

Spojená škola, Pankúchova 6, Bratislava

Organizačné zložky: Gymnázium, Pankúchova 6, Bratislava

Základná škola, Pankúchova 6, Bratislava



The Library Policy

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| Policy written by: | Leadership team |
| Version Number: | Version 01 |
| Applicable to: | Whole school |
| Approved on: | September 2021 |
| Review Cycle: | 3 years |
| Date of Next Review: | September 2024 |

Mission Statement at Spojená škola, Pankúchova 6

We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students’ needs and their unique personalities and supporting them to become multilingual lifelong learners who help to create a peaceful and better world.

IB Mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (from www.ibo.org/)

Overview

The School believes that reading is an essential element in learning. To empower the students to play leading roles in the transition to a sustainable future, reading is made an integral part of every student's life in the school.

The brand-new school library is a shared resource catering for the entire school community. The wider school community is encouraged to utilise and borrow from the library.

The library is a teaching and learning hub that provides collaborative learning spaces, access to technology and a collection of fiction, picture books, graphic novels, magazines, information books and electronic resources to support curricular and co-curricular programmes and promote international understanding.

Context and Mission

School Mission Statement

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Library Mission and Goals

The mission of the School Library is to inspire and encourage love of reading and learning in our school community while supporting the curricular and co-curricular programmes and promoting international thinking.

The Library strives to be a learning commons that is an integral part of the school community. The library supports teaching, learning and research in an intellectually and culturally open environment.

The Library Staff strive to work collaboratively with teachers to create authentic learning for all students, to encourage effective use of ideas and information; to provide quality resources to encourage reading for pleasure and to help students stay informed in a rapidly changing world.

The IB Learner Profile in the Library

INQUIRER

Students develop skills in multiple literacy forms (including digital, visual, textual, and technological) that will lead them to become independent lifelong learners. They show curiosity in their inquiry and conduct purposeful, constructive research.

KNOWLEDGEABLE

In our library we always support students to be thinkers, knowledgeable and open-minded students. Open – minded students know that all people are different. We encourage them to try new things, new games or new activities. Activities in the library improve and develop their enthusiasm, appreciation and curiosity.

THINKER

Inquiry encourages students to become critical thinkers and creative problem solvers. They make real-world connections for using this process in their own life. They are confident and discerning information users.

COMMUNICATOR

The activities in the library are a great opportunity to develop student's abilities such as self management, communication and social skills (verbal, nonverbal, facial expression, eye contact, active listening, empathy). Students are encouraged to express their own ideas, feelings and information in a variety of communication modes.

PRINCIPLED

Students respect the rights of all community members in the sharing of facilities and resources. Students show integrity by using information ethically and using the web and social media tools responsibly and safely.

OPEN-MINDED

Students are exposed to a wide range of literary and factual texts reflecting different cultures, perspectives, attitudes and languages. These resources extend the students' appreciation for the world and its people.

CARING

Through literature students learn to empathise, and respect the experiences of others whether different or similar to themselves. They think about the world and work to take care of the library community and environment.

COURAGEOUS

Students are confident to take risks and develop independence in using a variety of 21st century literacy forms to create, apply and express new understandings. Students expose themselves to new genres and forms of literature that they may not ordinarily read.

BALANCED

Students have access to a collection of resources that represents all viewpoints and types of literature, and which contributes to their personal, social, spiritual and educational growth.

REFLECTIVE

Students are encouraged to reflect on their own learning; and how literature leads them to empathize with others, to respect themselves and the world around them.

The goals of the library are:

Reading improves a child's communication skill, thinking skill, focus and concentration. It teaches about people, places and events outside the child's own experiences. Learning the meaning, pronunciation of words and vocabulary development can be aimed through reading.

The school also has a policy of gifting books to all the students and to teachers on special occasions.

1. To further the educational aims of the school by providing quality resources that support and enhance the curriculum and the mission of the school.
2. To fulfil students' educational information needs and to encourage as far as possible the extracurricular and leisure interests of the students.
3. To promote resource-based learning through the provision of a wide range of materials, both print and virtual learning environment; and the teaching of study and information skills so that students learn how to learn, how to analyse, how to reach considered conclusions about man, his language and literature, his way in society, and the scientific forces of his environment.
4. To promote positive attitudes towards independent learning, information, literacy, libraries, reading and literature.
5. To meet teachers' professional and recreational needs.
6. To promote community awareness and participation in learning and reading.

General Policy

The library has at least four main areas of involvement and responsibility:

1. Teaching and Learning

- Teacher librarians work collaboratively with teachers in delivering and modelling quality teaching and learning
- Assisting staff and students to select appropriate resources for teaching and learning
- Support the implementation of IB programmes, by ensuring all relevant IB practices and standards are met

2. Provision and Management of Resources

- Selection, acquisition, organisation, promotion and lending of quality resources that support the School mission and curriculum and promote reading.

3. Social and Recreational Development

- Promote the enjoyment of reading and literature and encourage students to explore and interpret human experience and the world around them through reading.
- Promote safe and effective use of web resources and social media for enjoyment and recreation and self-directed learning.

4. Environment and Atmosphere

- Create an environment that stimulates interest and enthusiasm for learning and a respect for information and libraries.
- Create a flexible teaching and learning environment that provides variety according to class, group, teacher or individual needs.

Spaces

The school library provides access to a wide range of sources. A library is more than just a storage place for books. Library also has an important role that it plays in developing literacy skills in learners. The role of our school library supports the goal of the school to grow a community of enthusiastic readers by making accessible a wide range of different reading material that reflect both the learners' interest, their reading abilities, and multicultural resources. This document provides an overview of the conceptual roles of the school librarian and the library itself. The goal for this school year (2021/2022) is that our library will be upgraded and well stocked with a wide range of library resources so that it will be able to play its role effectively.

The upgraded school library at Spojená škola, Pankúchova 6 is going to be introduced in the school year 2021/2022.

Its role is to complement the curriculum, and to enhance the learning experience of every student through its information literacy programme. In all phases each class is going to have a weekly library lesson (if possible more than one), which includes story-reading, personal reading, book borrowing and research activities which aim to foster enthusiasm for reading and learning. The library offers printed, electronic, graphic, video and audio resources

The Librarian is seen as a vital element of our programme. There are 2 librarians, they are academically bent and collaborate with PYP teachers in supporting the Programme of inquiry. They also manage the stock inventory on the library portal of the school.

The role of librarian:

- Developing students' reading and comprehension skills through literacy instruction led by the school librarian and access to a wide range of grade, level, and age appropriate materials tailored to their interests improves student performance on statewide assessments and reinforces literacy development in and out of school.
- Collaborating with other educators to design and implement literacy instructional strategies enables the school librarian to have a sustained impact on students' literacy skills beginning with early learning.
- Teaching students to develop research skills and encouraging them to access the school library collection and resources in different formats and for different purposes, the school librarian empowers students to engage in the inquiry process.
- Co-teaching between school librarians and classroom teachers positively impacts student achievement by engaging students with rich and robust learning experiences.
- Adapting the school library space to meet a variety of purposes enables the school librarian to offer innovative programming that promotes creativity and learning.
- Collaborating with teachers to adapt existing curriculum materials to integrate technology and be more cross-disciplinary allows the school librarian to support students at all levels and with diverse learning needs.
- Providing students with resources to build their skills around online news helps them become better consumers of information.

- Connecting the school with the global community helps students engage in critical thinking, collaboration, and authentic, real-world problem solving.
- Teaching ethical use of information ensures that students are able to generate their own insightful questions and are more motivated to be more inquisitive and discerning in the future.
- Working with other educators and school administrators to develop curriculum materials makes the school librarian an integral member of the school's instructional design team.

Collections to be found in the library

The following resources and collections are available in the Library:

Primary

Picture Books

Stories told predominantly or entirely with pictures that are suitable for children ages 3 to 12 but relevant and available for all ages. Picture books are arranged alphabetically by the author's last name. Popular authors and series are located in tubs for quick access.

Junior Fiction

Chapter books suitable for beginning readers and children up to ten years of age. Junior fiction is arranged alphabetically by the author's last name. Popular authors and series are located in tubs for quick access.

Junior Graphic Novels

Comic-style books suitable for students in the Junior School. Graphic novels are arranged alphabetically by the author's last name.

Junior Non-Fiction

Information books reflecting the interests and information requirements of Junior School students. (Suitable for ages 3-12) Junior non-fiction is arranged according to the Dewey Decimal System.

Big Books

Oversize fiction and information books for use in the library and classroom only.

Senior

Senior Fiction

Fiction that is suitable for, and appealing to, readers from Year 9 - Adult. Includes a broad selection of popular and contemporary fiction and classic literature, by both Slovakia's and international authors. Consideration is also given to award winning fiction and emerging and local writers.

This collection is not accessible to Junior School students unless by special permission. Senior fiction is arranged alphabetically by author's last name within the following genres:

- Contemporary
- Crime & Thriller
- Fantasy
- Historical
- Literature
- Science Fiction & Futuristic
- Short Stories

Senior Non-Fiction

Information books & journals that reflect the interests and information requirements of Senior School students. (Suitable for ages 12 – Adult) Senior nonfiction is arranged according to the Dewey Decimal Classification System.

The school library systems

The library is open between 7.30 am-4.00 pm Monday-Friday for the school community.

Students and teachers are welcome to spend this time for the purpose of homework, borrowing and leisure reading.

Circulation Policy

- All library resources are available to students and teachers and are borrowed at the circulation desk.
- Students borrow and return books once a month.
- Students cannot borrow if they have overdue books (unless at discretion of
- Library staff for specific individual circumstances).

References:

<https://www.nysl.nysed.gov/libdev/slssap/ncc-roles-brief.pdf>