School Library Policy

Directorate: Education Library Information and Technology Services
2003 KwaZulu-Natal Department of Education and Culture

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Acknowledgements

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The KwaZulu-Natal School Library Policy provides a framework for the planning, development and evaluation of school libraries in the province. In terms of the policy, it is of particular importance to address the following issues:

- Redress and equity as essential features in the provision of educational facilities and resources, including school libraries, in the province

- School libraries as an integral component of a resource based methodology (Outcomes Based Education) in both primary and secondary schools

- The crucial role played by school libraries in schools in achieving the following outcomes:
  - a culture of reading for pleasure, as well as for information
  - independent, information literate educators and learners, able to participate in a knowledge-based society in the 21st century as critical thinkers, lifelong learners and productive citizens

- School libraries as a key component in improving the reading abilities of learners, as well as general literacy levels in the province.

- The significant contribution of an integrated planning and delivery framework to the effectiveness of school libraries in schools in the province

- The leading role that can be played by teacher-librarians in schools in contributing to the development of a whole school information literacy policy which is aligned to a technology plan in a school
We believe that this policy will strengthen the work of all people engaged in the school library sector in KwaZulu-Natal in the years to come, and that it will be to the benefit of all our schools.

MS CM CRONJE
MINISTER OF EDUCATION: KWAZULU-NATAL

Definitions

**Audio-visual technologies (AVT):** non-computerised equipment such as photocopying and printing equipment, fax machines, overhead projectors and slide projectors. Also, broadcast technologies such as television sets, radio cassette recorders, videocassette recorders (VCR) and compact disc (CD) players

**Contextualised learning:** learning that relates directly to the real-life situation of the learner and is based on the premise that people learn more effectively when they are learning about something that they are interested in and that affords them the opportunity to use what they already know

**Dedicated library space:** a room or physical area used to house a centralised library/resource collection

**Developmental appraisal:** an appraisal system that identifies each educator’s developmental needs for improved teaching and learning

**Incremental approach:** an approach to planning which increases the numbers of centralised libraries in schools from year to year

**Information and Communication Technologies (ICT):** any form of computerised enhanced learning and management resource used to generate, store and retrieve information. The term includes computers, the Internet and related technologies

**Information literacy:** the ability to recognise the need for information; to find, organise and evaluate such information effective decision making or problem-solving, to generate new knowledge and to apply these skills for effective life-long learning

**Information skills:** the skills which underpin a learner’s ability to define the purpose of an information task, locate resources of data, select, interpret and use information to complete a task (Henri 1988:21, in National Framework of School Library Standards, 1997)

**Information literacy policy:** a whole school approach to information literacy which articulates the necessity for all educators to be involved in the implementation of information literacy within their learning area and within context

**Information specialist:** a staff member with specialist knowledge, training, skills and experience in locating and accessing and managing information

**Integrated approach to ICT in schools:** ICT is driven by curricular, not technological or administrative objectives at schools. ICT is used as a tool to enhance learning, together with innovative teaching and learning strategies, such as problem solving and critical thinking

**Knowledge management:** collection of processes that govern the creation, dissemination, and utilisation of knowledge

**Learner and Teacher Support Material (LTSM):** materials that facilitate the learning process. It consists of more that textbooks and can be notes, documents, supplementary readers, reference books, as well as resources such as charts, models and ICT software. Material can also be created within a school to enhance the teaching/learning process

**National Qualifications Framework (NQF):** it is a framework for the provision of lifelong learning opportunities in accordance with nationally agreed qualification levels. It consists of a classification of standards and qualifications, which may be obtained formally, non-formally or informally. It provides learning opportunities for learners regardless of age, circumstances, gender or level of education (Mothata in Pretorius 1998: 19)
**Norm:** a quantitative measure for the establishment and provisioning of school libraries. Examples are a minimum collection to learner ratio, specifications concerning size of furniture and shelving, or a per learner collection funding formula.

**Outcomes Based Education (OBE):** requires that educators and learners move their focus from emphasising teaching by the educator to a learner-centred approach for the achievement of specified learning outcomes. OBE is a resource-based methodology.

**Performance assessment:** a system introduced in schools in terms of which the work of educators, management staff and learners is assessed, either on a continuous or on-going basis, or at agreed intervals.

**Phased-in or transitional approach:** a flexible approach to using different models of development of school libraries as appropriate for the developing and changing circumstances of schools, and towards the ultimate aim of providing a centralised library in each school.

**Policy:** a purposive course of action, based on currently acceptable societal values, followed in dealing with a problem or matter of concern, and predicting the state of affairs which would prevail when that purpose has been achieved (Hart 1995):9.

**Resource-based Learning:** is the achievement of both curriculum and information literacy objectives through exposure to and practise with a range of diverse resources.

**Resources:** all media, such as books, periodicals, newspapers, videos, audio-tapes, three-dimensional models, posters, charts, slides and CD Rom disks. It also means all the equipment and computer hardware and software, which enable educators and learners to access information. Resources can be library-based or they can be library-related, such as people in the community like storytellers.

**School library:** The name school library is used as a generic form that incorporates all forms and models of collection development and delivery that provides materials relevant to a resource-based teaching and learning approach to learners and educators in schools.

**Standard:** a qualitative benchmark, in relation to the planning, management and use of school libraries.

**Systemic evaluation:** a process used to evaluate an education system, or aspect of the education system. Systemic evaluation targets quality factors and examines the education process holistically.

**Teacher-librarian:** a generic term for the various names used in schools for educators who manage the resource collection, e.g. librarians, media teachers, media specialists, media centre teachers, resource centre teachers or information specialists.

**Whole school evaluation:** a collaborative, transparent process of making judgements on the holistic performance of schools that is measured against agreed national criteria.

**Executive summary**

The KwaZulu-Natal School Library policy aims to:

- guide the development of effective school libraries in the province.
- function at both the level of governance as well as implementation.
- support the full range of stakeholders in the school library field in the province.

The policy proposal was drafted by a group of specialists and professionals in the school libraries field in KwaZulu-Natal. It was circulated for comment to a range of other specialists in the province, as well as in other provinces. A smaller task team finalised the policy document.

The policy draws on education legislation and policy documentation that, directly or indirectly, influences the establishment and development of school libraries in South Africa (Annexure C).

The policy identifies three models of library development for the establishment of school libraries in the province. The proposed models respond appropriately to the socio-economic realities of KwaZulu-Natal, and aims to implement equity and redress historical imbalances:

- classroom libraries, including shared classroom libraries.
- permanent or mobile library collections of various types serving clusters of schools.
The teacher-librarian plays a key role in the establishment and successful implementation of an information literacy policy within a school, and in the integration of print, non-print and ICT resources in classroom teaching and learning. The teacher-librarian should

- develop, jointly with the educator team, and drive the implementation of a whole school information literacy policy
- chair the school library committee set up to
  - develop a management policy for the school library
  - ensure that services are accessible to all members of the school community
  - determine and secure an adequate budget for the school library
  - select suitable resource material to develop a balanced library collection that will serve the needs of all its users
- be part of the school’s management committee
- perform the following roles within the school:
  - Information specialist (with specialist knowledge and experience of ICT)
  - Library manager
  - Curriculum and literature enrichment specialist working with the educator team

The policy recommends a range of minimum norms (or quantitative measures) and standards (or qualitative benchmarks) for the establishment of school libraries. The standards and norms relate to both the planning and management of school libraries and the provision of furniture, equipment and resources.

The policy will be reviewed at regular intervals, especially during the implementation phase, to ensure that it remains relevant and addresses provincial school library development needs.

1. **Introduction**

1.1 **Background to the policy proposal**

This is the first document to be produced in KwaZulu-Natal that outlines a comprehensive policy proposal for school libraries. It is informed by a range of legislation and policy documents that have emerged at both the national and provincial levels since the early 1990s in South Africa. The legislation and policy documents have either addressed directly, or influenced, the provision of school libraries in South African schools. (Annexure C gives a comprehensive overview and summary of these documents). The White Paper on Education and Training of 1995, for example, clearly states that ‘the State has an obligation to provide a library as an educationally necessary facility to all State schools’. Emerging national policy empowers provincial education authorities to establish school library policy and to determine the standards governing both collection development and management.

The Master Strategic Plan 2003-2006 of the KwaZulu-Natal Department of Education and Culture provides for a number of strategic goals to be achieved by all sectors of the Department over a three-year period. Goal 1 aims to provide high quality, relevant education to all its learners, regardless of age, including ABET and FET, which will equip them with knowledge, skills, values and attitudes to meet the challenges of the future. Goal 5 aims to provide and utilise resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions. Strategies to achieve these goals include providing appropriate facilities and infrastructure and resourcing institutions appropriately. These strategies include the development of school libraries.

A revision of two draft national policies produced in 2001 and 2002 is currently underway. These documents clearly state that provinces should develop provincial school library policy to establish guidelines for school library development. The KwaZulu-Natal School Library policy follows the guidelines set out in the drafts of the national documents. A committee comprising representatives from the Directorates Education Library Information and Technology Services (ELITS) and Curriculum Development, NGOs, academic experts, consultants, trade unionists and teacher-librarians in KwaZulu-Natal has drafted the KwaZulu-Natal School Library Policy.

The KwaZulu-Natal School Library Policy takes, as its point of departure, the constitutional right of each and every learner in South Africa to a basic education. It is also responsive to the major changes that have taken South African education from a traditional educational system to an outcomes based
approach. A fundamental tenet of Outcomes Based Education (OBE) is that it is a resource-based, learner-centred methodology. The success of OBE requires that a school library is an integral part of the teaching and learning process in the classroom. The school library is, moreover, the major means for developing the information skills of learners across the curriculum and at all grade levels.

This policy necessitates a fundamental change in thinking from school libraries as dedicated spaces where resources are stored, to using resources as a teaching and learning method. The range of school library models described in this policy aims to facilitate the development of different kinds of school libraries for schools that face differing socio-economic challenges.

2. Purpose

The purpose of the policy is to:
- guide the establishment and development of school libraries in the province
- support educators and specialist library staff in the development and management of school libraries

3. Principles and beliefs

The KwaZulu-Natal School Library Policy incorporates general principles and values stated in other relevant national and provincial education policies and documentation, e.g. the ELITS vision and mission statements, the National Education Policy Act, Batho Pele, Curriculum 2005, the KZNDEC Master Strategic Plan 2003 - 2006. The following principles merit specific mention:
- School libraries should form an integral part of education policy in KwaZulu-Natal. They should:
  - be developed and evaluated as an essential part of the physical resources of the school
  - provide adequate resources to ensure the delivery of quality teaching and learning
  - offer curriculum support
  - support educator development as well as learner achievement
  - focus on improving reading ability (National Policy on Whole School Evaluation 2001)
- Past disparities should be redressed and progress made towards equity in the provisioning of school libraries in the province, as well as in the allocation or redeployment of teacher-librarians.
- All relevant stakeholders in the school community, including the learners, should be:
  - represented on the school library committee
  - consulted to identify the most appropriate school library model to be developed
  - included in the development and evaluation of the school library
  - consulted in the selection of library resource material
  - allowed access to the school library facilities

4. Vision statement

All learners in KwaZulu-Natal are information literate and have lifelong learning skills enabling them to live as responsible and informed citizens.

5. Mission statement

To foster the sustained development of school libraries and to create a culture of learning and reading in schools by:
- providing all educators and learners in KwaZulu-Natal with quality resources
- developing the skills to manage or utilise these resources
- providing a professional support service for teacher-librarians and educators
- redressing past inequalities
- achieving equitable provisioning of resources

6. Policy outcomes

The policy proposes to achieve the following outcomes:
- Wide-scale awareness of the policy and the menu of models in the province
• An integrated plan to establish, develop and resuscitate school libraries
• Schools that are provided with relevant
  - core collections including computer software and online resources
  - hardware to support the ICT programme
• A whole-school information literacy policy created in each school
• Extensive use and effective integration of library resources (including ICT) with curricular and
  non-curricular activities

7. Guidelines for developing school libraries

7.1 Models of collection development and delivery

In the definitions section, school libraries are defined as “all forms and models of collection development
and delivery that provide materials relevant to a resource-based teaching and learning approach to
learners and educators in schools. The models below have been identified as appropriate for school
communities in KwaZulu-Natal. All models follow a phased-in or transitional approach, with the ultimate
aim of providing one centralised library for each school in the province. The models can be used in
combination, depending on the circumstances and needs of the school. The choice of any model or
combination of models should not support historical disparities in provision in any way.

7.1.1 Classroom collection

Each class has access to a mobile collection of resources for curricular and non-curricular purposes.
The collection should be appropriate for different levels of learners and meet the needs of particular
learning programmes.

7.1.2 Cluster library

A group of schools in close proximity to one another share a centralised library at one school, or at centre
in the general community. This could be
  - a mobile library
  - a multi-purpose community centre
  - an educational resource centre
  - a public or community library

7.1.3 Centralised school library

Each school has its own centralised collection, with resources specific to its needs, and a teacher-librarian
to manage the collection

7.2 A whole-school information literacy policy

If the school is to give recognition to the school library being at the core of its academic function it is
equally important that all the educators accept responsibility to further the aims of the school library. A
whole-school information literacy policy engages all the educators and gives a structure to the different
responsibilities they might hold.

This policy recommends that an information literacy policy should be developed in the school and this
should be aligned with the school’s ICT policy. The teacher-librarian, or a trained co-ordinator of the library
collection in the school, should work with the educator team to ensure that a comprehensive and holistic
information literacy policy is created for the whole school.

The aim of the policy is primarily to ensure the continuous structured development and evaluation of
reading and information literacy skills across the whole school, within a contextualised learning approach.
Some issues to be considered are as follows:

• Strategic planning in line with the incremental approach to the development of the school library
• Budget for the school library within the context of the Norms and Standards budget
• Professional and administrative school library staffing
• Further training and professional development for school library staff
• The responsibility of all the educators to teach information literacy skills
- A reading programme across the whole school developed and supported by the educator team
- Management of the school library and the establishment of a school library committee
- A curriculum integration plan with the educator team working in collaboration with the teacher-librarian
- The provision and responsibility of ICT in the school library in accordance with the school ICT Policy

The following diagram illustrates the inter-active nature of the policy:

An appropriate collection of different kinds of library resources should be available for the successful implementation of the information policy (print, non-print, and ICT resources).

7.3 Minimum standards

The minimum standards for establishing school libraries are:

- The establishment of a school library committee in accordance with the South African Schools Act of 1996, which empowers the school governing body to establish committees as it sees fit. The committee functions as a sub-committee of the School Governing Body and must be representative of the whole school community including learner representation. The functions and responsibilities of the school library committee are to:
  - choose the appropriate school library development model
  - develop a school library policy which covers library management and book selection issues, and which includes a three-year development plan, and an annual action plan and fund-raising
  - be represented on the education team developing the whole school information literacy policy
  - support an integrated approach towards the use of the resources within the curriculum
  - support the development of learner reading and information skills across the curriculum at all grade levels
- select and evaluate resources on the basis of the needs of the school, including the educator team, the learners and the community in which the school is situated
- appoint at least one educator to be responsible for the school library or classroom collection. This
person should ideally
- be qualified as teacher and librarian
- have a good understanding of resource-based teaching and learning
- be trained in fundamental ICT skills
- plan jointly with the educator team as a whole to fully integrate library resources with classroom teaching and reading
- plan jointly with the educator team as a whole and the teacher-librarian or co-ordinator of the resource collection in the school, to fully integrate library resources with classroom teaching and learning.

7.4 Minimum norms

The following table specifies the minimum requirements to establish a school library or library collection serving schools, using the models identified by this policy proposal.

<table>
<thead>
<tr>
<th>Policy: A whole school information literacy policy which includes a School Library policy (refer to diagram on p15)</th>
<th>Classroom</th>
<th>Cluster</th>
<th>Centralised</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Library Committee</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Needs assessment and evaluation by library committee</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Learner access to resources</td>
<td>Frequently during school hours</td>
<td>Timetabled, as determined by the cluster library committee</td>
<td>Timetabled, as determined by the library committee</td>
</tr>
<tr>
<td>Staffing</td>
<td>1 full-time educator per class or grade, assisted by all other educators</td>
<td>1 Part/full-time trained teacher-librarian</td>
<td>Full-time trained teacher-librarian and volunteers</td>
</tr>
<tr>
<td>Allocated library time</td>
<td>Once a day for an hour in school hours or at breaks</td>
<td>As timetabled for learners to access the collection</td>
<td>½ day every school day</td>
</tr>
</tbody>
</table>

Responsibility of all educators

<table>
<thead>
<tr>
<th>Teaching of information skills</th>
<th>Classroom</th>
<th>Cluster</th>
<th>Centralised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade educators</td>
<td>Learner site workshops</td>
<td>Joint educators and teacher-librarian</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Furniture</th>
<th>Classroom</th>
<th>Cluster</th>
<th>Centralised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelving</td>
<td>Sufficient for number of books plus expansion</td>
<td>Sufficient for number of books plus expansion</td>
<td>Sufficient for number of books plus expansion</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td>Cluster</td>
<td>Centralised</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>Book trolley</td>
<td>-</td>
<td>-</td>
<td>1 book trolley</td>
</tr>
<tr>
<td>Issue desk</td>
<td>-</td>
<td>1 desk or table</td>
<td>1 desk or table</td>
</tr>
<tr>
<td>Display stands</td>
<td>-</td>
<td>As required</td>
<td>As required</td>
</tr>
<tr>
<td>Pin-boards</td>
<td>-</td>
<td>As required</td>
<td>As required</td>
</tr>
<tr>
<td>Catalogue cabinet (where applicable)</td>
<td>Suitable container for cards</td>
<td>Suitable container for cards</td>
<td>Catalogue cabinet if no automated system</td>
</tr>
<tr>
<td>Chairs</td>
<td>As available in classroom</td>
<td>Enough for learners’ study and reading area</td>
<td>Sufficient for 3 classes at once or per space available</td>
</tr>
<tr>
<td>Tables</td>
<td>As available in classroom</td>
<td>Enough for learners’ study and reading area</td>
<td>Enough for learners’ study and reading area</td>
</tr>
<tr>
<td>Magazine racks and newspaper stands</td>
<td>As required</td>
<td>As required</td>
<td>As required</td>
</tr>
<tr>
<td>Minimum number of resources</td>
<td>Core collection (Minimum of 3 items per learner)</td>
<td>Core collection (Minimum of 3 items per learner)</td>
<td>Core collection (Minimum of 3 items per learner)</td>
</tr>
<tr>
<td>Balanced resource collection</td>
<td>Reference materials</td>
<td>Reference materials</td>
<td>Reference materials</td>
</tr>
<tr>
<td>Non-fiction</td>
<td>Non-fiction</td>
<td>Fiction</td>
<td>Non-fiction</td>
</tr>
<tr>
<td>Fiction</td>
<td>Fiction</td>
<td>Collection of mother tongue resources</td>
<td>Fiction</td>
</tr>
<tr>
<td>Collection of mother tongue resources</td>
<td>Newspapers and magazines</td>
<td>Newspapers and magazines</td>
<td>Collection of mother tongue resources</td>
</tr>
<tr>
<td>Newspapers and magazines</td>
<td>Some non-print resources (e.g., games, puzzles and models)</td>
<td>Some non-print resources (e.g., games, puzzles and models)</td>
<td>Newspapers and magazines</td>
</tr>
<tr>
<td>Some non-print resources</td>
<td>Audio-visual resources as per budget limit</td>
<td>Audio-visual resources as per budget limit</td>
<td>Some non-print resources (e.g., models, games and puzzles)</td>
</tr>
<tr>
<td>(e.g., games, puzzles and models)</td>
<td>CD Rom reference discs</td>
<td>CD Rom reference discs</td>
<td>CD Rom reference discs</td>
</tr>
<tr>
<td>Information and Communication Technologies</td>
<td>Access to an online computer with a CD Rom drive and printer</td>
<td>1 online computer with a CD Rom drive and printer</td>
<td>2 online computers with a CD Rom drive and printer</td>
</tr>
<tr>
<td>Funding</td>
<td>As per Department of Education Norms and Standards budget</td>
<td>As per Department of Education Norms and Standards budget</td>
<td>As per Department of Education Norms and Standards budget</td>
</tr>
</tbody>
</table>
7.5 Information and Communication Technologies (ICT) as part of school libraries

While many school libraries in KwaZulu-Natal currently might lack the infrastructure, financial resources, skills and specialist knowledge, every learner and educator should, in principle, have access to the technology for information, collaboration and professional development purposes. Every school should attempt to acquire the most basic technology facility but not to the detriment of paper-based resources.

7.5.1 Principles governing the use of ICT as part of school library services

The introduction of ICT as part of school libraries should be:

• planned in a thoughtful and integrated way, informed by relevant national and provincial policies relating to ICT provision, and in conjunction with an overall ICT plan and a well-defined information literacy policy within the school

• based on a practical and positive vision concerning how technology use will enhance teaching, learning and management in the school

• integrated with a range of other resources (print and non-print) for teaching and learning in the classroom

• used for information and communication as well as for administrative purposes

• used also for the design of projects with the teacher-librarian and educator working in collaboration

7.5.2 Minimum guidelines for the introduction of ICT as part of school libraries

The following minimum guidelines are suggested for the installation of computer equipment in school libraries in KZN schools:

Two computers should be installed, one for information and communication purposes (preferably with CD Rom and Internet) and the other for administrative purposes.

7.6 Education and training of teacher-librarians and other relevant management staff at centres

7.6.1 Outcomes of education and training

Specialist and other staff engaged in the management and development of school libraries should possess a combination of the following qualities:

• The ability to exercise a leadership role in the school and within the educator team

• A knowledge and understanding of library establishment, planning and management

• A theoretical knowledge and practical understanding of technology i.e. how to access and use it

• A sound understanding of:
  - Curriculum 2005 / the RNCS / the current curriculum
  - resource-based teaching and learning
  - the role of reading as part of the curriculum and as a life-long learning skill
  - whole-school development and evaluation
  - the concept of information literacy, providing opportunities for learners to become discerning users of information
  - national and global trends in technology and librarianship
  - child and young adult development

• The necessary skills to
  - promote the use of a wide range of resources in all formats in schools
  - manage knowledge and share information / share knowledge and disseminate information
  - use computers and in particular the Internet for information retrieval
  - integrate the school library in the teaching programme of the school

• Effective verbal and written communication skills (including inter-personal skills)

• The competency to teach different information-handling skills to both educators and learners

• Creative thinking, reflective teaching practice and the ability to take the initiative in projects such as
fund-raising, income generation, resource sharing and collaborative partnerships with other schools or public library services.

- An imaginative and innovative approach to promote the library or resource collection effectively to both educators and learners
- The ability to work collaboratively with educators in the development of learner support materials and other innovative library resources, curriculum integration and the promotion of reading

7.6.2 Delivery of education and training

An integrated approach should be developed for:

- the design and delivery of a core curriculum that will take cognisance of educators’ professional development
- delivery partnerships between relevant government service agencies, private providers, tertiary institutions, including online courses offered by accredited institutions and non-governmental organizations.

Education and training programmes should offer a mix of in-service training, certificate, diploma and degree courses, leading to dual qualifications in teaching and school librarianship. The programmes developed should be responsive to the range of developmental school library models, and all programmes and courses should:

- be accredited by the South African Qualifications Authority (SAQA)
- deliver in terms of the National Qualifications Framework
- recognise prior learning and experience

Professional training should be continuous and ongoing in order to:

- ensure teacher-librarians’ continued professional growth
- close the possible gaps in continuity caused by redeployment, retrenchment and promotion of trained library personnel.

7.7 Selection of resources and collection development

Selection

The International Federation of Library Associations (IFLA) states that school libraries should:

- offer learning services, books and resources that (will) enable all members of the school community to become critical thinkers and effective users of information in all formats and media
- support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials (should) complement and enrich textbooks, teaching materials and methodologies (IFLA 2000)

The Department of Education, Western Australia, suggests that resources should:

- be adequate at appropriate levels for resource-based and student-centred learning and to meet personal and recreational needs
- cater for new curriculum and interest areas
- be selected according to the principles of intellectual freedom and represent different points of view
- be sensitive to learners’ needs, taking into account race, culture, gender, socio-economic group and physical and intellectual capacity
- assist educators in their teaching roles by providing resources and materials for professional development (Western Australia 2002).

The selection process should be a participative, on-going activity, taking into account the needs of all members of the school community, i.e. school governing and management staff, educators and learners. Above all, it is important that principle and reason should be placed above personal prejudice in the selection of the highest quality materials to ensure a comprehensive collection suitable for the needs of the users (Braxton 2001)

Transparency and accountability are important aspects of resource selection. All responsible parties should be accountable to the School Governing Body, or management structure of the relevant institution,
as well as to parents, for the selection and purchasing of resources.

**Funding**

The school library is integral to the educational process. Schools should budget for adequate and sustained funding for library development and resources. This funding can come from school funds, the Norms and Standards allocation, and fund-raising activities.

**Donations**

Factors such as inadequate library provisioning and low or non-existing budgets often compel schools to look beyond their own financial resources to supplement meagre library stock. Schools should ensure that they are at all times
- consulted as to their needs
- able to select or examine the material beforehand.

Schools are advised to refer to the ELITS Donations policy.

8. **Implementation strategy**

The introduction of Curriculum 2005 which is an outcomes-based curriculum, made it imperative to provide schools with libraries or resource centres.

The KwaZulu-Natal School Library Policy propagates a menu of school library models conceived to effect redress. The policy proposes that schools can start their libraries with a box or classroom library, and gradually develop to a fully functional central library, or alternatively, schools may align themselves to a cluster where resources can be augmented from a central/nodal point, e.g. a mobile library service operating from an Education Resource Centre.

8.1 **Resource provisioning and training**

There are a total of 5646 public schools in KwaZulu-Natal. For the purpose of providing these schools with a starter collection it was decided to use learner enrolment as a guideline for budget allocation:

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Number of schools</th>
<th>Budget per school</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 200</td>
<td>1 235</td>
<td>R 50 000</td>
</tr>
<tr>
<td>201 - 499</td>
<td>2 331</td>
<td>R 70 000</td>
</tr>
<tr>
<td>500 - 999</td>
<td>1 651</td>
<td>R100 000</td>
</tr>
<tr>
<td>1 000+</td>
<td>429</td>
<td>R150 000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 646</td>
<td></td>
</tr>
</tbody>
</table>

The ELITS Directorate will adopt an incremental approach over a six-year period, starting in 2004/5 by resourcing the first category, i.e. schools with an enrolment of between 0 - 200. It was felt that the smaller schools were often poorly resourced, and that this was the sector where suitable library resource material would have the biggest impact.

The directorate aims to resource and provide training to 1 000 schools during the 2004/5 financial year. Following a similar pattern schools will be resourced within such time frame as the annual allocation allows. However, ELITS anticipates to resource all schools by 2009/10 (Annexure B).

8.2 **Expected outputs**

Each participating school will receive a core collection according to the budget allocation as per the school's enrolment. The collection will include
- reference material such as dictionaries, encyclopaedias, maps, globes, atlases, and charts
- fiction in all relevant languages e.g. English, Zulu, Afrikaans, Sotho, Xhosa
- non-fiction to support the curriculum

Schools will be resourced irrespective of the model they choose. The findings of the School Register of Needs Survey indicated that only 19.8% of schools in the country have libraries. It was decided that all public schools would receive a collection, even if they have a school library, since most of these collections are outdated. Cluster schools will be able to supplement their starter collection with material
from the nodal point in their area.

The ELITS personnel in the four education regions will offer training and provide support material to the participating schools, i.e. approximately 250 schools per region per year (Annexure A).

The KZNDEC will allocate an annual budget to the school library development project and the ELITS Directorate will prepare a business plan for each financial year.

9. Conclusion

The ELITS directorate anticipates that all 5646 public schools in KwaZulu-Natal will have received a core collection of library resource material by 2010. This will be the first step towards the achievement of the outcomes of the KwaZulu-Natal School Library Policy, and the realisation of the mission and vision statements of the ELITS Directorate, i.e.

- Making progress towards equity and redressing disparities
- The provisioning of quality resources
- The fostering of sustainable school library development
- The use and integration of library resources, including Information and Communication Technologies, with curricular and non-curricular activities

This will ensure that all learners in KwaZulu-Natal are information literate and have lifelong learning skills enabling them to live as responsible and informed citizens.
## Annexure A

### Provincial Strategy for Developing School Libraries in KwaZulu-Natal

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target</th>
<th>2004/5</th>
<th>2005/6</th>
<th>2006/7</th>
<th>2007/8</th>
<th>2008/9</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop an implementation strategy for funding against the KZN Department of Education's projected project funding for the financial year</td>
<td>Management</td>
<td>Submit an implementation strategy based on the projected funding allocated by the KZNDEC</td>
<td>Submit an implementation strategy based on the projected funding allocated by the KZNDEC</td>
<td>Submit an implementation strategy based on the projected funding allocated by the KZNDEC</td>
<td>Submit an implementation strategy based on the projected funding allocated by the KZNDEC</td>
<td>Submit an implementation strategy based on the projected funding allocated by the KZNDEC</td>
<td>Submit an implementation strategy based on the projected funding allocated by the KZNDEC</td>
</tr>
<tr>
<td>2. Promote wide-scale awareness of the policy and its implementation</td>
<td>Management/Schools</td>
<td>1,000 schools</td>
<td>1,000 schools</td>
<td>1,000 schools</td>
<td>1,000 schools</td>
<td>1,000 schools</td>
<td>646 schools</td>
</tr>
<tr>
<td>3. Selection and provision of a starter collection to the project schools</td>
<td>Schools</td>
<td>Enrolment 0-200: 1,000 schools</td>
<td>Enrolment 0-200: 235 schools</td>
<td>Enrolment 0-200: 1,000 schools</td>
<td>Enrolment 201-499: 556 schools</td>
<td>Enrolment 201-499: 434 schools</td>
<td>Enrolment 500-999: 217 schools</td>
</tr>
<tr>
<td>4. Development of support material: utilise existing material, review, adapt and develop new material</td>
<td>Subject advisers/Distribution to regions</td>
<td>Evaluate and update</td>
<td>Evaluate and update</td>
<td>Evaluate and update</td>
<td>Evaluate and update</td>
<td>Evaluate and update</td>
<td>Evaluate and update</td>
</tr>
<tr>
<td>5. Capacity building for teacher-librarians, educators and principals</td>
<td>Principals, educators, teacher-librarians</td>
<td>Approximately 250 schools per region (1,000 schools)</td>
<td>Approximately 250 schools per region (1,000 schools)</td>
<td>Approximately 250 schools per region (1,000 schools)</td>
<td>Approximately 250 schools per region (1,000 schools)</td>
<td>Approximately 250 schools per region (1,000 schools)</td>
<td>Remainder of schools per region (646 schools)</td>
</tr>
<tr>
<td>6. Monitor, evaluate and revise policy implementation</td>
<td>Regional ELITS schools</td>
<td>• Site visits • School Library Excellence Awards to 12 schools</td>
<td>• Site visits • School Library Excellence Awards to 12 schools</td>
<td>• Site visits • School Library Excellence Awards to 12 schools</td>
<td>• Site visits • School Library Excellence Awards to 12 schools</td>
<td>• Site visits • School Library Excellence Awards to 12 schools</td>
<td>• Site visits • School Library Excellence Awards to 12 schools</td>
</tr>
</tbody>
</table>
## ANNEXURE B

### PROVISIONING ROLLOUT TABLE 2004/5 - 2009/10

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Number of Schools</th>
<th>PROVISIONING</th>
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<tbody>
<tr>
<td>0-200</td>
<td>1235</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>235</td>
</tr>
<tr>
<td>201-499</td>
<td>2331</td>
<td>765</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000</td>
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<td></td>
<td></td>
<td>566</td>
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<tr>
<td>500-99</td>
<td>1651</td>
<td>434</td>
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<tr>
<td></td>
<td></td>
<td>1000</td>
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<tr>
<td></td>
<td></td>
<td>217</td>
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<tr>
<td>1000+</td>
<td>429</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools:</td>
<td>Total per annum</td>
<td>5646</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000</td>
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<tr>
<td></td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>645</td>
</tr>
<tr>
<td>Ammount:</td>
<td>Per annum</td>
<td>R50 000 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R65 300 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R70 000 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R83 020 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R100 000 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R85 050 000</td>
</tr>
</tbody>
</table>

### BUDGET PER SCHOOL

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Budget amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-200</td>
<td>R 50 000</td>
</tr>
<tr>
<td>201-499</td>
<td>R 70 000</td>
</tr>
<tr>
<td>500-999</td>
<td>R 100 000</td>
</tr>
<tr>
<td>1000+</td>
<td>R 150 000</td>
</tr>
</tbody>
</table>
ANNEXURE C

Historical overview of legislation and other documentation influencing the development of policy for school libraries

The following documentation is considered to have been influential in the development of policy for resource collections for schools in South Africa. A table summarising all other legislation and documentation considered in any way relevant for the development of policy is also given.

INFLUENTIAL LEGISLATION AND DOCUMENTATION

1992 - The National Education Policy Investigation. Library and Information Services: Report of the NEPI Library and Information Services Research Group. The NEPI report is widely considered to be the primary document influencing subsequent draft policy and legislation relevant for school library development in South Africa. According to the NEPI report in 1992, very little policy existed concerning school libraries. There was no cooperation between education departments concerning school libraries and no coordination of school library activities. The report pointed to the need for national policy on the development of school libraries.

1994 - ANC Policy Framework for Education and Training
This document made proposals concerning the provision and use of learning resources in schools. It presented a re-conceptualisation of the integrated role of learning resources and libraries in schools to include the extension of learning resources, revision of the media in education curriculum, staff retraining and the sharing of resources through multi-purpose libraries and community information centres. (Karlsson1995).

1994 - Implementation Plan for Education and Training
This plan calculated the costs of establishing a growing collection of learning resources in all existing African secondary schools and the costs of personnel needed to facilitate the use those resources and the acquisition of information skills (Karlsson 1995).

1995 - White Paper on Education and Training
This document clearly states that the state has an obligation to provide a library, as an educationally necessary facility, to all state schools.

This Act empowers the Minister to develop policy to improve the provision of facilities in schools. This is understood to include school libraries. Implementing standards for school libraries is a provincial matter in terms of this Act.

1996 - South African Schools Act, No 84 of 1996
This Act provides, inter alia, that School Governing Bodies strive to ensure quality education in schools. This is interpreted to include providing for quality learning resources, which implies developing school libraries.

1998 - A National Policy Framework for School Library Standards
This discussion document (1977) was the first national draft policy document addressing the importance of school libraries as an integral part of the outcomes based curriculum in South African schools. There was extensive consultation with provincial structures in order to draft the policy. The documents informed provinces to draw up provincial library policy, and identified the school library as a teaching and learning method rather than as a mere physical space or room where library resources are organized and stored. It also identified different models for developing school libraries, using either an incremental or phased-in (transitional) approach to school library development. It proposed generic standards for setting up and managing libraries in schools in preference to quantitative norms.

2001 - Department of Education South African School Library Policy
This draft national policy on school libraries was issued by the national Department of Education in August 2001 for comment. There was no specific engagement with provincial structures for school libraries on the draft. It empowered provinces, however, to develop provincial school library policy. It attempted to shorten the original 1997 discussion document. Whilst it retained much of the thinking of the 1997 discussion document, it proposed the retention of only the one school-one library model for setting up libraries in South African schools. It also outlined a proposed implementation plan and the cost of implementing the plan.
2002 - The Policy for Library Services in South African Schools

This document was issued as a further revision of the 2001 draft national policy based on the comments received. An invitation for comment was extended to provincial school library structures. It empowered provinces to draft school library policy. It re-introduced a range of models for school library development but recommended that only the one school-one library model should be adopted on the grounds of cost. It introduced for the first time the idea of a school library for special needs.

FURTHER LEGISLATION AND DOCUMENTATION RELEVANT FOR THE DEVELOPMENT OF POLICY FOR SCHOOL LIBRARIES

<table>
<thead>
<tr>
<th>DATE</th>
<th>DOCUMENT</th>
<th>NATURE OF DOCUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>Policy for the provision and use of media in schools in KwaZulu Natal</td>
<td>A policy document providing for the KZN DEC to develop a school library media service supporting formal and informal education</td>
</tr>
<tr>
<td>1996</td>
<td>The National Norms and Standards for School Funding</td>
<td>Norms and standards governing the procedures to be adopted at provincial level for resource allocations to schools. They function in terms of Section 35 of the South African Schools Act and Section 3 (4) (g) of the National Education Policy Act. They govern inter alia the provisioning of learning materials</td>
</tr>
<tr>
<td>1996</td>
<td>Norms and Standards for Educators</td>
<td>A document defining the roles of educators as learning mediators, interpreters and designers of learning programmes and materials, scholars, researchers and lifelong learners. Educators need resources for these roles to be effective</td>
</tr>
<tr>
<td>1996</td>
<td>Report of the Inter-Ministerial Working Group on the Library and Information Services (LIS) Function (National Level)</td>
<td>A report highlighting the development of libraries for a literate society. It points to the need for national policy on minimum norms and standards for all SA libraries. It also identifies the need for the Departments of Education and of Arts, Culture, Science and Technology to increase their responsibility for libraries.</td>
</tr>
<tr>
<td>1996</td>
<td>White Paper on Arts, Culture and Heritage</td>
<td>A White Paper recommending that library initiatives should focus on the infrastructural requirements necessary to ensure access by all to information. This includes the Internet and other electronic forms.</td>
</tr>
<tr>
<td>1996</td>
<td>The National Commission on Higher Education; Working Group on Libraries and Information Technology</td>
<td>A commission report with provisions relevant for school libraries as well. The report points to the need for school libraries as a basis for continuity in library use at the higher education level.</td>
</tr>
<tr>
<td>1996</td>
<td>The Culture of Learning, Teaching and Services (COLTS) Campaign</td>
<td>A campaign to re-establish a culture of learning, teaching and services at schools. The campaign has a significance for school libraries in that provision is called for of basic resources to all schools.</td>
</tr>
<tr>
<td>DATE</td>
<td>DOCUMENT</td>
<td>NATURE OF DOCUMENT</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1997</td>
<td>Language in Education Policy</td>
<td>A policy document which is part of a continuous process by which policy for language in education is being developed as part of a national language plan encompassing all sectors of society, including the deaf community.</td>
</tr>
<tr>
<td>1998</td>
<td>Curriculum 2005</td>
<td>A national outcomes-based education curriculum framework to deliver an activity-based and developmental process encompassing what learners learn and are able to do at the end of the learning process</td>
</tr>
<tr>
<td>1999</td>
<td>TIRISAND Call to Action</td>
<td>A national call to action statement issued by the national Minister of Education mobilising citizens to build a South African education and training system for the 21st century. Nine areas for priority attention are identified with 3 dominant themes: a fully functioning education and training system for a healthy and prosperous nation; the urgent need for a remedy for the injustice and assault on human dignity embodied in our inheritance of educational deprivation; and South Africans' ability to mobilise untapped reserves of resourcefulness and determination to extend educational opportunity and restore education to the centre of community life.</td>
</tr>
<tr>
<td>2000</td>
<td>TIRISAND Strategic Plan 2000 - 2004</td>
<td>Statement of Policy and Commitment by the Minister of Education</td>
</tr>
<tr>
<td>2000</td>
<td>TIRISAND Corporate Plan 2000-2004</td>
<td>The objective of the act is to establish a Council to advise the Ministers of Arts, Culture, Science and Technology and of Education on matters relating to Library and Information Services in order to ... provide optimal access to relevant information to every person in an economic and cost-efficient manner (2001:2).</td>
</tr>
<tr>
<td>2000</td>
<td>TIRISAND Implementation Plan 2000-2004</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>National Council for Library and Information Services Act No 5 of 2001</td>
<td>The objective of the act is to establish a Council to advise the Ministers of Arts, Culture, Science and Technology and of Education on matters relating to Library and Information Services in order to ... provide optimal access to relevant information to every person in an economic and cost-efficient manner (2001:2).</td>
</tr>
<tr>
<td>2001</td>
<td>National Policy on Whole School Evaluation</td>
<td>The policy introduces an effective monitoring and evaluation process that is vital to the improvement of quality and standards of performance in schools. Recognising the importance of schools as the place in which the quality of education is ultimately determined, the focus is primarily on the school as a whole rather than simply on individuals and their performance.</td>
</tr>
<tr>
<td>DATE</td>
<td>DOCUMENT</td>
<td>NATURE OF DOCUMENT</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2001</td>
<td>Draft Revised National Curriculum Statement</td>
<td>A national statement of education Curriculum revising certain aspects of the C2005 Curriculum to deal in clear and simple language with what the curriculum requirements are at various levels and phases. It embodies a vision of the kind of learners required by our society. It also gives consideration to how overload in the curriculum can be reduced and presents a plan for its implementation. Special attention is paid in the Statement to history and environmental education.</td>
</tr>
<tr>
<td>2003</td>
<td>Master Strategic Plan 2003-2006: KwaZulu-Natal Department of Education and Culture</td>
<td>The document outlines a strategic plan to guide all sectors and directorates within the Department in terms of eight major goals to be achieved over the period. Goal 1. aims to provide high-quality, relevant education... to all learners which will equip them with the knowledge, skills, values and attitudes to meet the challenges of the future. One of the strategic objectives is to provide resources to meet identified needs across all the phases. This is interpreted to include resource collections in schools.</td>
</tr>
</tbody>
</table>

**Works cited**


Karlsson, J. 1995. Challenges in the provision of learning resources. Education Monitor, 6(2)


South Africa. Department of Education. 1997b. National policy framework for school library standards: a discussion document prepared by the Centre for Educational Technology and Distance Education. Pretoria: Department of Education.


