IFLA School Library Guidelines

Written by the IFLA School Libraries Section Standing Committee
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2nd revised edition

June 2015
Endorsed by the IFLA Professional Committee

ఇంట్నేషనల్ అసన్సన్ ఆఫ్ సూంకల్ ల్యుభరియన్ ఎడిక్టీవ్ బ్యార్డ్, సహారం:

ఇంట్నేషనల్ అసన్సన్ ఆఫ్ సూంకల్ ల్యుభరియన్ ఎడిక్టీవ్ బ్యార్డ్, సహారం:

International Federation of Library Associations and Institutions, 2015.
వాపాయ నవంబర్

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ప్రత్యేక ప్రశ్నాలు సమాధానం

రామానంద శ్రీనాయా

ప్రత్యేక పత్రికలు

గాంధీ జయలాంభా

గాంధీ జయలాంభా : IFLA / UNESCO న్యాయం తీసుకుని పిన్మేలి

గాంధీ జయలాంభా : న్యాయం తీసుకుని భాషలు నాటి

గాంధీ జయలాంభా : న్యాయం - విశ్వ న్యాయాలలో కష్టం సమాధానం

గాంధీ జయలాంభా : న్యాయం పదార్ధం పిన్మేలి సమాధానం

గాంధీ జయలాంభా లు : న్యాయం తీసుకుని మార్గధారలు మేడించి న్యాయం సమాధానం

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Preface

The present report is an IFLA/UNESCO Professional report 77. It includes sections on School Libraries and Resource centres sections and Educational decision makers. It has been revised and updated.

Workshops and SIGs are also included.
Executive Summary

School Library Manifesto (School Library Manifesto) was first published in 1999 by IFLA / UNESCO. The manifesto aimed to promote the role of school libraries in education and society. It emphasized the importance of school libraries in providing access to information and knowledge, fostering a love for reading, and supporting the overall development of students.

The goal of School Libraries (The goal of School Libraries): The goal of school libraries is to provide a supportive environment for learning and personal development. They should be flexible and adaptable to meet the needs of diverse learners, promoting lifelong learning and social inclusion.

Frame workers for school libraries (Frame workers for school libraries): Effective school libraries require support from trained professionals and stakeholders. These include librarians, educators, and community members who work collaboratively to ensure the success of the school library program.
(Staffing school libraries):

**Instructional Programs of School Libraries**

* * *

**School Library Collections**

* * *

**trans literacy**
* problem based learning, critical thinking
* 
* Executive board

Maintaining support for school library:

IFLA has contributed considerably to the support for school libraries throughout the world. IFLA’s Executive Board has played a crucial role in this support. The Executive Board has been instrumental in providing the necessary guidance, support, and resources to libraries in their efforts to maintain and improve the quality of their services. IFLA’s efforts have been reinforced by the contributions of the IFLA Executive Board, which has consistently advocated for the importance of school libraries in education and learning. The board has worked closely with other international organizations, such as UNESCO, to ensure that the role of school libraries is recognized and supported on a global scale.
**Recommendations**

1. Planning, Developing, Promoting
2. Evaluating
3. Monitoring
4. Legislation
5. Intellectual
right to privacy and right to know)

(right to privacy and right to know)
(Introduction):

The United Nations declaration of the rights of the child (1959).
The United Nations convention on the Rights of the Child (CRC, 1989)
The United nations declaration of the Rights of Indigenous People (2007).

* Underlining § access). See appendix A)

The United Nations convention on the Rights of the Child (CRC, 1989)
The United nations declaration of the Rights of Indigenous People (2007).

* Underlining § access). See appendix A)

(IFLA / UNESCO

The United Nations convention on the Rights of the Child (CRC, 1989)
The United nations declaration of the Rights of Indigenous People (2007).

* Underlining § access). See appendix A)

(IFLA / UNESCO

The United Nations convention on the Rights of the Child (CRC, 1989)
The United nations declaration of the Rights of Indigenous People (2007).

* Underlining § access). See appendix A)
Global perspectives on school libraries: Projects and practices (Marquardt Oberg 2011)
Promote 🌱school libraries 🌱and make 🌱school libraries 🌱locally sustainable 🌱at the heart of 🌱IFLA sponsor 🌱and 🌱sustainability principles 🌱Global Action on school libraries guidelines (Schultz - Jones Oberg, 2015) 🌱and 🌱UNESCO strategies.

IFLA / UNESCO 🌱partner 🌱with 🌱IFLA 🌱Global Action on school libraries guidelines (Schultz - Jones Oberg, 2015) 🌱and 🌱UNESCO strategies.

'Teaching and learning for all' 🌱and 🌱sustainability principles 🌱at the heart of 🌱networking 🌱and 🌱sustainability principles.

Territory graduates are still lagging in many countries. (OECD, 2014).

1. 🌱Territory graduates: 🌱quality 🌱of 🌱school libraries 🌱and 🌱sustainability principles 🌱at the heart of 🌱networking 🌱and 🌱sustainability principles.
2. 🌱Territory graduates: 🌱quality 🌱of 🌱school libraries 🌱and 🌱sustainability principles 🌱at the heart of 🌱networking 🌱and 🌱sustainability principles.
3. 🌱Territory graduates: 🌱quality 🌱of 🌱school libraries 🌱and 🌱sustainability principles 🌱at the heart of 🌱networking 🌱and 🌱sustainability principles.
4. ICT (Information and Communication Technology) - Used to describe situations where access to ICT resources is limited or varying among segments of society. ICT can lead to the "Digital Divide".

5. ICT resources - Resources related to ICT that are used to improve access and usage of information.

6. Digital Divide (Digital Divide) - A term used to describe the gap in access to information technology between different segments of society.

7. ICT resources - Resources that can help bridge the Digital Divide.

Literature cited:


1.1. Introduction:

The IFLA / UNESCO School Library Manifesto (1999) is a document that defines the role and function of school libraries in the context of education. The Manifesto outlines the responsibilities of school libraries to support teaching and learning, and to provide access to information and knowledge. It emphasizes the importance of school libraries in fostering a love of reading, promoting critical thinking, and encouraging lifelong learning.

1.2. Context:

School libraries (school libraries) are an integral part of the educational environment, offering a range of services and resources to support the learning needs of students. They work in collaboration with teachers, parents, and other stakeholders to create a supportive learning environment.

1.3. Definition of a school library:

A school library (school library) is a resource center that provides access to a wide range of materials and services to support the learning needs of students. It offers a space where students can learn, research, and develop critical thinking skills. The school library is an essential component of the educational system, providing a platform for lifelong learning.
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School Libraries Impact Studies (Haycock 1992, LRS 2015) and Williams, Wavell.C., and Marrison (2013) United Kingdom (www.scottiblibraries.org/storage/sectors/schools/slic-rev-impact-of-school-libraries-2013.pdf) show (Haycock 1992) and Williams, Wavell.C., and Marrison (2013) United Kingdom (www.scottiblibraries.org/storage/sectors/schools/slic-rev-impact-of-school-libraries-2013.pdf) show that school libraries have a positive impact on student learning and achievement. School libraries are an integral part of the educational system, providing resources and support to students and teachers. Several studies have shown that school libraries have a positive impact on student learning and achievement. For example, Haycock's study (1992) found that school libraries can help students improve their reading skills and critical thinking abilities. Similarly, Williams, Wavell.C., and Marrison's study (2013) revealed that school libraries can improve student engagement and motivation.

* One study found that school libraries can help students improve their reading skills and critical thinking abilities. 
* Another study revealed that school libraries can improve student engagement and motivation. 
* A third study showed that school libraries can help students develop a love for reading and a lifelong learning habit.

These studies highlight the importance of school libraries in promoting student learning and achievement. School libraries provide a valuable resource for students and teachers, offering a wide range of materials and services that can support learning and development. In order to maximize the impact of school libraries, it is important to ensure that they are properly funded, staffed, and managed. This can be achieved through sustained funding, professional development opportunities for library staff, and effective leadership and management practices. By doing so, school libraries can continue to play a critical role in promoting student learning and achievement.
1.4. **Role of a school library within a school**

- A school library plays a crucial role in a school environment. It serves as a knowledge hub where students can access resources for learning and research.

**Resource based capabilities**

- The school library houses a vast collection of books, periodicals, and other resources. These resources are organized by subject matter, making it easy for students to find relevant materials for their coursework.

**Thinking based capabilities**

- The library promotes critical thinking by providing access to a wide range of resources. Students can explore different perspectives and ideas, fostering deeper understanding and analytical thinking.

**Reading and Literacy capabilities**

- Reading materials are available for students to develop their reading skills. The library also offers guidance on effective reading strategies and techniques.

**Personal and Interpersonal Capabilities**

- The library supports the development of social skills through group study, discussion, and collaborative projects. It also promotes individual learning and self-reflection.

**Learning management Capabilities**

- The library provides tools and resources for effective learning management, including study materials, time management tips, and information on how to balance academic and personal responsibilities.
1.5. Conditions for an effective school library programme:

- Adequate budget.
- Support from administration.
- Staff with adequate qualifications.
- Appropriate space.
- Availability of books.

1.6. Vision statement for a school library:

- To provide access to information.
- To support learning.
- To foster a love for reading.
- To encourage critical thinking.
- To promote cultural awareness.

1.7. Mission statement for a school library:

- To support the educational process.
- To provide a conducive learning environment.
- To encourage the development of critical thinking.
- To promote lifelong learning.
- To contribute to the development of the community.
1.8. School Library Services:

ICT (Information and Communication Technology)

1.9. Evaluation of School Library Services and Programmes:

Henceforth (School Library Services) :  

Henceforth (School Library Services and Programmes) : 

Evaluation of School Library Services and Programmes


Legal and Financial Framework for a School Library:

2.1. Introduction:

2.2. Legal based and issues:

2.3. Ethical bases and issues:
2.4. Infrastructure support for school library development:

Infrastructure support for school library development: (Universal declaration of Human Rights) www.ifla.org/about/more.

- (Copyright, Intellectual property plagiarism)
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- (Copyright, Intellectual property plagiarism)
- (Copyright, Intellectual property plagiarism)

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2.5. Policies

The plan (policies) includes, amongst others, the following key points:

- Open-mindedness and Civic engagement

2.6. Planning:

The plan (planning) includes the following key points:

- Open-mindedness and Civic engagement
vision statement.

2.7. (Funding):

Appendix B

(Useful Resources):


(Human Resources for a School Library)

“హుస్తు ఇంటియులు ప్రతి ఎంట్స్ విడిగి వ్యాప్తి వాడకుండా నేర్చాం అంటారు ముందు మరియు ప్రతి సమాధానాన్ని విస్తృతం నియోజించారు, సమాధానాన్ని తగినం తో ఉంది. లేకపోనది నియోజించారు అని అంటారు”, హృదయ రామారాయన్ ని సుందరంగా నింపబడింది, హృదయ రామారాయన్ ని సుందరంగా నింపబడింది, హృదయ రామారాయన్ ని సుందరంగా నింపబడింది.

3.1. అభిప్రాయము (Introduction) :

హృదయ రామారాయన్ రామారాయన్ రామారాయన్ రామారాయన్ రామారాయన్ హృదయ రామారాయన్ రామారాయన్ రామారాయన్ రామారాయన్ రామారాయన్ హృదయ రామారాయన్ రామారాయన్ రామారాయన్ రామారాయన్ రామారాయన్ 

3.2. స్టాఫ్ఫ్ రొల్స్ అంటారు (Staffing roles and rationale) :

3.3. క్రియారోడ్మెన్ట్ పట్టణం - విభాగానికి (Definition of a School Librarian) :
3.5. **Roles of a Professional School Librarian**

The roles of a professional school librarian are crucial in ensuring that the school's community has access to information. A librarian is not just a provider of books, but also an advocate for reading and learning. They are responsible for maintaining a well-stocked library, providing resources for teaching and learning, and encouraging the use of library resources by students, teachers, and staff.

3.5.1. **Instruction**

Librarians play a vital role in the instruction of students. They can provide guidance on how to use library resources effectively, help with research assignments, and support the development of critical thinking skills. They are also responsible for keeping the library space organized and maintaining a collection that meets the needs of the school community.

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Referential de comptences enseignants, la formation professionnelle des enseignants, et de la librairie professionnelle. **Roles of a Professional School Librarian**:

La librairie professionnelle joue un rôle crucial dans l'accès à l'information. Une bibliothécaire n'est pas seulement une fournisseuse de livres, mais aussi un dévoué des lectures et des apprenants. Elle est responsable de la gestion d'un stock de livres bien rempli, de fournir des ressources pour l'enseignement et l'apprentissage ainsi que de favoriser l'utilisation des ressources de la bibliothèque par les apprenants, les enseignants et le personnel.
3.5.2 Management (management):

Media Library skills. A major educational challenge. UNESCO media and information literacy
Bench marks for implementation of the learning path to an information culture. UNESCO media and information literacy

3.5.3 Leadership and collaboration (Leadership and collaboration):

Media Library skills. A major educational challenge. UNESCO media and information literacy
Bench marks for implementation of the learning path to an information culture. UNESCO media and information literacy
3.5.4. Community engagement (Community engagement):

Communities, especially those participating in interdisciplinary research, need to engage with their communities. This requires understanding the community's needs and perspectives. The engagement process should be continuous and dynamic, involving various stakeholders, including researchers, policymakers, and community members. The goal is to ensure that the research is relevant and responsive to the community's needs. This approach can help in building trust and ensuring that the research outcomes are accepted and implemented.

Challenges: Challenges in community engagement include lack of understanding, resistance to change, and differences in perspectives. Researchers need to be aware of these challenges and work towards addressing them. This can be achieved through regular communication, collaboration, and feedback mechanisms. The key is to involve the community in the research process from the beginning, ensuring that they feel valued and included. This can help in building a strong relationship between the research community and the community being studied.
3.5.5. Promoting Library Programs and Services (Promoting Library Programs and Services):

Promoting Library Programs and Services involves various activities to enhance library programs and services. This section provides insights into promoting library programs and services, which are essential for the effective functioning of libraries. The activities include advertising, public relations, and partnerships with other organizations. The section also highlights the importance of tracking the impact of these activities to ensure their effectiveness.

3.6. Roles and competencies of para-professional school library staff (Roles and competencies of para-professional school library staff):

Para-professional school library staff play a crucial role in the library's operations. They are responsible for providing assistance to students, teachers, and other library users. This section discusses the roles and competencies required for para-professional library staff. The roles include reference, circulation, and technical services. The competencies required for these roles include effective communication, problem-solving, and collaboration.
3.7. Roles and competencies of a School library volunteer:

The school library volunteer plays a crucial role in the educational development of students. Their responsibilities include but are not limited to:

- Assisting in the maintenance and organization of the library, ensuring a tidy and conducive learning environment.
- Facilitating access to library resources for students and teachers.
- Helping in the selection of books and other materials based on the curriculum needs.
- Promoting a love for reading and learning through various activities and initiatives.
- Providing guidance and support to students in their research and project work.
- Participating in library-related events and programs, contributing to the overall school community.

Roles and competencies of a School library volunteer:

- USA: The library volunteering program in USA aims to provide students with opportunities to develop essential skills such as time management, leadership, teamwork, and communication. The program emphasizes the importance of ethical standards and promotes a culture of stewardship.

Ethical Standards:

- The program adheres to strict ethical standards to maintain the integrity of the library and its resources. These standards include confidentiality, respect for intellectual property, and the proper handling of library materials.

- The library volunteer is expected to adhere to these ethical guidelines to ensure a safe and respectful learning environment.

- The program also encourages volunteers to reflect on their impact and the broader implications of their actions within the library and school community.

3.8. Ethical Standards (Ethical Standards):

The school library volunteer is expected to uphold ethical standards in their work. These standards include:

- Confidentiality: Maintaining the confidentiality of student records and information.
- Respect: Showing respect for all individuals and their cultural backgrounds.
- Professionalism: Demonstrating professionalism in all interactions and communications.
- Integrity: Upholding the integrity of the library and its resources.
- Responsibility: Taking responsibility for the actions and decisions made in the library.

These ethical standards are crucial for creating a safe and respectful learning environment. The library volunteer is encouraged to reflect on these standards regularly to ensure continuous improvement and adherence.

Useful Resources:


Physical and Digital Resources of a School Library

"School libraries are an essential part of education, as they provide a space where students can explore their interests, engage in critical thinking, and develop research skills. Libraries are not just places where books are stored, but they are the heart of the educational experience." - Harvard University

4.1. Introduction:

4.2. Facilities:

4.2.1 Location and Space:
4.2.2 Organization of Space:

• Study and research area - research areas, which are

• Informal reading area - informal reading

• Instructional area - instructional

• Media production and group project area - media

4.2.3 Physical and Digital area
4.3. Collection development and management

4.3.1. Collection management policies and procedures

4.3.2. Issues related to digital resources
makes spaces" at the bottom of the previous page. Click on www.learnalbarta.ca/onlinereferencecentre.asp.
4.3.3 Collection standards (Collection standards)

Collection standards are the most important standards for ensuring the quality of the collection. These standards specify the rules and procedures for selecting, acquiring, and cataloging library materials. The standards are designed to ensure that the collection is comprehensive, relevant, and up-to-date, and that it meets the needs of the users.

The standards also specify the criteria for evaluating the collection, including the frequency of acquisitions, the types of materials to be acquired, and the criteria for selecting materials. The standards are enforced through various mechanisms, including the use of selection guides, the establishment of criteria for evaluation, and the use of automated systems for cataloging.

The standards are developed through a process of consultation and review, and are updated regularly to reflect changes in the library's mission, the needs of its users, and the availability of new materials.

4.3.4 Resource sharing (Resource sharing)

Resource sharing is the process of allowing users to access materials from other libraries or organizations. This can be done through a variety of means, including the sharing of materials, the use of interlibrary loan services, and the sharing of electronic resources.

Resource sharing is an important aspect of library work, as it allows users to access materials that may not be available in their own library. It also helps to ensure that the materials in the collection are used to their fullest potential.

The standards for resource sharing specify the procedures for sharing materials, the criteria for determining which materials can be shared, and the mechanisms for facilitating the sharing process. The standards are designed to ensure that resource sharing is done in a way that is fair and equitable, and that it meets the needs of both the libraries involved.

The standards for resource sharing are developed through a process of consultation and review, and are updated regularly to reflect changes in the library's mission, the needs of its users, and the availability of new technologies.


www.breadeschool.hl/home.html.
(Useful Resources):


Marquardt, L. (2013). *La biblioteca scolastica, ambiente e bene comune per l’apprendimento* [school libraries, learning environments and commons]. In M. Vivarelli (Ed.). *Lo spazio della biblioteca …* [The Library Space …]. Milano: Editrice Bibliografica. [See Chapter 4.6, pp. 299-334, and case study pp. 400-401.]


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null
5.3. ಲಿಟರೇಸಿ ಮತ್ತು ಲಿಟರೇಸಿ ಪ್ರತ್ಯೇಕವಾದ (Literacy and reading Promotion) :

ಪ್ರತ್ಯೇಕವಾದ ಲಿಟರೇಸಿ ಪ್ರತ್ಯೇಕವಾದ (Literacy and reading Promotion) ಹೊರತುಪಡಿಸಿದ್ದರೆ, ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ಹೊರದಾಯುತ್ತದೆ. ಲಿಟರೇಸಿ ಮತ್ತು ಲಿಟರೇಸಿ ಪ್ರತ್ಯೇಕವಾದ (Literacy and reading Promotion) ಹೊರತುಪಡಿಸಿದ್ದರೆ, ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ಹೊರದಾಯುತ್ತದೆ. ಲಿಟರೇಸಿ ಮತ್ತು ಲಿಟರೇಸಿ ಪ್ರತ್ಯೇಕವಾದ (Literacy and reading Promotion) ಹೊರತುಪಡಿಸಿದ್ದರೆ, ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ಹೊರದಾಯುತ್ತದೆ. ಲಿಟರೇಸಿ ಮತ್ತು ಲಿಟರೇಸಿ ಪ್ರತ್ಯೇಕವಾದ (Literacy and reading Promotion) ಹೊರತುಪಡಿಸಿದ್ದರೆ, ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ಹೊರದಾಯುತ್ತದೆ. ಲಿಟರೇಸಿ ಮತ್ತು ಲಿಟರೇಸಿ ಪ್ರತ್ಯೇಕವಾದ (Literacy and reading Promotion) ಹೊರತುಪಡಿಸಿದ್ದರೆ, ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ಹೊರದಾಯುತ್ತದೆ.
马拉地语内容的自然文本表示如下：

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马拉地语内容的自然文本表示如下：

马拉地语内容的自然文本表示如下：
5.4. Media and information literacy instruction:

- Forest woody Horton, Jr (2004) in the UNESCO document, Understanding Information Literacy: A Pioneer, emphasized the need for media and information literacy curriculam for Teachers (MIL) to educate students on how to critically evaluate information and sources.

1. Media and information literacy instruction involves teaching students how to differentiate between credible and unreliable sources.
2. It involves educating students about the importance of understanding the context in which information is presented.
3. It includes teaching students how to identify and analyze biases in media content.

UNESCO 2011 document, "Media and informa-
tion literacy instruction"
5.5 Inquiry-based learning models (Inquiry based learning models):

Inquiry-based learning models are a type of teaching approach where students engage in active learning by asking questions, exploring ideas, and constructing their own understanding through investigation and problem-solving. The open-ended and challenging nature of this method encourages students to develop critical thinking skills, creativity, and a deeper understanding of the subject matter. Inquiry models are particularly effective in fostering a sense of curiosity and motivation among learners, as they empower students to take ownership of their learning process.

The key components of inquiry-based learning models include:

- **Process approach**
  
  Process approach is a teaching method that emphasizes the importance of the process of learning over the acquisition of specific information or skills. It encourages students to engage in the process of inquiry, exploration, and discovery, fostering critical thinking and problem-solving skills. The focus is on the journey of learning rather than the destination.

- **Discovery learning**

  Discovery learning is a form of inquiry-based learning where students are encouraged to discover knowledge or solutions to problems through firsthand experience and exploration. This approach involves allowing students to work through problems independently or in small groups, with minimal guidance from the teacher. The goal is for students to develop a deeper understanding of the concepts through active participation.

- **Problem-based learning**

  Problem-based learning is an inquiry-based teaching method that focuses on solving real-world problems as the basis for learning. Students are presented with a complex problem or challenge, and they work together in teams to research, analyze, and develop solutions. This approach emphasizes the application of knowledge in practical contexts and encourages collaborative learning.

Incorporating inquiry-based learning models into the classroom can help create a dynamic and engaging learning environment. By focusing on process, discovery, and problem-solving, educators can foster a greater sense of ownership and motivation among students, leading to more meaningful and lasting learning experiences.
https://example.com/
5.6. ತರೀಕೆಯ ಮಾಹಿತಿ ಅಂಗೆಗೆಯ (Technology integration) :

5.7. ಅಭಿವೃದ್ಧಿಯ ರಚನೆಯಲ್ಲಿ ಪ್ರಾಧ್ಯಾಪಿಕ (Professional development for Teachers) :
5.8. Instructional roles of a school Libraries:

Instructional role of a school Libraries:

- Supportive teaching:
  - "one teaches/one gifsd" one-to-one relationship emphasizing individual learning.

- Parallel teaching:
  - Station teaching

- Complementary teaching:
  - Team teaching

- Team teaching:
  - "one teaches/one gifsd" one-to-one relationship emphasizing individual learning.


6.1 Introduction:

6.2. School Library evaluation andn evidence - based practice:

School Library evaluation and evidence - based practice:

6.3. Approaches to school Library evaluation:

Approaches to school Library evaluation:

6.3.1. Program quality:

Program quality:
6.3.2. Stakeholder perceptions:

As per the study, stakeholder perceptions are divided into two main categories: (1) Program content and (2) Feedback.

6.3.3. Program content:

The program content is divided into two sections: (1) Program content and (2) Feedback.
6.3.4. Program Impact (Program Impact):

- Library power project (oberg, 1999)

6.3.4.1. School Library Impact Measure, SLIM (Todd, Kuth/thau E Heinstrom, 2005)
6.3.5. **Evidence - based practice**:

(a) **formal research** (eg. Haycock 1992, Kachel eral, 2013). **b**. **Impact of school library evaluation** (eg. Todd, 2007). **c**. **6.4. 6.4.**

**b**. **6.4. 6.4.**
6.5. 6.5. 6.5. 6.5. 6.5. (School Library public relations):  

6.5.1. (Promotion and Marketing):
6.5.2. Advocacy (Advocacy):

Advocacy involves the promotion of a cause or an issue by supporting and advancing a particular viewpoint or perspective. Advocacy is often used as a means to influence policy or political decisions. It is a form of public relations that aims to influence public opinion and decision-making processes. Advocacy can be conducted through various channels, such as writing articles, making speeches, or using social media.

Advocacy is a powerful tool for effecting change and raising awareness about important issues. It can help to mobilize resources and bring attention to issues that might otherwise go unnoticed. Advocacy can be effective when it is conducted in a strategic and intelligent manner, with a clear and compelling message that resonates with the audience.

Advocacy involves several key elements, including:

- **Research**: Conducting thorough research to gather data and evidence that supports the advocated cause. This helps to build a stronger case and increase credibility.
- **Messaging**: Developing a clear and compelling message that resonates with the audience. The message should be tailored to the specific audience and should convey the key points effectively.
- **Engagement**: Engaging with the audience and the broader community through various channels, such as social media, events, and public speaking engagements.
- **Partnerships**: Building partnerships with other organizations, influencers, and stakeholders to expand the reach and impact of the advocacy efforts.
- **Evaluation**: Regularly evaluating the effectiveness of the advocacy efforts to identify areas for improvement and make necessary adjustments.
* Where do we stand on advocacy?
* What do we need to do in order to achieve advocacy?
* Where do we go from here?
* How do we promote information literacy?
* How do we promote school improvement?

According to the latest research, improving performance through school self-evaluation and improvement planning is crucial for advancing education. The IFLA online learning platform (www.ifla.org/bsla) offers a wealth of resources and materials to support educators in this endeavor. Case studies, which are detailed accounts of successful interventions, provide valuable insights into best practices. The platform also offers a range of useful resources, including reports and studies, to support ongoing professional development.

 Helpful Resources:


Glossary

ODLIS (Online Dictionary for Library and Information Science) by Joan M. Reitz. Available at ABC - CLIL hardcover and paperback.

Advocacy: (Advocacy): పరిపాలన, పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం (Bibliographic instruction): పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం (Cataloging): పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం (User education): పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం (Cataloging): పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం (User education): పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం పరిపాలన ప్రమాణం
Library Instruction, a sources approach to: Library Instruction, a pathfinders approach to: Library Instruction, a process approach to: Media Literacy: Media and Information Literacy: Pathfinders: Program: School Librarians:
School Library Program:

School Library:

User Education:

Bibliographic instruction, Media and information literacy.
**BIBLIOGRAPHY**


Malmberg, S., & Graner, T. (2014). *Bibliotekarien som medpedagog eller Varför sitter det ingen i lånedisken?* [The librarian as co-pedagogue, or Why is nobody sitting at the library desk?]. Lund, Sweden: BTJ Förlag.


The School Library in Teaching and Learning for All.

The Mission of the School Library:

The School Library is a vital part of the educational environment. It is the place where students can explore their curiosity, develop critical thinking skills, and become lifelong learners. UNESCO recognizes the importance of the School Library and has set out the following mission:

- To provide access to a wide range of educational materials.
- To support lifelong learning and personal development.
- To promote cultural diversity and social inclusion.
- To foster the use of digital technologies.
- To collaborate with other educational institutions and organizations.

UNESCO encourages all educational institutions to ensure that their School Libraries are well-equipped and well-managed to meet the needs of students and teachers.

Funding legislation and Networks:

Funding legislation and networks are crucial for the development and sustainability of School Libraries. Governments, international organizations, and private sector partners can contribute to the funding and infrastructure of School Libraries. Collaboration and partnerships are essential to ensure that School Libraries are well-resourced and accessible to all students.

Universal Declaration of Human Right and Freedoms:

The Universal Declaration of Human Rights is a foundational document that sets out the fundamental rights and freedoms that belong to all human beings, regardless of their race, sex, nationality, or any other status. School Libraries can play a vital role in promoting these rights by providing access to information and resources that help students understand and exercise their rights.

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ಗಾರು ಅಭಯ ಸ್ವಾತಂತ್ರ್ಯ ಸಾಮರ್ಥ್ಯ. ಶಿಕ್ಷಣ ನೇತೃತ್ವದಲ್ಲಿ ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ನಿಗಮನ ಸಾಮರ್ಥ್ಯವನ್ನು ಸೃಷ್ಟಿಸಿದ್ದು, ಹಾಗಾಗಿ, ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯ ನಿಗಮಕ್ಕೆ ಸಾಮರ್ಥ್ಯ. ಶಿಕ್ಷಣ ನೇತೃತ್ವದಲ್ಲಿ ಕೆಲಸಿದ್ದಾಗಿ ಹಿಂದಿನ.

ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯದ ಪ್ರಕಾರ, ಶಿಗ್ನತ್ತು ಮೊದಲ ಶಿಕ್ಷಣ ಮತ್ತು ನಿಗಮನ ವಿಧಾನ ಕೆಳನೆಯೇ ನಾಮಕರಣ ಮದುವೆಯಾಯಿತು. ನಾಮಕರಣ ಚಿಹ್ನೆಯ ಶಿಕ್ಷಣ ಮೊದಲ ನಾಮಕರಣ ಅಗ್ರವಾದ ವಿಧಾನಿಕೆ, ಸತ್ಯವಾದ ಹಾವು ಪಂಬಾದ ಹಾವು, ಹಾಗಾಗಿ, ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯದ ಹಾವು, ಸಹಾಯಿಸಿದ ಮುಂದುವರಾದ ವಿಧಾನಿಕೆ.

ಶಿಕ್ಷಣ (ಶಿಕ್ಷಣ ನೇತೃತ್ವ, ಅಧ್ಯಯನ (Goals of the School Library) :

ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯದಲ್ಲಿ ಹಾಗೆ ಸಾಮರ್ಥ್ಯಪ್ರಾಣಗಳು ನಾಮಕರಣ ಮತ್ತು ಗಿಂತ ಅಭಯ ಸ್ವಾತಂತ್ರ್ಯ ಸಾಮರ್ಥ್ಯ ಸೃಷ್ಟಿಸಿದ್ದು, ಹಾಗಾಗಿ, ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯ ನಿಗಮಕ್ಕೆ ಸಾಮರ್ಥ್ಯ.

* ಶಿಕ್ಷಣದ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದರು ಪರಸ್ಪರ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ನಾಮಕರಣದ ಹಾವು ಕೆಲಸಿದ್ದಾಗಿ.
* ಪರಸ್ಪರ ಸಹಕಾರವಾದ ಶಿಕ್ಷಣ ನಾಮಕರಣದ ಹಾವು ಕೆಲಸಿದ್ದಾಗಿ, ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯ ಪರಸ್ಪರ ಸಹಕಾರವಾದ ಹಾವು.
* ಶಿಕ್ಷಣದ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದರು ಪರಸ್ಪರ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ನಾಮಕರಣದ ಹಾವು ಕೆಲಸಿದ್ದಾಗಿ.
* ಶಿಕ್ಷಣದ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದರು ಪರಸ್ಪರ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ನಾಮಕರಣದ ಹಾವು ಕೆಲಸಿದ್ದಾಗಿ.
* ಶಿಕ್ಷಣದ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದರು ಪರಸ್ಪರ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ನಾಮಕರಣದ ಹಾವು ಕೆಲಸಿದ್ದಾಗಿ.
* ಶಿಕ್ಷಣದ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದರು ಪರಸ್ಪರ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ನಾಮಕರಣದ ಹಾವು ಕೆಲಸಿದ್ದಾಗಿ.
**Operation and Management:**

**Staff:**

The staff members must be open to new ideas and ready to implement them. The staff must be well-grounded in their respective fields. The management must have a clear vision and must be proactive in implementing their ideas.

The staff members must be motivated and ready to contribute to the success of the project. The management must provide a conducive environment for the staff to work in.

The staff must be well-trained and must have the necessary skills to carry out their duties. The management must provide regular training to the staff to ensure that they are up to date with the latest developments.

The staff must be well-organized and must have a clear understanding of their roles and responsibilities. The management must ensure that the staff is well-organized and that there is a clear chain of command.

The staff must be well-motivated and must have a positive attitude towards work. The management must ensure that the staff is motivated and that they have a positive attitude towards work.

The staff must be well-connected and must have a clear understanding of their network. The management must ensure that the staff is well-connected and that they have a clear understanding of their network.

The staff must be well-networked and must have a clear understanding of their network. The management must ensure that the staff is well-networked and that they have a clear understanding of their network.

**Implementing the Manifesto:**

- The management must ensure that the staff is well-networked and that they have a clear understanding of their network.

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- The management must provide a conducive environment for the staff to work in.
సంపాదికంగా:

మానవ సాంస్కృతిక మత్తు ప్రత్యేక పరివర్తనంలో మనం సంపూర్ణంగా ఉమ్మడి కాల్పని నిష్టాగా సాధించాలి. అప్పుడు వాటికి ఉంటాయని సమస్యలను మాత్రమే సాలిస్తాం.

* మానవ భూమిః వస్తు
* మనం చివరకం సమగ్రం సాగిస్తుంది
* మనం విస్తరణ విధానానికి మాత్రమే వస్తు
* చివర సంస్కరణ మాత్రమే సాగిస్తుంది
* మనం విస్తరణ విధానానికి మాత్రమే వస్తు

మొదటి (ప్రత్యేకం) నాణయం నిషీఠత సాధించడానికి:

* మనం మార్గంలో సమాధానం సాధించాలి (ఎంటో నంది, హిందు సింపాతి, సమీక్ష సమాధానం సాధించాలి)
* మనం మార్గంలో సమాధానం సాధించాలి (ఎంటో నంది, హిందు సింపాతి)
* మనం మార్గంలో సమాధానం సాధించాలి (ఎంటో నంది, హిందు సింపాతి)
* మనం మార్గంలో సమాధానం సాధించాలి (ఎంటో నంది, హిందు సింపాతి)
* మనం మార్గంలో సమాధానం సాధించాలి (ఎంటో నంది, హిందు సింపాతి)

మొదటి (ప్రత్యేకం) నాణయం నిషీఠత సాధించడానికి: పాలకత్వం భిన్నంగా ప్రదర్శించాలి, యొక్క అనుభవం సత్కరించాలి, ప్రత్యేకంగా ICT శాస్త్రం ప్రతి పాలకత్వం నిషీఠత సాధించడానికి.

యొక్క అనుభవం సత్కరించాలి, ప్రతి పాలకత్వం నిషీఠత సాధించడానికి. విదేశాలు ప్రత్యేకంగా, సాధనాల మూలం పరిశీలించడానికి పద్ధతి ప్రాముఖ్యత ప్రామాణ్యత పరిశీలించడానికి. అనుభవాలను చివరి ప్రామాణ్యత పరిశీలించడానికి. విదేశ విదేశ ప్రతి పాలకత్వం నిషీఠత సాధించడానికి. ప్రతి పాలకత్వం నిషీఠత సాధించడానికి. ప్రతి పాలకత్వం నిషీఠత సాధించడానికి.
Michael Marland’s Nine Questions (United Kingdom)

Stripling and Pitts’ REACTS Model (USA)

The Information Process (Australia)

Focus on Inquiry (Canada)

Guided Inquiry (USA)


### The Association for Teacher Librarianship in Canada, 2003.

1. **The Canadian Librarian Association**

2. **Association for Teacher Librarianship in Canada, 2003.**

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| 3. | పరిశీలన రూపాలు పదార్థాలు చారిత్రక సంపాదన | అంటే రాష్ట్రానికి రాశాంతి రాశంతి విధానం. |
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| 4. | పిన్సం ప్రధాన సంస్థల సంస్థలు ఉపయోగించి భాషలు, భాషలు ఉపయోగించి చారిత్రక సంపాదన చదువు బాధితమైనవి అంటే రాశంతి రాశంతి విధానం | అంటే రాశంతి రాశంతి విధానం |
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| 6. |  ವೃದ್ಧ ಅವರು ರಾಷ್ಟ್ರೀಯ ವೀಕ್ಷಕರಿಗೆ ದೃಷ್ಟಿಕೋಶ, ಅವರು, ವಿವಿಧ ಪವಿತ್ರ ಸೃಷ್ಟಿಯ ನೋಡಿ | ವೇಳೆ | ಸರಂಜಾಮು | ರೂಪ | }


**ಅಂಶಗಣಿತ ಅ.:**

**ಇತರ ಎಸ್ಸೆಗಳು ನೀಡುವ ಎಸ್ಸೆ (ಸಾಮಾನ್ಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಕ್ಷೇತ್ರ)**


12. ಇತರ ಎಸ್ಸೆಗಳು ನೀಡುವ ಎಸ್ಸೆ (ಸಾಮಾನ್ಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಕ್ಷೇತ್ರ (USA)


http://doug.jahnson.squaresspace.com/blueskunk.blog/2012/1/10

40 ವರ್ಷಗಳು, ಮಾರು ಅನುಭವವನ್ನು ಪಡೆದುಕೊள್ಲಿದ್ದಿರುವುದು ಈ ಕಾಲ ಶಾಸ್ತ್ರಕಾರರಾಗಿದ್ದು, ಪ್ರಖ್ಯಾತ ಮುಗಿದುಕೊಂಡರು ಮಾತ್ರು ಇದೆಂದರೆ ಇಂತಹಿಗಳಾಗುವಂತೆಯೇ. ಈ ಶಾಸ್ತ್ರಕಾರರಾಗಿದ್ದಿರುವುದು ಸಾಮಾನ್ಯ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನುಭವವನ್ನು ಪಡೆದುಕೊಳ್ಳಬಳದು. 

ಇತರ ಕಾರ್ಯ ಹೊಂದಿದ್ದು ಶಾಸ್ತ್ರಕಾರರಾಗಿದ್ದಿರುವುದು, ಪ್ರಖ್ಯಾತ ಅಭിವೃದ್ಧಿ ಮಾಡಿದರೆ, 20 ವರ್ಷಗಳು ಪರಿಗಣಿಸಿದ್ದ ಈ ಶಾಸ್ತ್ರಕಾರರಾಗಿದ್ದಿರುವುದು ಇಂತಹ ಕಾರ್ಯವಿರುವುದಿಲ್ಲ ಮತ್ತೆ ನಿರ್ದಿಶಾಗಬಲ್ಲದು. ಮತ್ತು ಈರುವುದಿಲ್ಲ, ಇತರ ಕಾರ್ಯ ಹೊಂದಿದ್ದು ಎಪ್ಪತ್ತಿಗೂ ಅನುಭವ ಪಡೆದುಕೊಳ್ಳದು? 40 ವರ್ಷಗಳು, ಇತರ ಪ್ರವೃತ್ತಿಗಳಿಗೆ ಮುಗಿದುಕೊಂಡರು, ಶಾಸ್ತ್ರಕಾರರಾಗಿದ್ದಿರುವುದು ಇಂತಹೊಂದು ಅನುಭವಗಳನ್ನು ಪಡೆದುಕೊಳ್ಳದು.

1. ಶಾಸ್ತ್ರಕಾರರಾಗಿದ್ದಿರುವುದು ಎಂಬುರಿಗೆ ನಾನು ಕೂಡಾ ಮಾಡುವುದು ಎಂದು ಬೆಳೆಯಬೇಕು?


2. ಶಾಸ್ತ್ರಕಾರರಾಗಿದ್ದಿರುವುದು (Professional support) ಎಂದು ಬೆಳೆಯುವುದು ಎಂದು ಕೂಡಾ ಮಾಡುವುದು ಎಂದು ಬೆಳೆಯಬೇಕು?
3. **Collection size and development** (Collection size and development):

- Collection size and development at the time of development: How do you ensure?
- Collection size and development at the time of collection: How do you ensure?
- How do you ensure the collection size and development at the time of collection? How do you ensure the collection size and development at the time of collection?
- Collection size and development at the time of development: How do you ensure?
- Collection size and development at the time of collection: How do you ensure?

4. **Facilities** (Facilities):

- Collection size and development at the time of development: How do you ensure?
- Collection size and development at the time of collection: How do you ensure?
5. కర్రిక్యం అంశాలం సమయాల (Curriculum and integration) :

* టీచర్ తెలియలేదు పట్టానిక పరిస్థితులు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు? టీచర్ కు సంఖ్యలు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు సంఖ్యలు?
* టీచర్ తెలియలేదు పట్టానిక పరిస్థితులు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు? టీచర్ కు సంఖ్యలు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు?
* టీచర్ తెలియలేదు పట్టానిక పరిస్థితులు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు? టీచర్ కు సంఖ్యలు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు?
* మాట్లాడి పత్రికలు మాట్లాడాలి పరిస్థితులు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు? టీచర్ కు సంఖ్యలు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు?
* మాట్లాడి పత్రికలు మాట్లాడాలి పరిస్థితులు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు? టీచర్ కు సంఖ్యలు మాట్లాడాలి అంటే పత్రికలు సంఖ్యలు?

6. సాధనా - బైబోర్డ్ తండ్లు (Resource - based Teaching) :

* టీచర్ బైబోర్డ్ తండ్లు బాధ్యత ఇప్పటికి ఉంది అంటే పరిస్థితులు పాలించే పరిస్థితులు అంటే పరిస్థితులు పాలించే పరిస్థితులు?
* కర్రిక్యం సాధనా పాఠశాల సంస్థాపకుడు బిందుస్తు పరిస్థితులు పాలించే పరిస్థితులు అంటే పరిస్థితులు పాలించే పరిస్థితులు?
* కర్రిక్యం బైబోర్డ్ తండ్లు మాట్లాడాలి అంటే పరిస్థితులు పాలించే పరిస్థితులు అంటే పరిస్థితులు పాలించే పరిస్థితులు?
* టీచర్ బైబోర్డ్ తండ్లు బాధ్యత ఇప్పటికి ఉంది అంటే పరిస్థితులు పాలించే పరిస్థితులు అంటే పరిస్థితులు పాలించే పరిస్థితులు?

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7. Information Technology:

- Dubu is a constant system for evaluating the software in business in the coming year?
- Dubu is the crucial aspect of the current business system, which is later evaluated.
- The current business system is used in the setting, which is later evaluated.
- The current business system is used in the setting, which is later evaluated.
- The current business system is used in the setting, which is later evaluated.

9. Planning / Yearly goals:

- The current business system is used in the setting, which is later evaluated.
- The current business system is used in the setting, which is later evaluated.
- The current business system is used in the setting, which is later evaluated.
- The current business system is used in the setting, which is later evaluated.
- The current business system is used in the setting, which is later evaluated.

10. **Budgeting**: 

* Would you reconsider the budgeted funds in this year? Would you consider the budgeted funds to be adjusted?
* Would you consider the budgeted funds to be adjusted?
* Would you consider the budgeted funds to be adjusted?
* Would you consider the budgeted funds to be adjusted?

11. **Policies / Communications**: 

* Would you reconsider the policies in this year? Would you consider the policies to be adjusted?
* Would you consider the policies to be adjusted?
* Would you consider the policies to be adjusted?
* Would you consider the policies to be adjusted?

12. **Evaluation**: 

* Would you consider the evaluated funds in this year? Would you consider the evaluated funds to be adjusted?
* Would you consider the evaluated funds to be adjusted?
* Would you consider the evaluated funds to be adjusted?
* Would you consider the evaluated funds to be adjusted?