

# Schools' Library Service

## Annual Report 2016-17

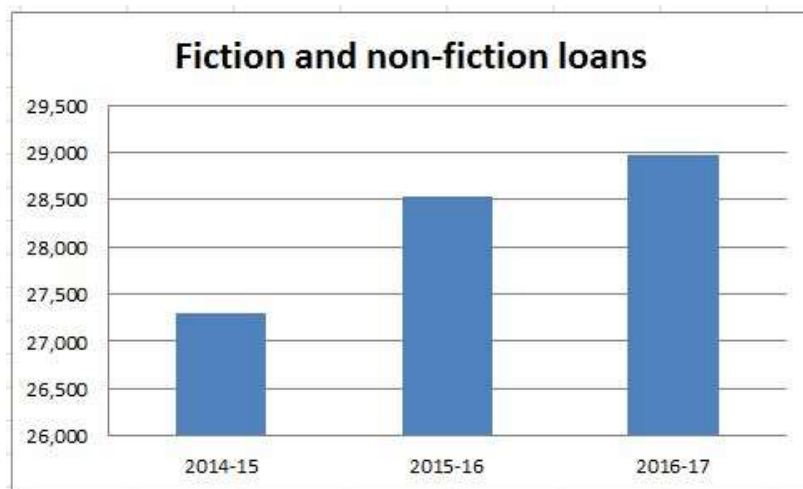


### Introduction

The Schools' Library Service's vision states that "all schools engage with SLS librarians in order to encourage independent learning and support reading both in and out of school". We are delighted to say that over the last year, every school has continued to use all or some of our service and have seen an improvement in many areas. We have focused on looking at 'what we can provide schools that they can't do themselves', especially looking at how we demonstrate our 'value for money.' The PWC review and the Education online survey about our service made us look more closely at what we do and has helped us to focus on where our value was. From loaning topic boxes and providing quality online resources for curriculum support to co-teaching to enhance literacy and information literacy skills, we have been engaging with teachers and students in many different ways. This new level of engagement has enabled our service to support teachers and students in how they can use their library resources (both physical and online) more effectively through the skills we have taught. It has also allowed us to help teachers engage with other educators around the world using new technologies, and has helped us to provide that much needed support within the classroom.

# The central resource

## Books

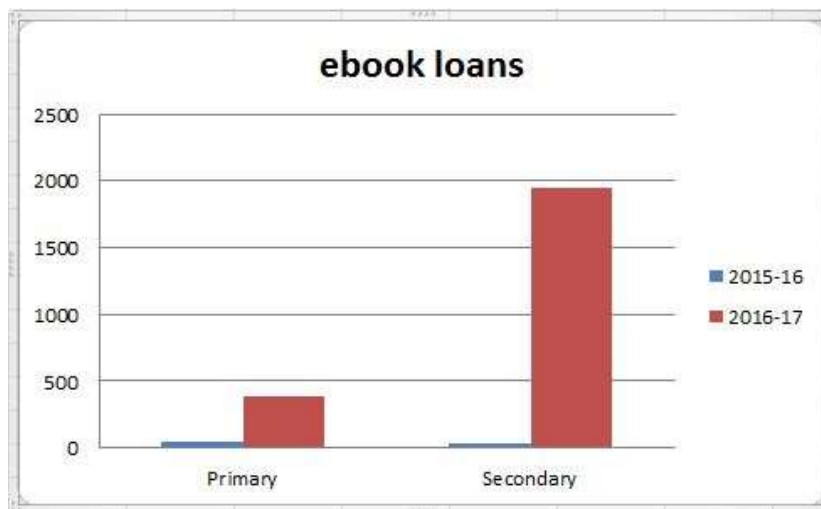


Our aim “to provide high quality printed and online resources to support independent learning” in line with the new Guernsey curriculum to ‘support successful learners’ has led to us actively engage with schools to ensure that the books we send out are in fact what is required. There has been a continued upward trend in the number of books being borrowed by schools, and now with the new library management system we can show that the number of loans in addition to our bulk and project loans. These 5,275 books are borrowed by our own staff, book clubs, home school children, Guille-Allès book club and Guille-Allès children’s library staff to support literacy wherever possible. We intend to monitor these figures and hope to see an increase due to our introduction of resources for reading clubs this year.

Teacher feedback from the survey carried out by the Education Department showed that 97.1% of those that did borrow our stock were very happy with the quality, with 95.6% saying that they had a positive impact on students. There was also feedback asking for more ‘lunchtime activities’ so we have created book club sets where we supply 10 copies of individual titles. This allows all students to read the same book and the idea has been received and used well. Other comments included ‘books are more geared to the junior school’ and so we have budgeted to increase our secondary collection and have directly engaged with specific teachers to provide loans.

This year, in order to save staff time when ordering fiction, we have started to use the ‘supplier selection’ service offered by from Peter’s Books and Furniture. We allow them to select newly published fiction on a monthly basis and we also keep some of our fiction budget ourselves so that we can supply any requests.

## ebooks

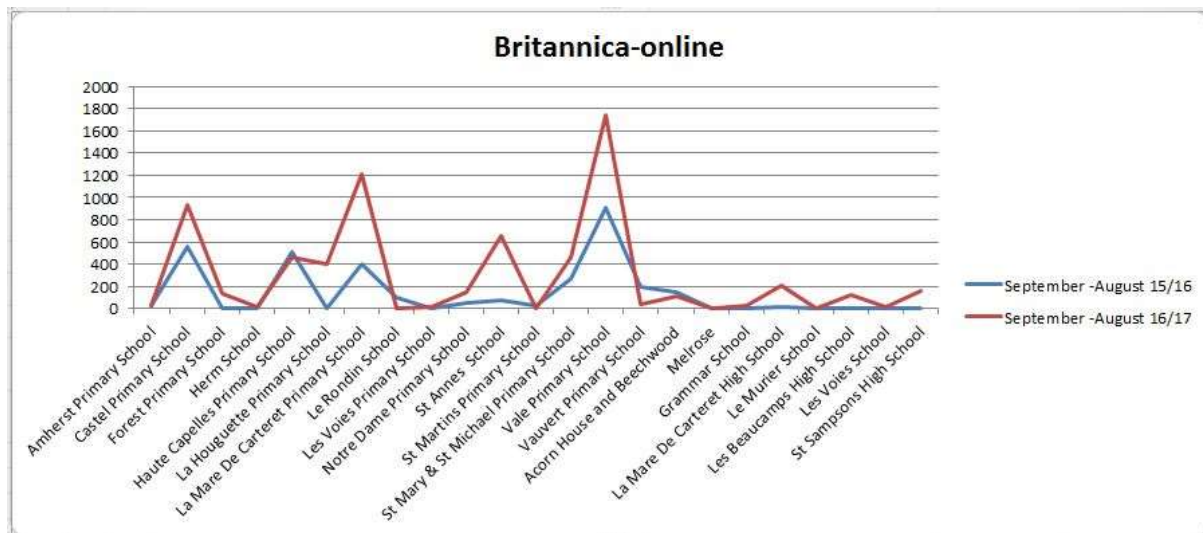


Our ebook collection started in September 2015 to provide access to books in different format. We have seen a significant increase in the number of ebooks being loaned. This is due to increased promotion of the service through school staff meetings, NQT, Teacher with Library responsibility (TLR) and School Library Assistant (SLA) training as well as providing a 2hr temporary login which is a simpler method for loaning books. The rise in loans by the secondary schools seems to be due to schemes such as 'drop everything and read' and 'Accelerated Reader' which encourage students to read more regularly. Our ebook collection allows students to log in and read for short periods. This has given teachers easy access to reading material when students have forgotten their own reading books. In turn, this has reduced the number of students wandering to the library to 'waste time' as students can instead be online and reading in seconds within the classroom itself. This has also led to a decrease in 'lost' school library books that were leaving the school libraries unissued and not making their way back to the library.

## Online Resources

As the new Guernsey curriculum works towards 'successful learners who are able to use technology for learning', we are delighted to share our quality online resources to meet the needs of students across the Bailiwick.

Britannica On-line has always been well-used by the primary schools, but over the years we have had low usage from the secondary schools. As this is one of the few online resources that is accessible to Years 7-9 to support independent learning, we felt it was important to engage with secondary schools to find a way to increase usage. We made a significant effort to promote Britannica in both the primary and secondary schools this year, and are delighted to see that there has in fact been an increase in use.



Our GALE online resources (GREENR, Global Issues in Context and Science in Context) have had a rather disappointing year, with figures falling from 281 full text retrievals in 2015-16 to 162 in 2016-17. Looking back at what happened in 2015-16 it is possible to say that the increase was due to training carried out in the November where we can see a spike in usage. We were not able to offer these sessions this year due to staff changes but it is something we need to consider for next year. Two other online resources, History Reference Centre and Digital Theatre Plus, have seen increased use which shows spikes in usage where SLS librarians have given training.

The Education survey, however, showed that very few primary and primary teachers said they used the online resources provided by SLS. This does not reflect the increase shown in our data. What it does show is our need to provide training and collaborative lessons in order to ensure that all teachers are aware of what is available.

## Centre Staff

Our centre staff have had a busy year, not only with the increase in loans as shown above, but also with increased uptake with visits to the Guille-Allès library for educational visits and story sessions.

### Promotion and advocacy

It is essential for us to continue to promote our service to ensure that all teachers are aware of what we provide. With this in mind we have created a termly newsletter as well as email reminders to give teachers an idea of how we can support them. We have also increased our presence on social media, especially using our blog to talk about new book releases and highlight what's new when appropriate.

## Events

Book Week was supported by our centre staff again this year with the competition packs and ideas for engagement being sent out to schools. The evening event was hosted by Castle Cornet which supported our initiative to work with other services and was attended by over 100 people.

Non-Fiction November and the World Book Day quiz are a real opportunity to provide cross school collaborations, as well as the fact that competitions are well received and enjoyed by many schools.

The [Carnegie and Greenaway](#) award, which was run throughout the schools, once again saw many schools come together to enjoy the love of reading, share lunch and hear the announcement of the winner.

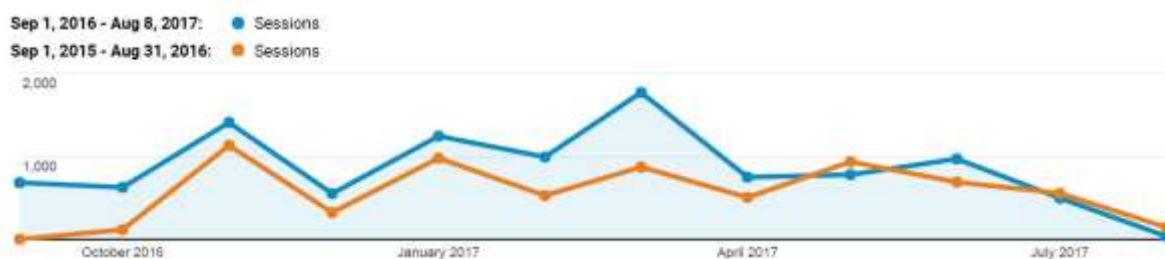
## Christmas and Spring Stories

More schools than ever came along to our story sessions this year. With the support from Guille-Allès staff we were able to accommodate over 1000 children over a 2 week period. This increase shows that the teachers are coming back because they are pleased with what our centre staff are offering and they can see the benefit to their children.

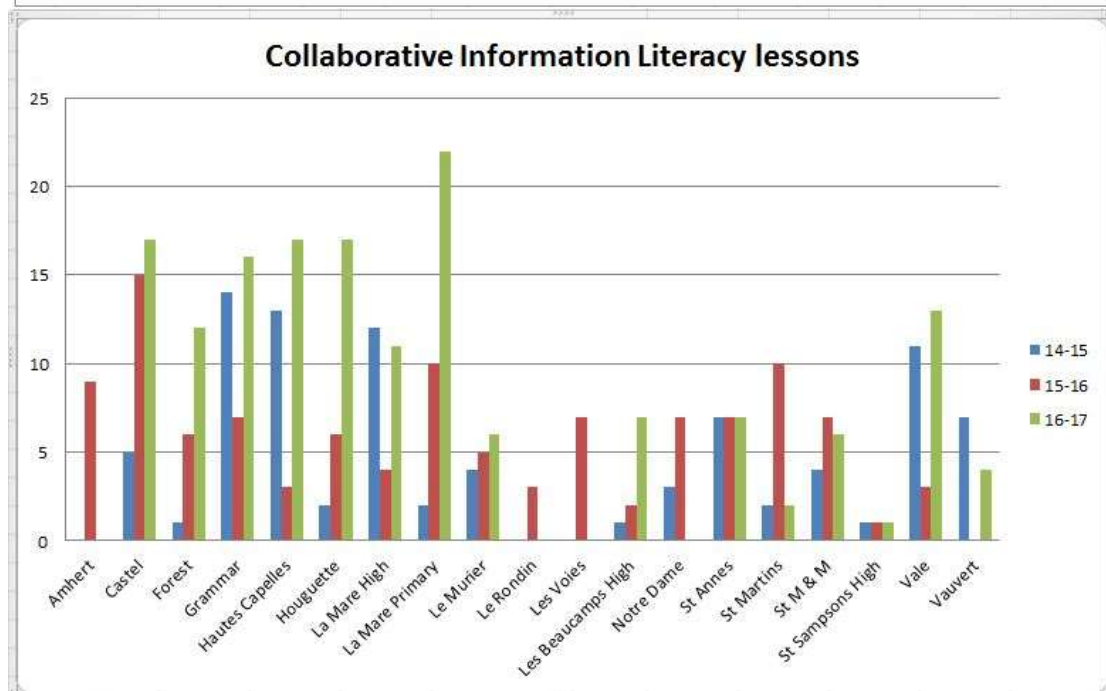
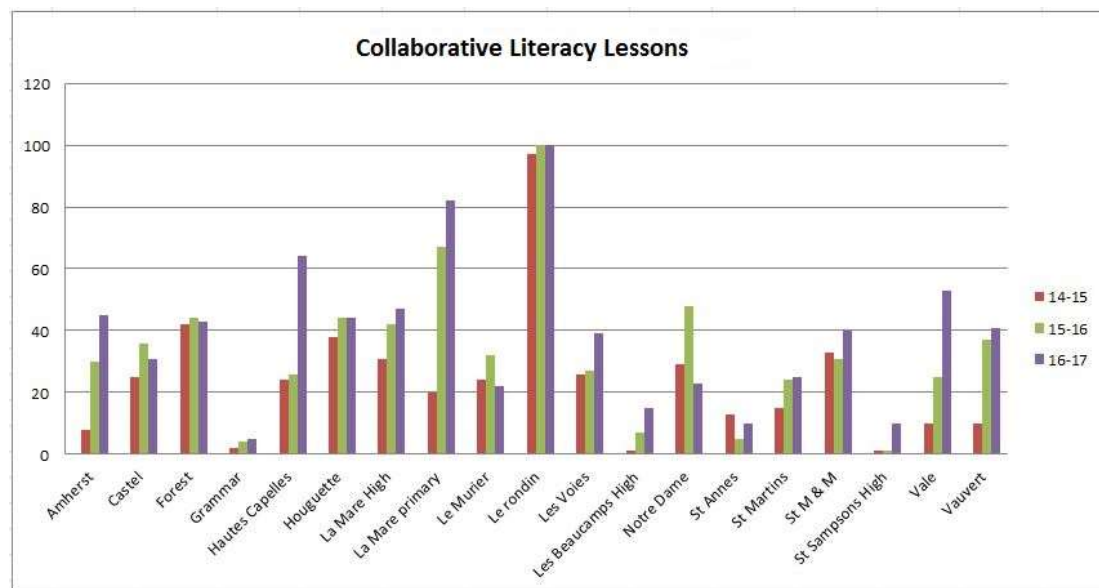
## Social Media and our [Website](#)

Over the last year we have used social media platforms Twitter, Facebook and Instagram to market our service and have seen an increase in followers for both. This has been important as it enables us to ensure that our followers are aware of the resources and services that we provide. This helps us to engage with schools and demonstrate how we “provide relevant, appropriate and personalised educational experience for all students” (States of Guernsey). From this we have seen an increased use of our service. For example, when posting reminders on Facebook we might then receive an email that asks “I saw you message on Facebook, can I order a project loan?”.

Our website views have also increased due to promotion of this service. We have focused on raising awareness of the easy access to our online resources ensuring that we are supporting the outcomes of the Guernsey Curriculum: “successful learners” and “effective contributors”. If students have easy access to good quality academic resources then these skills can be embedded at an early stage.



# SLS Librarians



Our SLS librarians are not only working towards every school having an engaging and up to date school library but are also working alongside teachers within the curriculum to ensure that the school library and its resources are being well used as well as research skills embedded. This works in line with the new curriculum's elements of learning:-

- Critical Thinking
- Teamwork
- Creativity
- Reflection

Our role within the classroom is to support literacy, critical thinking, teamwork, creativity, positive mental health and well-being, communication skills, the encouragement of library use and the increase of reading levels. All these are targets for the new Guernsey curriculum and are in line with research that shows that working with a librarian increases student academic attainment (Williams, Wavell, & Morrison, 2013). We have also seen an increased engagement in sessions provided by the Guilles-Allès through our librarians running assemblies to promote them. This year the Summer Reading Challenge has again seen an increase in children signing up.

Since 2014 every school has worked with our SLS librarians and last year 78% of schools saw an increase in literacy lessons and 68% in information literacy lessons. We can demonstrate that over the last three years more and more teachers have engaged with us with an overall increase of 58% showing that teachers do want to engage with collaborative teaching. The few schools that have shown a decrease are those schools that have had limited access to an SLS librarian due to maternity leave or a change of staff. This demonstrates that when a librarian is available, schools do access this service and are engaging more and more every year.

Key Performance Indicators (KPIs) were not put in place this year due to the PWC review and budget issues. We have, however, worked in line with our own strategic framework and have plans to link with the new Guernsey Curriculum ensuring that the needs of schools are met.

## Innovative lessons and sessions using technology

With the new curriculum on the horizon we have witnessed a large increase in teachers looking for innovative lessons and ideas to Learn Outside the Classroom (LOtC). Some teachers do not have the skill or the time to find and use these new online tools, so we have upskilled our staff through research on what is working elsewhere, learning how to use these tools and then supporting teachers within their lessons. Engaging with teachers in this way enables them to use these tools with support and to become confident in using them on their own in the future.

Google Hangouts have proved to be very popular with connections being made to Eden Project, Mexico, Arkansas, Nebraska and Wisconsin this year. We have also helped to connect educators to educators not only saving teachers' time but also opening the opportunity to support topics such as 'my community'. This has not only empowered the teachers but has enabled us to provide resources and co-teach research skills as well.

This year we have seen an increased use of Padlet and Flipgrid, both online tools that allow you to share ideas, pictures and videos in a safe environment. These sites can also be used to connect students globally without making the site public, which we did this year. We connected with students in Nebraska, Iowa and Arkansas on a literacy project about a book called *Wonder* by R.J. Palacio. We also used Padlet within one of our book groups to connect with the author in real

time to ask questions about the book. This all fits in with the new curriculum ensuring our students are confident individuals, successful learners, responsible citizens and effective contributors, as these tools allow our students to practice being digital leaders.



## Professional Training and collaboration beyond school

In order to achieve our vision of “providing a professional library advisory service on all matters relating to library, reading, information literacy and resources, including digital resources”, we have looked to provide training to raise awareness of online resources and empower teachers to use them within the classroom. This fits with the new Guernsey curriculum, especially supporting digital competency. We spent the year empowering teachers at St Anne’s School in Alderney to engage with online resources and it accumulated in a whole school inset day which was all about using the school library across the curriculum. We were delighted to see that St Anne’s GCSE results increased significantly this year and we can say that our support to this school has significantly increased too.



We provided three training courses for primary teachers, those with library responsibility (TLRs), as well as secondary library assistants on using online resources in the classroom. We also continued to provide a course for Newly Qualified Teachers (NQTs). These sessions always see an increase of use of our online resources afterwards.

Over the year we have been invited to talk to parents at St Mary and St Michael Primary School, Heads of Departments at St Sampson's High, curriculum days as well as CPD training at Les Beaucamps High. We regularly join staff meetings across all schools to promote our service and these have shown to be of value especially when there is evidence to show that more teachers are working with us. This is especially important as evidence provided by Williams, Wavell and Morrison shows that when teachers collaborate with librarians academic attainment goes up (2013). We attend and speak at the literacy leaders' termly meeting, which has allowed us to keep teachers informed of what is coming up during the term and has increased engagement in new initiatives.

Elizabeth presented alongside Angela Etheredge, a teacher from St Anne's, at the local Google Summit, demonstrating the work that is achievable through collaboration. She was also invited to talk at the School Library Association/Youth Libraries Group conference sharing best practice with the wider community.



## Community collaborations

We have always tried to work with the wider community and were delighted to be able to support the Guernsey Literary Festival this year in trying to encourage more schools to take an interest in the visiting authors. The outcome was very pleasing with feedback showing that "17 schools were involved with the programme and the numbers attending education events were up by 16% on 2015, from 1,800 to 2,143".

Beechwood have now requested to buy into our professional service offer. This means that we can support them on a regular basis as they pay for our time spent with them. They have not only asked for support for their school library but have also engaged with teacher/librarian collaboration within the classroom.

## Patron of Reading - Ann Bryant



Ann Bryant, author and musical educationalist, has worked tirelessly this year to ensure that all schools have an enjoyable and engaging experience with her. We feel that this is a really important addition to the Guernsey curriculum in helping students with critical thinking, creativity and also reflecting through connecting with an author who not only inspires them to read more, but also engages them to think creatively. Ann also ran a couple of teacher CPD events, the final being held at Castle Cornet. Feedback was good too:-

“So many strategies for engaging children – straightforward techniques which are memorable and will motivate.”

“[I enjoyed] the practical application to real world situations.”

## School library changes

One of our performance standards is to “focus on ensuring school libraries maintain standards to support students and teachers”. In order to carry this out, one of our roles is to help schools keep their libraries up to date in layout as well as stock. We have had a busy year supporting our schools when requested. These requests have included:-

**Library Renovation** – The school works with us and specialist UK based library design companies. We help pack up the library and then unpack after the renovation. This saves schools huge amounts of time as we can work as a team to complete this job.

**Stock check** – We recommend that a stock check is carried out every 2 years to make sure that the library management system matches with what is on the shelves. This means scanning every book on the shelves and needs a team to get the job done quickly. It prevents loss of stock as it makes the schools aware of what is going missing.

**Weeding** – We encourage all schools to keep their stock up to date and this is done by removing old stock. Our librarians work as a team to provide expertise to get the job done quickly.

The following schools have had significant changes this year:

- **St Mary and St Michael**:- new library furniture bought and library renovated.
- **Vauvert**:- library renovated after a large weed of stock.
- **La Mare High**:- library renovation, weed and stock check.
- **Hautes Capelles**: - library renovation.
- **Beechwood**:- (**paying for our service**) library reorganised, weed and stock check.
- **Castel**:- library weed and stock check.

## The Future

- We look forward to our final year with Ann Bryant our Patron of Reading. Hoping to make it the best year yet and ensuring that any school that requests a visit will get one.
- We look forward to supporting schools as they embark on the new Guernsey Curriculum by providing engaging and productive support.
- We aim to work pro-actively with teachers to ensure an increase in use of our online resources.
- We are looking to find a way to provide online training so that we can offer support for those teachers that do not have time to come to a training session.