indicator</th>
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<th>Ways to Collect Evidence</th>
<th>Suggested Actions for Improvement / Examples</th>
</tr>
</thead>
</table>
| **B.1 Promoting reading at the SL** | - SL's collection is comprehensive, representative of students' interests and is adjusted to their information needs.  
- SL develops systematic reading promotion activities.  
- SL organizes reading sessions, dramas and diverse reading, writing and communication activities that develop passion for reading.  
- SL fosters both pleasure reading and information seeking reading for instructional/curricular activities.  
- SL explores inter and transdisciplinarity and applies these principles to the development of speech, writing and other essential skills related to learning.  
- SL arranges meetings with writers and cultural events that bring students closer to books and reading.  
- SL follows the guidelines issued by the National Reading Plan. | - Student loan records and statistics of use.  
- Statistics of SL’s informal use.  
- Statistics of SL's use for planned reading activities / teacher-led activities  
- Records of activities and projects related to reading promotion and literacy.  
- Teacher staff Questionnaire (QP2)  
- Students Questionnaire (QA2) | - Plan regular visits to the Public Library and to local bookshops to get an update on new publications.  
- Browse the Web and other information sources for publications and products targeted for children and youth.  
- Assess SL's collection regularly and try to identify weaknesses.  
- Foster dialogue amongst young users of SL and set informal reading schemes.  
- Organize reading sessions, workshops, puppetry, dramatics, games and songs to encourage reading.  
- Provided regular opportunities to discuss books through reading groups.  
- Devise a strategy to improve reading rates. Introduce it to and develop it with the school, cooperating with the teaching staff.  
- Cooperate actively with departments and teaching staff and develop community open projects.  
- Train SL's staff in children's literature and sociology of reading.  
- Forge partnerships with the Public Library and other institutions.  
- Extend SL's opening hours for longer student attendance. |
## B. Promoting Reading and Literacy

### B.2 Co-ordination with departments, teaching staff and the community

- Reading rates, reading performance and literacy are at the heart of the school/group of schools’ Educational/Curricular Project and are approached in cooperation with the SL.
- SL promotes ample discussion about reading, training and its relation to success.
- SL works with teachers and departments to devise strategies/plans regarding the promotion of pleasure reading (fiction and non-fiction)
- Family and community members are engaged in reading and literacy promotion activities.
- SL issues information on books and authors, prepares reading guides, readings lists and support materials for instructional/curricular use.
- SL cooperates actively with the teaching staff to devise strategies aimed at improving students’ reading and literacy skills.
- SL creates support materials such as journals, newsletters, blogs, web quests and wikis, which play an important role in fostering reading and literacies.
- SL follows the guidelines issued by the National Reading Plan, developing activities with the teaching staff.

### - Partnerships, networks and joint projects.
- Support materials and publications edited by the SL.
- Teacher staff Questionnaire (QP2)
- Parents Questionnaire (QEE1)

### - Raise school’s awareness to the importance of reading in the learning process and in the achievement of improved performance levels.
- Work in networks and in partnership.
- Set objectives and priorities departing from the information you collect in teachers’ councils. Brief the Executive Board and gain their support.
- Invite experts; organize colloquiums about Reading, Literacy and the role of SLs.
- Devise a working plan with clear vision, objectives and implementation phases.
- Create support materials for teacher and student use.
**B. Promoting Reading and Literacy**

| B.3 SL's impact on students’ skills and attitudes towards reading and literacy | - Students use SL to read for pleasure, to research information or to prepare school work.  
- Students progress and develop reading skills, they read more and they read in-depth.  
- Students use different information resources and supports to develop activities and prepare school work. Their reading and literacy skills are improved.  
- Students are actively engaged with reading promotion activities (reading clubs, discussion forums, journals, etc.) | - Student loan records and statistics of use.  
- Statistics of SL's use for planned reading activities  
- Observed Activities in the SL (O2)  
- Work produced by students  
- Students’ performance overtime analysis  
- Teaching staff questionnaire (QP2)  
- Students’ questionnaire (QA2) | - Improve offer of reading promotion and literacy (reading and writing) development activities.  
- Co-operate with the teaching staff to ensure that the development of reading, study and research competences is embedded into instructional activities.  
- Identify students’ interests and needs concerning reading and literacies.  
- Encourage students to participate in open activities such as reading groups, blogs, discussion forums, newsletters and bulletins, etc. |
<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>B. 2 Promoting Reading and Literacy</th>
</tr>
</thead>
</table>
| 4 Excellent        | - SL undertakes systematic reading promotion activities with the school’s classes.  
|                    | - SL is considered a focal point of the school’s Educational/ Curricular Project concerning reading and literacy development and is committed to developing partnerships and activities with 80% or more of the teaching staff and with the community.  
|                    | - SL explores multiple reading and information production/ communication contexts, providing access to both traditional and digital environments.  
|                    | - SL’s activities impact highly on student’s passion for reading and reading-associated literacies. 80% or more of the students use the library to read and demonstrate progress in reading competences and information use abilities, commensurate to their school year. |
| 3 Good             | - SL undertakes systematic reading promotion activities with several of the school’s classes.  
|                    | - SL is committed to developing partnerships and activities with 60-79% of the teaching staff and with the community.  
|                    | - SL makes use of different information diffusion instruments and explores different reading and information production/ communication contexts, with stronger emphasis on traditional supports.  
|                    | - SL’s activities have considerable impact on student’s passion for reading and reading-associated literacies. 60-79% of the students use the library to read and demonstrate progress in reading competences, commensurate to their school year. |
| 2 Intermediate     | - SL undertakes reading promotion activities with few of the school’s classes.  
|                    | - SL is committed to developing partnerships and activities with 45-59% of the teaching staff and with the community.  
|                    | - SL explores some reading and information production/ communication contexts, with single emphasis on traditional supports.  
|                    | - SL’s activities have some impact on student’s passion for reading and reading-associated literacies. 45-59% of the students use the library to read and demonstrate progress in reading competences, commensurate to their school year. |
| 1 Poor             | - SL undertakes reading promotion activities with a limited number of the school’s classes.  
|                    | - SL is committed to developing partnerships and activities with less than 45% of the teaching staff.  
|                    | - SL does not explore multiple reading and information production/ communication contexts.  
|                    | - SL’s activities have little impact on student’s passion for reading and reading-associated literacies. Less than 45% of the students use the library to read and demonstrate progress in reading competences, commensurate to their school year. |
**B. Promoting Reading and Literacy**

Reason for choice of domain:

<table>
<thead>
<tr>
<th>Evidence collected</th>
<th>Level</th>
<th>What should the SL do to improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Promoting Reading and Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>Critical Success Factors</td>
<td>Ways to Collect Evidence</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
</tbody>
</table>
| C.1.1 SL fosters autonomous learning methods and strategies. | - SL supports students in their reading, research and study activities, as well as in classroom related work, outside of class time and in informal learning contexts.  
- Students share study strategies, browse and explore information from different supports and documents, make notes and summaries, identify keywords, produce charts, and edit their work by using ICT and the Web.  
- Students have study skills, master the learning process and are able to execute tasks autonomously. | - SL opening hours.  
- Students questionnaire (QA3)  
- Observed activities in the SL (O3) | - Extend SL’s opening hours and coordinate them with students’ school schedule.  
- Thrive to ensure the presence of at least one SL teacher during opening hours.  
- Improve accommodation, services and activities’ (recreational or guided group study) provision.  
- Collaborate with collaborating with Curriculum Enrichment and Guided Study structures. |
| C.1.2 SL promotes open-ended cultural and recreational activities | - SL provides informal creative activities which are central to students’ aesthetic education and to foster their interest in art, science and literature.  
- Students benefit from a broad range of activities - exhibitions, plays, performances, debates, poetry sessions, games, contents, music and film events - which are planned under a Cultural Activities Programme. | - SL Activity Plan  
- Activities’ preparation, monitoring and evaluation records.  
- Students questionnaire (QA3)  
- Statistics of use. | - Increase SL’s participation in the school’s cultural agenda.  
- Adopt a “return on investment” perspective and share the results of good practice with other schools and SLs.  
- Improve SL’s marketing and communication services and publicize your Cultural Activities Programme throughout the school and the community.  
- Engage parents and the community in fundraising initiatives and in the preparation of activities. |
### C. Projects, Partnerships, Open-ended and Community-oriented Activities

#### C.1 Supporting Open-ended, Extra-Curriculum and Curriculum-Enrichment Activities

| C.1.3 SL encourages students’ autonomous fruition of SL’s spaces and places | - Students can access the SL freely and without any constraints.  
- Students are educated to freely use SL’s resources in a peaceful, relaxed and respectful environment.  
- SL’s accommodation and resources are adequate for use by both individuals and groups of students.  
- Students can enjoy a comprehensive collection covering fiction and children/youth literature, pedagogic games, movies and music. | - SL working hours.  
- Observed activities in the SL (O3)  
- Statistics of use.  
- Outcomes of the collection evaluation procedure. | - Ensure SL’s out-of-hours opening by devising a flexible schedule for SL’s staff: teachers, clerks and other human resources.  
- Improve informal reading accomodation.  
- Foster book loans, also during vacation periods.  
- Arrange short term inter-library loans with the Public Library, to strengthen SL’s collection. |

| C.1.4 SL allocates time, space and resources to student-led activities. | - Students propose and plan Projects and Activities.  
- Students are encouraged to constitute groups and societies where they can freely express their interests and thoughts (radio, photography, and journal clubs.)  
- SL trains monitors and tutors, and encourages mentoring schemes amongst students. | - Records of student-led activities/ projects.  
- SL Activity Plan  
- Students questionnaire (QA3) | - Acknowledge value and publicize students’ autonomous work developed at the SL.  
- Give support and guidance to Clubs and Societies’ activities.  
- Create guidelines and support documentation for tutors. |

| C.1.5 SL develops Curriculum Enrichment Activities without prejudice of open-ended activities. | - SL plans Curriculum Enrichment Activities which take place at the SL or which make use of SL’s resources.  
- SL is an active partner of Curriculum Enrichment Activities, organized by the school/group of schools. It develops its own activities and assists teachers organizing events.  
- SL resources and equipment are used out-of-hours in open-ended activities and in Curriculum-Enrichment Activities. | - SL Activity Plan  
- SL working hours.  
- Records of meetings.  
- Statistics of use. | - Anticipate SL’s provision of Curricular Enrichment Activities, alone or in cooperation with teachers and partner institutions.  
- Plan together with the teaching staff SL’s use for Curricular Enrichment Activities.  
- Organize informal information sessions for teachers.  
- Improve SL’s resources diffusion strategy. |
<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>C. 1 Supporting Open-ended, Extra-Curriculum and Curriculum-Enrichment Activities</th>
</tr>
</thead>
</table>
| 4 Excellent        | - SL fosters the development of study and learning methods and skills. Students become autonomous knowledge builders. SL opening hours are generous and well suited to students working out of school hours and in vacation periods.  
- SL manages several open-ended, cultural and recreational activities, which match students’ interests and needs.  
- SL promotes autonomous use for enjoyment and recreation purposes. Opening hours are generous and well suited to vacation periods.  
- SL strongly supports students’ initiative and autonomous action.  
- SL is an active part of Extra Curriculum Activities, which take place on the same grounds as SL’s open-ended free activities. |
| 3 Good             | - SL contributes to the development of study and learning methods and skills. SL opening hours are generous and well suited to students working school hours.  
- SL manages a reasonable number of open-ended, cultural and recreational activities, which match students’ interests and needs.  
- SL promotes autonomous use for enjoyment and recreation purposes. Opening hours serve lunch time periods and students working school hours.  
- SL provides adequately for students’ initiative and autonomous action.  
- SL supports Extra Curriculum Activities, which take place on the same grounds as SL’s open-ended free activities. |
| 2 Intermediate     | - SL contributes to the development of some study and learning methods and skills. SL opening hours are continuous, though with random failures.  
- SL manages open-ended, cultural and recreational activities.  
- SL promotes autonomous use for enjoyment and recreation purposes during lunch time, though with random failures.  
- SL provides for students’ initiative and autonomous action, on a non-regular basis.  
- SL attempts to support Extra Curriculum Activities, whenever requested. |
| 1 Poor             | - SL rarely contributes to the development of study and learning methods and skills.  
- SL rarely manages open-ended, cultural and recreational activities.  
- SL blocks the development of autonomous use for enjoyment and recreation purposes. Opening hours are not suited to students working out of school hours.  
- SL is not supportive of students’ initiative and autonomous action.  
- SL does not support Extra Curricular Activities. |
## C. Projects, Partnerships, Open-ended and Community-oriented Activities

### C.2 Projects and Partnerships

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Critical Success Factors</th>
<th>Ways to Collect Evidence</th>
<th>Suggested Actions for Improvement / Examples</th>
</tr>
</thead>
</table>
| C.2.1 SL is engaged in the school/school group’s projects, developing networks and partnerships of different level. | - SL takes initiative and engages in school/school group projects.  
- SL develops partnerships and strengthens school/school groups’ ties with the community - local entities, museums, foundations, and associations. Together they deliver a wide range of activities: celebrations, cultural activities, civic and environmental education programs, etc.  
- SL takes initiative and engages in regional, national and international projects | - SL Activity Plan.  
- Records of Projects. | - Promote SL’s participation in projects and partnerships at school/school groups level.  
- Improve communication channels and strategy between SL and the school/group of schools about ongoing and future projects.  
- SL should engage in the design of relevant projects, which will define it as key stakeholder within the school, and improve acknowledgement about its activities. |
| C.2.2 SL develops projects and services in cooperation with other schools, school groups and SLs. | - SL develops joint activities with other schools, school groups and SLs.  
- SL supports other schools, offering accommodation, technical assistance and networked services - inter-library and inter-school loans, student counselling and support, shared catalogue.  
- Human resources allocated to the SL are a key link to cooperation between schools. They implement collection rotation policies, manage to transport students to different libraries and devise other cost effective solutions. | - Statistics of use.  
- Records of SL-based projects/activities.  
- Inter-library or inter-school loan records and statistics.  
- SLs Activity Plans. | - Promote meetings and contacts amongst schools, SLs and school groups.  
- Organize Colloquiums and Seminars to share experience.  
- Ask the Municipality’s assistance with students’ transportation to the SL. |
### C. Projects, Partnerships, Open-ended and Community-oriented Activities
#### C.2 Projects and Partnerships

| C.2.3 SL participates with other schools/school groups and different institutions (e.g. School Libraries Net, Regional Directorate for Education) in meetings organized by the Public Library, the School Library Support Service (SLSS), at municipal and inter-municipal level. | - SL coordinator meets regularly with municipal and inter-municipal School Library Support Services (SLSS).  
- SLSS bring strong gains to the SL: cooperative development of collections; infrastructure development; technical, bibliographical and documentary support; project development; training; reading and literacy promotion.  
- Records of meetings.  
- Information diffusion/communication tools.  
- Support materials and documentation produced and edited in partnership.  
- Inter-library loan records and statistics.  
- Records of reading/literacy skills development projects, developed in partnership.  
- Records of training activities under SLSS' sponsorship.  
- Plan SLSS long term activities. Invest in training.  
- Organize study visits to SLs and Public Libraries.  
- Invite guests to SLSS' meetings, when appropriate.  
- Devise cost-effective solutions and cooperative projects between SL and the Public Library. |}

| C.2.4 SL invites parents/legal tutors to participate actively in reading/literacy skills promotion activities. | - SL is a welcoming place for parents.  
- SL develops projects and activities in cooperation with parents/legal tutors.  
- SL holds training sessions for parents/legal tutors.  
- SL creates training/support documents aimed at parents/legal tutors.  
- Records of SL's attendance by students accompanied by their parents.  
- Records of meetings.  
- Records of projects/activities developed with parents.  
- Support materials and documentation produced and edited, involving the parents.  
- Organize induction sessions for new students' parents/legal tutors.  
- Encourage parents to become involved in reading programs with the family.  
- Create a community of readers bringing parents and school together and promoting the exchange of adults' - parents, teachers, school staff - reading experiences.  
- Promote Christmas book fairs to attract parents and set up a book donation campaign for the SL. |}

| C.2.5 SL is open to the community | - SL develops partnerships with local authorities and the municipality to ensure the SL is open to the community.  
- SL working hours is generous and well suited to students working out of school hours and in vacation periods.  
- SL and the school/group of school have a formal agreement with the Municipality/local authority concerning management issues such as resource sharing, funding, maintenance, collection update, catalogue, rules and guidelines.  
- SL opening hours  
- Records of meetings.  
- Partnership agreements.  
- Statistics of use.  
- Explore SL's potential as local community-oriented resource centres, whenever Public Libraries are not existent.  
- Define joint-use solutions for SLs in rural areas serving the community.  
- Expand SL's opening hours beyond students working school time.  
- Mobilize agents and local forces to make a collection available for adult audiences. |}
<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>C. 2 Projects and Partnerships</th>
</tr>
</thead>
</table>
| **4 Excellent**   | - SL is active in proposing new projects and is systematically involved in the school/ group of schools' projects.  
- SL is engaged in cooperative work. It develops networks and partnerships with other schools, school groups and SLs.  
- SL takes active part in SLSS’ meetings and in meetings involving other schools/ school groups and municipal structures and Workgroups.  
- SL mobilizes parents/ legal tutors and encourages them to participate in joint projects.  
- SL is open to the community, makes its resources widely available and working hours suit flexible use beyond students working school time. |
| **3 Good**        | - SL is engaged in some of the school/ group of schools’ projects.  
- SL is committed to developing some cooperative work with other schools within the same group or with other SLs.  
- SL regularly takes part in SLSS’ meetings and in meetings involving other schools/ school groups at municipal level.  
- SL mobilizes parents/ legal tutors and encourages them to participate in some joint projects.  
- SL makes its resources available to the community, especially alumni. |
| **2 Intermediate**| - SL is seldom part of the school/ group of schools’ projects.  
- SL develops some cooperative work with other schools and SLs within the same group, on a non-regular basis.  
- SL takes part in SLSS’ meetings and in meetings involving other schools/ school groups at municipal level, on a non-regular basis.  
- SL some parents/legal for some of its activities.  
- SL's use by the community is practically inexisten. |
| **1 Poor**        | - SL is not part of the school/ group of schools’ projects.  
- SL is not committed to developing cooperative work with other schools, groups of schools and SLs.  
- SL does not take part in any meetings at municipal or inter-municipal level.  
- Parents/ legal tutors are detached from SL’s activities.  
- SL is not open to the community. |
### C. Projects, Partnerships, Open-ended and Community-oriented Activities

Reason for choice of domain:

<table>
<thead>
<tr>
<th>Sub-domains</th>
<th>Evidence collected</th>
<th>Level</th>
<th>What should the SL do to improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1 Supporting Open-ended, Extra-Curriculum and Curriculum-Enrichment Activities</td>
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<tr>
<td>C.2 Projects and Partnerships</td>
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</tbody>
</table>
**D. School Library Management**

**D.1 Co-operation with the School/ Groups of Schools. Access and Services Provided by the School Library**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Critical Success Factors</th>
<th>Ways to Collect Evidence</th>
<th>Suggested Actions for Improvement / Examples</th>
</tr>
</thead>
</table>
| D.1.1 SL reflects the school’s aims and values. There is an organic relation between the school and the SL. | - SL is an integral part of the school’s vision/mission statement and of its strategic aims and principles.  
- The Executive Board has established strategies aimed at articulating between the different departments and planning/pedagogic decision making bodies and the SL team. The SL manager is a key element to planning and decision making.  
- Actions are carried out with a view to the sharing, discussion and approval of the mission and objectives of the SL in the Teachers / Departments Councils, Pedagogic Council and School Assembly.  
- The School’s Internal Rules and Regulations consider the following aspects:  
  - Mission and aims of the SL;  
  - Functional organisation of accommodation, equipment and resources;  
  - Organisation and management of the information resources;  
  - Management of the human resources allocated to the SL;  
  - Services provided to the school community within the scope of the Educational Project;  
  - Operational conditions of the SL.  
- SL’s development plan is in line with the School’s Educational Project in terms of time and strategic action.  
- SL’s yearly activity plan is at the core of the school’s yearly plan of activities.  
- The library adjusts its aims, resources and activities to the national curriculum, the school curriculum project and the class. | - School and SL policy and planning documents. Vision statements.  
- SL plans and regulations.  
- Records of meetings. | - To hold meetings of the Teachers / Departments Councils to discuss and define SL’s aims and mission.  
- To discuss SL’s institutional strengthening with the Executive Board and the urgent need for the SL to be included in projects and operational plans and in the documents which guide and regulate school life.  
- To review the documents mentioned above. To undertake necessary changes.  
- To organize meetings with other schools within the group of schools. |
| D. School Library Management  
D.1 Co-operation with the School/ Groups of Schools. Access and Services Provided by the School Library |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D.1.2 SL is valued, acknowledged and supported by the school's governing bodies and pedagogic structures.</strong></td>
</tr>
<tr>
<td>- Supportive links between the Executive Board and the SL are strong. SL is adequately staffed.</td>
</tr>
<tr>
<td>- SL is an integral part of the school’s projects. Its purpose and vision is articulated with the curriculum and with school issues such as literacy, research and study skills teaching.</td>
</tr>
<tr>
<td>- SL management strategies concerning teaching are discussed and articulated amongst the Executive Bard, departments and planning structures.</td>
</tr>
<tr>
<td>- SL is allocated annual funding to enable the SL to be maintained and developed and to ensure that resources, equipment and the collection are adequate and up-to-date.</td>
</tr>
<tr>
<td><strong>D.1.3 SL’s provision meets students’ needs and interests</strong></td>
</tr>
<tr>
<td>- SL working hours is generous and suit flexible use during and beyond students working school time.</td>
</tr>
<tr>
<td>- SL service provision enables learning objectives and teaching methods spelled out by the school's Curricular and Educational Project.</td>
</tr>
<tr>
<td>- SL staff provides effective individual support to students using equipment and resources.</td>
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<tr>
<td>- SL resources effectively support students’ recreational and leisure interests and needs.</td>
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<tr>
<td>- SL provides effective support to students’ reading and information search/ use activities.</td>
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<tr>
<td>- SL is the school's cultural powerhouse.</td>
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<tr>
<td><strong>D.1.4 Development plans, partnership implementation policies.</strong></td>
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<tr>
<td>- Development plans, partnership implementation policies.</td>
</tr>
<tr>
<td>- Whole school management and policy documents.</td>
</tr>
<tr>
<td>- SL management documents.</td>
</tr>
<tr>
<td><strong>D.1.5 SL’s opening hours</strong></td>
</tr>
<tr>
<td>- SL opening hours</td>
</tr>
<tr>
<td>- Records and statistics of use.</td>
</tr>
<tr>
<td>- Records of SL-based activities.</td>
</tr>
<tr>
<td>- Teaching staff questionnaire (QP3)</td>
</tr>
<tr>
<td><strong>D.1.6 Developing ongoing dialogue with the Executive Board, informing governing bodies of successes and difficulties detected.</strong></td>
</tr>
<tr>
<td>- Develop ongoing dialogue with the Executive Board, informing governing bodies of successes and difficulties detected.</td>
</tr>
<tr>
<td>- Be proactive and put forward projects and activities to develop in cooperation with the School Council and pedagogic structures, Teacher Council and Departments.</td>
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<tr>
<td>- Design a marketing plan able to stress the value and potential of the SL.</td>
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<tr>
<td>- Organize exhibitions and colloquiums, engage families in SL’s activities.</td>
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<tr>
<td>- Use web 2.0 tools (blogs, wikis, and discussion forums) to promote and publicize SL’s activities.</td>
</tr>
<tr>
<td><strong>D.1.7 SL’s opening hours</strong></td>
</tr>
<tr>
<td>- Make the Executive Board aware of the need for flexible generous opening hours.</td>
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<tr>
<td>- Allocate SL's staff efficiently to ensure at least the presence of one element during opening hours.</td>
</tr>
<tr>
<td>- Maximize SL's potential by allocating new staff: volunteers, clerks, and teachers.</td>
</tr>
<tr>
<td>- Support SL users in the search, use and production of information contents. Develop a culture of free responsible access to knowledge through SL's resources.</td>
</tr>
<tr>
<td>- Put the SL at the heart of the school's cultural dynamics. Train the audiences.</td>
</tr>
</tbody>
</table>
### D. School Library Management

#### D.1 Co-operation with the School/ Groups of Schools. Access and Services Provided by the School Library

| D.1.4 Evaluation of the SL                                                                 | SL implements continuous evaluation procedures.  
|                                                                                           | SL devises and implements systematic data collection instruments.  
|                                                                                           | SL reviews procedures, methods and results with the Executive Board and the school’s pedagogic structures. Together, they identify strong and weak points.  
|                                                                                           | Methods and procedures are reviewed having considered the evidence produced by evaluation. SL’s management decisions are re-focused accordingly and this is visible in the SL’s strategies and action plans.  
|                                                                                           | SL benchmarks its performance.  
| SL monitoring and evaluation data collection (questionnaires, interviews, observation records).  
| SL policy & planning documentation and reports.  
| To produce data collection instruments – qualitative and/or quantitative information.  
| To implement a continuous evaluation system including observation and other forms of access to information.  
| To analyse the information collected.  
| To disseminate it and use it as a form of improving the performance of the SL.  
<p>| Adjust priorities and objectives and devise action plans. |</p>
<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>D. 1 Co-operation with the School/ Groups of Schools. Access and Services Provided by the School Library</th>
</tr>
</thead>
</table>
| 4 Excellent        | - SL is fully integrated in the school's planning and policies and is at the core of the school's vision, mission and strategic objectives.  
- The Executive Board acknowledges SL's importance and ensures allocation of adequately trained human resources and of funding to ensure good service provision.  
- SL is widely understood as the school's hub. SL's manager is a member of the Pedagogic Council. The school's governing bodies devise strategies to articulate SL's activities with departmental planning.  
- SL opening hours are generous and without interruption.  
- SL networks and cooperates with other libraries and schools within the group of schools, in an array of chapters: objective setting; documentation sharing; development of joint activities, etc.  
- SL responds efficiently to the school's and users' needs. It provides them with resources, equipment, support and training tailored specifically for them. It is the school's cultural powerhouse and a pillar of its success. 80% or more of SL's users access information resources.  
- SL implements a systematic evaluation procedure assessing different domains. This process helps identifying strong and weak points and it fosters quality through analysis, discussion of results and, ultimately, through planning and change. |
| 3 Good             | - SL is part of the school's planning and policies and is at the core of the school's vision, mission and strategic objectives.  
- The Executive Board acknowledges SL’s importance and strives to allocate trained human resources and funding to ensure good service provision.  
- SL’s manager is a member of the Pedagogic Council and plans cooperatively with departments. SL is at the heart of the schools’ activities and education objectives.  
- SL opening hours is uninterrupted during students’ school time.  
- SL articulates objectives and develops some activities in cooperation with other schools/ SLs within the same group of schools.  
- SL responds to the school's and users' needs. 60-70% of SL users access information resources.  
- SL implements evaluation and continuous improvement procedures. It draws from evaluation results to plan further action. |
| 2 Intermediate     | - The school's Educational Project considers the SL for some activities and projects.  
- SL is allocated funds annually, which suffice the renewal of equipment and collection.  
- SL’s manager is a member of the Pedagogic Council plans cooperatively with departments and teachers on a non-regular basis.  
- SL working hours are uninterrupted and SL attempts to support the school's needs and demands.  
- SL occasionally develops partnerships or shares resources with other schools/ SLs within the same group of schools.  
- SL provides satisfactory access to services and resources. 45-59% of SL users access information resources.  
- SL seldom undertakes evaluation and continuous improvement procedures. |
| 1 Poor             | - The school/ group of school's policies, projects and educational services are designed regardless of SL's role.  
- SL is not allocated annual funding.  
- SL’s manager works individually and does not interact with decision making/ pedagogic planning structures.  
- SL working hours is not regular.  
- SL’s objectives, activities and resources are managed individually. No interaction with other SLs/ schools occurs, within the same group of schools.  
- Access to SL services and resources is limited and poor. Less than 45% of SL users access information resources and the staff is unable to provide adequate guidance.  
- SL does not undertake evaluation procedures. |
### D. School Library Management
#### D.2 Staff, Equipment and Resources for Service Provision

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Critical Success Factors</th>
<th>Ways to Collect Evidence</th>
<th>Suggested Actions for Improvement / Examples</th>
</tr>
</thead>
</table>
| D.2.1 SL manager leadership | - SL manager:  
  - is an active member of the community. He mobilizes the team and the school/ group of schools to the fulfillment of SL's mission and to its full integration in the school environment;  
  - assigns tasks and creates good interpersonal relations and a good work environment;  
  - is a member of pedagogic decision making bodies, where he actively plans activities considering the possibilities offered by the SL;  
  - is a strategic thinker able to devise operational plans, accomplish targets and fight shortcomings;  
  - Designs a literacy training programme aimed at improving students’ learning and performance, which he implements with teachers.  
  - integrates all the schools which are part of the same group in his strategic planning and activities.  
  - is a catalyst of the SLs he/she manages, aims at continuous improvement, adopts evaluation practices and thinks of marketing strategies. | - SL manager self-evaluation (CK1)  
- Teaching staff questionnaire (QP3) | - Organize Teacher Council and Departmental meetings to establish a clear mandate for the SL, including a statement of mission, objectives and rules of engagement.  
- Detail SL's aims and harmonize them with the School's curriculum and with the objectives spelled out by the Educational Project and Annual Activity Plan.  
- Enhance SL’s capacity to foster teaching and learning.  
- Design cooperative projects and plan activities with the teaching staff to maximize SL’s teaching and learning potential.  
- Identify successes and shortcomings. Communicate them to the Executive Board and seek solutions together. |
### D. School Library Management
#### D.2 Staff, Equipment and Resources for Service Provision

| D.2.2 SL is adequately staffed in terms of number of elements composing the team, qualification and capacity to deliver and respond to the community’s needs. | - SL manager is skilful and adequately trained. He/she masters a comprehensive range of competences that enable him/her to confidently manage the staff and the SL.  
- SL staff is composed of elements coming from different backgrounds. The team is therefore multidisciplinary and competent in SL-related domains.  
- SL staff comprehends full time technically skilled clerks who are trained to manage the SL and implement reference services.  
- SL staff is proactive and a successful mediator of users’ needs and corresponding SL resources/services.  
- SL caters for the training of users’ literacies, in cooperation with the school/group of schools, teachers and departments. | - SL staff members’ resumes.  
- SL staff working hours.  
- Teaching staff questionnaire (QP3)  
- SL staff self-perceptions. | - Assess SL’s structural and functional needs. Allocate this task to SL’s staff according to their profile and area of expertise.  
- Lobby for the formal training and education of SL staff in Universities and accredited training institutions.  
- Promote informal and self training sessions though digital environments, SLSS meetings or meetings with experts.  
- Regularly evaluate SL’s performance and level of service provision. Make the results known across the school and the Executive Board and devise alternatives/solutions.  
- Adopt creative solutions to SL staffing problems such as parent/teacher volunteering. |
### D. School Library Management
#### D.2 Staff, Equipment and Resources for Service Provision

| D.2.3 SL’s accommodation and equipment are well suited to correspond to the school/group of school’s needs. | - SL provides a broad range of opportunities which meet the guidelines and specifications issued by the Ministry of Education / School Libraries Net.  
- SL accommodation is large enough and accessible to the school and wider community.  
- SL facilities incorporate functional facilities and organization of resources, suitable both for individual and group activities.  
- Provision of equipment suits well school/group of school's demand.  
- The furniture is suitable in terms of colour and height when considering the student's age group. It is functional and comfortable, giving users free easy access to the documentation.  
- The range of equipment is compatible with the digital paradigm and conveys information in multimedia supports. | - SL’s space management documents (accommodation plans, distribution of equipment, etc.)  
- SL’s use observation records.  
- Teaching staff questionnaire (QP3)  
- Students questionnaire (QA3) | - Consider how the space might be reorganized and used more effectively.  
- Alert the Executive Board/ Municipality whenever refurbishment is needed.  
- Request technical assistance and support from Regional Directorates for Education or the Municipality’s Education Services.  
- Submit bids and applications for projects and funding programmes.  
- Use assessment-generated evidence as the rationale supporting investment for improving SL’s accommodation, equipment and resources. Present that evidence to the school's pedagogic structures and to the Executive Board. |
### D. School Library Management
#### D.2 Staff, Equipment and Resources for Service Provision

**D.2.4 Adequacy of SL’s equipment and resources to the new information environment**

| - The audio/Mp3 equipment and DVD video equipment are sufficient in terms of number and are in good operating condition. |
| - The number of computers meets demand and the operating requirements of the SL. |
| - The hardware is up-to date and the software meets the working requirements of the SL. |
| - There is a local network in the SL which provides Internet access and online sources of information. The SL computers are connected to the school/ group of school's networks and Intranets. |
| - SL staff oversees the maintenance and use of ICT in cooperation with the school's ICT coordinator. |
| - SL makes extensive use of e-learning platforms and web 2.0 tools to foster creative information training and production processes, at school and group of school's level. |

| - Stock records |
| - Teaching staff questionnaire (QP3) |
| - Students questionnaire (QA3) |

<p>| - Assess needs and identify equipment and devices in need of repair/ renewal. |
| - Budget for repair/ renewal needs and introduce your findings to the competent governing body (Executive Board in the case of 2nd, 3rd stage and Secondary Schools; Municipality, in the case of primary schools), or to any other institution who might be able to help. |
| - Improve telecommunication networks and connectivity amongst SLs and schools within the same group. |</p>
<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>D. 2 Staff, Equipment and Resources for Service Provision</th>
</tr>
</thead>
</table>
| 4 Excellent       | - SL manager is highly skilled, underwent advanced training and is a strong leader, able to mobilize the rest of staff and the community towards SL’s value and potential.  
                    - SL staff is numerous and qualified, matching SL’s needs. Missions and tasks are well defined and assigned and correspond effectively to both school and users’ requests.  
                    - SL provides excellent accommodation and equipment facilities, well suited both for individual or group use.  
                    - The furniture is suitable in terms of colour and height when considering the student’s age group. It is functional and comfortable, giving users free easy access to the documentation.  
                    - SL’s provision of hardware and software is up to date and it corresponds to the school/ group of school’s needs. |
| 3 Good            | - SL manager is skilled and trained, able to mobilize the rest of staff and the community towards SL’s value and potential.  
                    - SL staff is adequate in number and qualification. Missions and tasks are well defined and assigned and correspond effectively to both school and users’ requests.  
                    - SL provides good accommodation and equipment facilities, well suited both for individual or group use.  
                    - The furniture is suitable in terms of colour and height when considering the student’s age group.  
                    - SL’s provision of hardware and software is up to date and it corresponds to the school/ group of school’s needs. |
| 2 Intermediate    | - SL manager is experienced but lacks advanced training. Management skills are satisfactory.  
                    - SL is reasonably adequate in number and qualification. SL’s response to school’s needs is limited.  
                    - The furniture is reasonably suitable but needs improvement in terms of number of items and diversity, when considering SL’s new challenges and the school population’s needs.  
                    - SL provides satisfactory accommodation and equipment facilities, though attendance records call for improvement measures.  
                    - SL’s provision of hardware and software corresponds to the school/ group of school’s needs, but needs to be updated. |
| 1 Poor            | - SL manager has experience in the field but the execution of management functions is limited.  
                    - SL staff is limited in number and poor in qualification.  
                    - Furniture provision is insufficient in number. Systematic use of the SL is not feasible.  
                    - Fructification of SL services is limited due to accommodation and equipment constraints.  
                    - SL’s provision of hardware and software does not correspond to the school/ group of school’s needs and most of it needs to be updated. |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Critical Success Factors</th>
<th>Ways to Collect Evidence</th>
<th>Suggested Actions for Improvement / Examples</th>
</tr>
</thead>
</table>
| D.3.1 Collection development is a planned process | - The School/ Group of Schools works towards a documental policy.  
- The documental policy is sustained by continuous assessment of needs and acknowledges the need for systematic update of the collection.  
- There is an established Collection Development Policy, which defines the rules about information resources' selection, weed, acquisition, organization and circulation.  
- The schools/ group of schools is actively engaged to the discussion of the Collection Development Policy, which is approved by the Executive Board and Pedagogic Council, ensuring wider consensus about choices and yearly funding priorities.  
- Information needs originating from the Educational Project/ other school projects are assessed and considered.  
- The collection is regularly subject to evaluation and weeding procedures. New resources are selected and acquired.  
- There is a yearly budget allocated to the renewal of resources. | - Collection Management Policy.  
- Reports/ records of policy planning documents.  
- Checklist (CK2) | - Alert the Executive Board about the importance of these documents.  
- Draft the Collection Development Policy.  
- Engage the school in the drafting process.  
- Promote the annual evaluation of the collection. Plan, budget and act accordingly to keep the collection up-to-date and adequately responsive to the needs of the population it serves. |
| **D. School Library Management**  
| **D.3 Collection Management** |
| **D.3.2 Matching the collection with the curriculum and the student's needs.** |

| **The collection is vast and well-balanced, comprising hardcopy and digital formats and covering different areas (recreational and curriculum-related).** |
| **Information resources are suitable for the age group, they meet the pedagogic requirements of the school, intellectual curiosity and the interests of the students;** |
| **The strengths of the collection match the curriculum focus and the school/ group of school's Educational Project.** |
| **The selection of information resources is participative process, it is subject to a needs analysis, to consultation with departments and users and it is guided by the principles defined at the Collection Development Policy.** |
| **Information resources are updated yearly, according to users’ needs and following the overarching principles of quality, adequacy and diversity.** |

| **Collection Evaluation.** |
| **Loan statistics.** |
| **Teachers/ departments’ loan records.** |
| **Teaching staff questionnaire (QP3)** |
| **Students questionnaire (QA4)** |

| **Detect the collection’s weaknesses and improve areas in urgent need of intervention.** |
| **Hold consultative rounds with departments/ teachers to decide upon purchase priorities.** |
| **Request the allocation of a yearly grant to the Executive Board. Discuss possible fundraising sources.** |
| **Foster the use of online resources and web based tools to produce and share/ communicate information contents.** |
| **Establish intra and inter-school/ group of schools partnerships to foster the collections’ cooperative development.** |
| **Improve the collection’s diversity by sharing resources and by allowing loans/ circulation amongst SLs and the Public library.** |
## D. School Library Management
### D.3 Collection Management

#### D.3.3 Online and digital collections.
- The collection incorporates digital contents, made accessible through SL's website, other website or via the school's intranet.
- SL subscribes to online journals, magazines and other periodicals. It makes lists of Open Access journals available.
- SL edits/ publishes information online. These digital contents are substantial part of SL's curriculum and non curriculum related or and user training activities.
- The strategic management of digital collections occurs in cooperation with other SLs.
- The Collection Development Policy oversees the selection, organization and provision of access to digital resources.
- Web-based environments, resources and tools used at the SL.
- Checklist (CK2)
- Engage the school and sensitize the Executive Board towards this issue.
- Find adequate technological support within the school or making use of existing local structures.
- Mobilize the teaching staff. Let them search and select the information and resources they need, according to their interests and the subjects they teach.
- Establish links and partnerships with other SLs.

#### D.3.4 The collection and how it is used.
- A loans service is implemented and information resources are sufficient to meet the school's needs.
- Students search information resources for curriculum-related activities and for their pleasure and recreation.
- SL's staff creates instruments tailored to support the use of information and the development of research skills.
- Teachers use SL's resources widely for planning and for teaching. They encourage their students to use information resources and prepare them to handle information.
- Loan records.
- SL-based activities aimed at developing information skills.
- Teaching staff questionnaires (QP3)
- Students questionnaires (QA4)
- Checklists (CK2)
- Implement home loan.
- Promote and publicize the collection. Make important information available.
- Arrange information resources by topic (curricular or not) and use (recreational, non-recreational).
- Develop / implement activities with students and teaching staff.
- Create instruments and contents that can foster the access to and use of the collection (both traditional and digital supports).
## D. School Library Management
### D.3 Collection Management

| D.3.5 Online/ computer-based collection catalogues. Information organization and retrieval. | - Resources are organized under a consistent cataloguing and classification system.  
- Data records and bibliographical management are automated, making it easier to search, retrieve and diffuse information.  
- Users retrieve information manually or through automated/ computer-based catalogues.  
- It is possible to search the catalogue and digital contents online. | - Records provided by the Bibliographic Management Programme.  
- Processed and organized information.  
- Checklist (CK2) | - Allocate adequately skilled staff members to perform these tasks.  
- Request the Public Library’s technical support.  
- Request the Public Library to apply a classification scheme to the collection (applies only to primary schools). |
| --- | --- | --- | --- |
| D.3.6 Cooperative Collection Management | - SL is part of a network linking SLs and the Public Library, which aims at sharing information resources.  
- SL is part of joint projects tailored to address the issues of online search and digital contents’ production.  
- SL is engaged in networks that organize information resources and promote reading/literacies.  
- Cooperative Collection Management and resource sharing are regulated by the Collection Development Policy. | - Online/ computer-based catalogues.  
- Guidelines and regulations for collection sharing.  
- Working instruments.  
- Checklist (CK2) | - Define a loan policy within the group of schools and articulate it with other libraries, namely the Public Library.  
- Devise and implement cooperative approaches to collection management.  
- Discuss and formalize strategies for the circulation of information resources between SLs of the same group of schools. |
<table>
<thead>
<tr>
<th>D. School Library Management</th>
<th>D.3 Collection Management</th>
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<tbody>
<tr>
<td><strong>D.3.7 Information Diffusion</strong></td>
<td><strong>- Support documents and instruments.</strong></td>
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<tr>
<td>- SL holds sessions to introduce/ explore books.</td>
<td>- Teaching staff questionnaire (QP3)</td>
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<tr>
<td>- SL issues reading/ resource thematic lists,</td>
<td>- Checklist (CK2)</td>
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<tr>
<td>associated to subjects addressed by the</td>
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<td>curriculum or to any particular project.</td>
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<td>- SL delivers tutorials on specific subjects,</td>
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<tr>
<td>authors, etc.</td>
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<tr>
<td>- SL issues instruments aimed at promoting and</td>
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<tr>
<td>publicizing the collection and information</td>
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<tr>
<td>resources: newsletters, brochures, reading</td>
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<tr>
<td>lists organized by topic, author, etc.</td>
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<tr>
<td>- The Web in general and Web 2.0 appliances</td>
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<tr>
<td>(blogs, wikis, RSS, YouTube, etc.) are used</td>
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<tr>
<td>for information diffusion.</td>
<td></td>
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<tr>
<td></td>
<td><strong>- Devise and implement an effective strategy</strong></td>
</tr>
<tr>
<td></td>
<td>for the promotion and diffusion of information.</td>
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<tr>
<td></td>
<td>- Prepare the material and technological</td>
</tr>
<tr>
<td></td>
<td>infrastructure.</td>
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<tr>
<td></td>
<td>- Use the Web’s potential to communicate and</td>
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<tr>
<td></td>
<td>share information.</td>
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<td></td>
<td>- Gain the Executive Board’s support.</td>
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<tr>
<td>Performance Levels</td>
<td>D. 3 Collection Management</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| 4 Excellent        | - There is an established documental policy serving the school/group of schools. Collection development takes place under the guidelines of the Collection Development Policy.  
- The collection responds successfully and effectively to the school/group of school's needs. It is balanced across support (print and non-print) and area (curricular and recreational).  
- The collection is widely used by the teaching staff. 80% or more use it for planning and teaching. 80% or more of the students use the collection to read for curriculum-related purposes, for enjoyment or to satisfy other information needs.  
- The whole catalogue is automated/computer-based, integrating organized online resources.  
- There is a network established to share information resources amongst SLs within the school group, local libraries and the Public Library.  
- SL is permanently committed to an information diffusion policy covering curriculum-related issues and the promotion of various activities. |
| 3 Good             | - There is an established documental policy serving the school/group of schools. Collection development normally takes place under the guidelines of the Collection Development Policy.  
- The collection responds to the school/group of school's needs. It is balanced across support (print and non-print) and area (curricular and recreational).  
- The collection is used by the teaching staff. 60-79% uses it for planning and teaching. 60-79% of the students use the collection to read for curriculum-related purposes, for enjoyment or to satisfy other information needs.  
- The catalogue is automated/computer-based, integrating online resources.  
- There is a network established to share information resources amongst SLs within the school group, local libraries and the Public Library.  
- SL is regularly committed to an information diffusion policy covering some curriculum-related issues and the promotion of various activities. |
| 2 Intermediate     | - SL does not establish a documental policy serving the school/group of schools. There is no document formulating or regulating the collection development. SL staff nevertheless is aware of some of its processes and procedures and attempts at applying them.  
- The collection responds reasonably to the school/group of school's needs. It is balanced across support (print and non-print) and area (curricular and recreational).  
- The collection is used by part of the teaching staff. 45-59% uses it for planning and teaching. 45-59% of the students use the collection to read for curriculum-related purposes, for enjoyment or to satisfy other information needs.  
- The majority of the catalogue is automated/computer-based.  
- There is random sharing of information resources amongst SLs within the school group, local libraries and the Public Library.  
- SL's information diffusion practice is non-systematic. |
| 1 Poor             | - SL does not establish a documental policy serving the school/group of schools. There is no document formulating or regulating the collection development.  
- The collection does not respond to the school/group of school's information needs. It is unbalanced across support (print and non-print) and area (curricular and recreational).  
- The collection is little used by the teaching staff. Less than 45% use it for planning and teaching. Less than 45% of the students use the collection.  
- The catalogue is not automated/computer-based or only a very limited part of it is.  
- There is no sharing of information resources amongst SLs within the school group, local libraries and the Public Library.  
- There is no information diffusion policy. |
### D. School Library Management

Reason for choice of domain:

<table>
<thead>
<tr>
<th>Sub-domains</th>
<th>Evidence collected</th>
<th>Level</th>
<th>What should the SL do to improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. 1 Co-operation with the School/ Groups of Schools. Access and Services Provided by the School Library</td>
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<tr>
<td>D. 2 Staff, Equipment and Resources for Service Provision</td>
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<tr>
<td>D. 3 Collection Management</td>
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</tbody>
</table>
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