

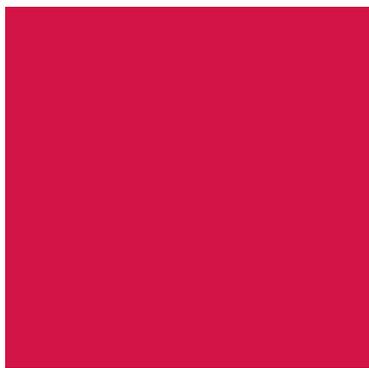
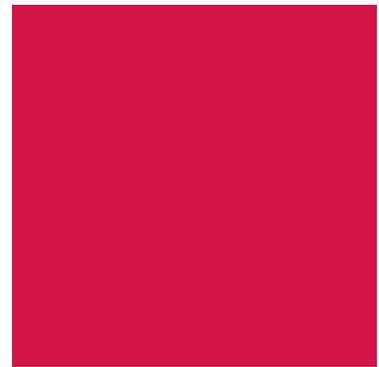


Australian Library and  
Information Association



# SCHOOL LIBRARY RESOURCE CENTRE GUIDELINES FOR SELF REFLECTION AND EVALUATION

SEPTEMBER 2014



By the Australian Library and Information Association (ALIA) Schools  
and Victorian Catholic Teacher Librarians (VCTL)

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## PREAMBLE

A well managed School Library Resource Centre (Library) provides a foundation for innovative programs that improve student learning outcomes, it is therefore essential that the Library is included in the ongoing cycle of improvement that is undertaken by school communities. Inclusion of the Library in the self reflection process will ensure that there is accountability and the data collected will contribute to a more comprehensive evaluation of the extent to which the school is achieving its stated aims.

This document, prepared in a joint partnership by ALIA Schools and VCTL, aims to support schools in their self reflection. The information gathered would contribute to a self reflection report. In addition, the document provides a valuable strategy to use in the ongoing monitoring of the school's improvement plans.

The Library is a valuable asset both educationally and financially:

- Educationally, there is a significant body of research that establishes the positive effect that the Library can have on student learning outcomes.
  - The 2011 House of Representatives report on *School libraries and teacher librarians in 21st century Australia* cites international and Australian research findings *proving the link between school libraries and scholastic achievement. School libraries and teacher librarians in 21st century Australia* (2011) Canberra, House of Representatives, Standing Committee on Education and Employment p37.
  - Another aspect is the Library's contribution to literacy. One of the principle findings in the 2011 *Softlink Australian School Library Survey* is that *there is a significant positive relationship between a school's NAPLAN reading literacy score, the budget and staffing allocated to the school library.*  
[www2.softlinkint.com/?au/softlink-australian-schools-survey](http://www2.softlinkint.com/?au/softlink-australian-schools-survey)
- Financially, the Library's print and online collections represent a substantial investment. The staff employed to work in the Library are another significant financial consideration.
- Therefore on behalf the ALIA Schools and the VCTL this document is presented for use by all members of both associations.

## WORKING PARTY MEMBERS

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## SECTION 1: WHAT DO WE AIM TO ACHIEVE? HOW DO WE KNOW?

Provide evidence to show that the aims of the School Library Resource Centre are aligned with the school stated priorities or initiatives.

See Section 1 Notes for assistance with this task.

## SECTION 2: WHAT HAVE WE ACHIEVED? HOW DO WE KNOW? WHAT EVIDENCE WAS USED?

Demonstrate the achievements of the School Library Resource Centre in terms of learning and teaching as well as management and provide evidence to show that these relate to the school stated priorities and initiatives as in Section 1.

See Section 2 Notes for assistance with this task

## SECTION 3: PHYSICAL ENVIRONMENT/LEARNING ENVIRONMENT

Comment on the adequacy of School Library Resource Centre facilities to meet the school stated priorities and initiatives.

See Section 3 Notes for assistance with this task.

## SECTION 4: FUTURE DIRECTIONS

WHAT WOULD WE LIKE TO ACHIEVE?

WHAT DO WE HAVE TO DO TO ACHIEVE THESE OUTCOMES?

HOW WILL WE KNOW WHETHER WE HAVE ACHIEVED WHAT WE WANT?

## SECTION 1 NOTES

### WHAT DO WE AIM TO ACHIEVE?

### HOW DO WE KNOW?

- Check documentation about the school library resource centre from previous self reflection, reviews or evaluation.
- Examine school policy documents relevant to the school library resource centre, for example:
  - Mission and vision statement
  - Learning and teaching policy
  - Collection development policy
  - Copyright policy
  - ICT policy
  - Other policies
- Consider other documents that may give insights into the aims of the school library resource centre:
  - Program budgets from previous years
  - Articles in the school newsletter, year book
  - Statements in school promotional material
  - Statements in school library resource centre promotional material
  - Annual reports from the school library resource centre
  - Other

## SECTION 2 NOTES

### WHAT HAVE WE ACHIEVED?

### HOW DO WE KNOW?

### WHAT EVIDENCE WAS USED?

The following headings may be of assistance in identifying the school library resource centre's achievements in terms of learning and teaching as well as management. Refer to and provide appropriate evidence for the following:

- Learning and teaching: program
- Staffing
- Services
- Collection management and development
- Information and Communication Technology
- Library software systems
- Policies
- Communication

### LEARNING AND TEACHING: PROGRAM

Use the following checklist regarding the documentation of the program to provide relevant information:

- In what ways is the program documented?
- What is the learning theory underpinning the program?
- How are the capabilities, skills and dispositions chosen? What is the authority?
- Is the program structured to accommodate both Literature and Information Literacy/Digital Literacy Skills?
- Is there a scope and sequence chart of skills and dispositions?
- How does the program differentiate the skills and content to provide for a range of learning styles and abilities?
- How are ICTs integrated into the program?
- How does the program make explicit the responsibilities of learners to access and use information in an ethical manner?

- Are there orientation programs for new staff and students?
- Is there an annual report?
- Is evidence based practice a feature of the program? How is the evidence gathered and presented?
- Are students encouraged to regularly reflect on their learning with a view to improvement?
- How is feedback given on student progress?
- Other

## STAFFING

- Staffing allocation: give information on all staff paid to work in the school library resource centre
- Staff qualifications: as above
- To whom does the person in charge of the school library resource centre report?
- Where does the school library resource centre fit within the organizational structure of the school? If possible, include the school's organizational chart showing the position of the school library resource centre.
- Describe how the school library resource centre staff members provide leadership within the school community for example, membership on committees.
- Describe how the school library resource centre staff members contribute to the school community.
- Check that role descriptions are current
- How are new school library resource centre staff inducted and trained?
- How are volunteers inducted and trained?
- Describe opportunities for school library resource centre staff to attend professional learning sessions and network meetings.
- What is the role of the school library resource centre staff in the provision of professional learning for the staff as a whole?
- How much administration time is allocated: that is, time without face to face classes?
- Consider the school library resource centre duty rosters and the time allocated to desk duties and other responsibilities and comment on the priorities revealed.
- Describe the performance review process or equivalent for school library resource centre staff members.

## SERVICES

- Hours of access
- Compile statistics that give details of loans: print format, electronic formats, equipment, usage of the library physical space, special promotions, other. Use these to build a profile of library services and to identify any patterns or developing trends.
- Survey staff and students to establish their perceptions of the school library resource centre's services. See suggested staff and student surveys to accompany this document.

## COLLECTION MANAGEMENT AND DEVELOPMENT

- Comment on the status of Central Resource Management
- Budget, recurrent: give details of the annual budget and how it is allocated to the categories within the collection, capital: furniture, shelving and equipment for the current year.
- Collection size: Physical resources\*: include all catalogued/listed items less than 10 years old
- Collection size: Online resources\*\*: include details of paid subscriptions to data bases, encyclopaedias etc
- Stocktake: provide details, including relevant statistics

\*Physical resources: are those that include:

- Print: books (reference, fiction, nonfiction), periodicals, newspapers, pamphlets, ephemera
- Graphic: posters, pictures, maps, models realia kits
- Digital: stand alone, that is DVDs, CDs, CD-ROMs etc not stored on a network
- Hardware used to provide, create and present information: cameras, iPads, MP3 players etc

\*\*Networked resources: are digital resources that are available on the school's network or the web and are accessed concurrently by many users, such as full text data bases of journals/newspapers, online encyclopaedias, websites, Web 2.0 tools and resources.

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

- Describe the technology infrastructure available in the school library resource centre.
- Describe the level of remote access to the school library resource centre catalogue and online resources that is available to the school community, for example from classrooms, from home.
- Describe access to digital resources used in the school, other than from the school library resource centre.
- Describe the role of the school library resource centre in relation to the digital resources not accessed from the school library resource centre.
- Comment on the school library resource centre's role in promoting safe usage.

- Comment on the school library resource centre's role in ethical behaviours.
- Describe the school library resource centre's online presence: intranet, homepage, wikis, blogging.
- Describe access to and support for digital devices for students and teachers.

### LIBRARY SOFTWARE SYSTEM

- Name the Library software system in use
- Briefly note information under the following headings:
  - Advantages of the system
  - Disadvantages of the system
  - Future developments identified by the distributor
  - Is the system adequate to meet current and anticipated needs?
  - Other

### POLICIES

Refer to *A Manual for Developing Policies and Procedures in Australian School Library Resource Centres* an initiative of the Australian Library and Information Association (ALIA) and the Victorian Catholic Teacher Librarians (VCTL) published electronically in 2007. This document describes the range of policies and procedures essential to a well managed school library resource centre.

From the list below, tick the policies and procedures that have been developed:

- Collection Development Policy and Procedures
- Budget Policy and Procedures
- Ordering Policy and Procedures
- Cataloguing Policy and Procedures
- Processing Policy and Procedures
- Circulation Policy and Procedures
- Stocktaking Policy and Procedures
- Copyright Policy and Procedures
- Other

## COMMUNICATION

The following items listed may be of assistance in identifying the school library resource centre communication practice:

- School library resource centre information is presented at parent education meetings
- School library resource centre news is presented to the wider school community at assemblies and via school newsletters and/or library news sheets
- Meetings of school library resource centre staff members (full time, part time and volunteer) occur regularly
- User information is available to explain use of catalogue and/or the search terminal
- There are opportunities at staff meetings for presentations/discussions about library issues
- Regular communication occurs between school library resource centre staff and the school leadership team
- Regular communication occurs between school library resource centre staff and classroom and other specialist teachers
- There is liaison with the local public library
- School library resource centre news and events are publicised in the local newspaper
- School library resource centre services/resources are regularly advertised and promoted to staff and students via print and electronic notices
- Parental assistance is welcomed
- Other

Adapted from: *School Libraries: Guidelines for use with School Development Planning in Parish Primary Schools*. Catholic Education Office Melbourne, 1994, Out of Print.

## SECTION 3 NOTES

### PHYSICAL ENVIRONMENT/LEARNING ENVIRONMENT ADEQUACY OF SCHOOL LIBRARY RESOURCE CENTRE FACILITIES

Complete the following checklist for a quick overview of the adequacy of school library resource centre facilities.

The statements are intended to assist in determining the state of the school library resource centre's physical facilities. If you respond 'Yes' to the majority of these statements then the school library resource centre would appear to be an attractive, well organized space ready to be utilized by the school community.

Those statements to which you respond 'Needs Attention' may indicate areas which require further consideration and development, note an action/strategy which may be used to bring about improvement.

| Statement  | Yes | Needs attention |
|--|-----|-----------------|
| <p><b>Physical building</b></p> <p>The external ambience and visibility of the school library resource centre is inviting.</p> <p>The school library resource centre is centrally located within the school.</p> <p>The school library resource centre is easily accessible to staff and students.</p> <p>Access is provided for persons with disability.</p> <p>The noise level from external sources is acceptable.</p> <p>Efficient and effective security measures are in place.</p> <p>There are adequate signs to indicate the location of the school library resource centre.</p> <p>Entrances and exits are appropriately placed and signed.</p> <p>Sustainability features of the school library resource centre are maximized.</p> <p>All aspects conform with Occupational Health and Safety Standards.</p> |     |                 |
| Action/Strategy  |     |                 |
|  |     |                 |

| Statement  | Yes | Needs attention |
|--|-----|-----------------|
| <p><b>Information and Communication Technology infrastructure</b></p> <p>The infrastructure is:</p> <ul style="list-style-type: none"> <li>■ Stable</li> <li>■ Adequate for its purposes</li> <li>■ Keeps pace with developments</li> <li>■ Adequately maintained</li> <li>■ Accommodates flexibility in the design and layout of the school library resource centre</li> <li>■ Has scope for future development.</li> </ul> |     |                 |
| <b>Action/Strategy</b>   |     |                 |
|  |     |                 |

| Statement   | Yes | Needs attention |
|---|-----|-----------------|
| <p><b>Design and layout</b></p> <p>The internal ambience of the school library resource centre is inviting.</p> <p>The floor plan includes areas for:</p> <ul style="list-style-type: none"> <li>■ Seating class groups and individuals (it is recommended that seating should be provided for 12% of the student population)</li> <li>■ Learning and teaching spaces</li> <li>■ Space for storytelling, relaxed reading</li> <li>■ Audiovisual storage and operation</li> <li>■ Computers/devices/printers/scanners/photocopiers/ other peripherals</li> <li>■ Catalogue access</li> <li>■ Quiet work</li> <li>■ Browsing</li> <li>■ Workroom</li> </ul> |     |                 |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>■ Office</li> <li>■ Circulation</li> <li>■ Storage/closed access</li> <li>■ Foyer.</li> </ul> <p>All areas within the school library resource centre are clearly signed.</p> <p>The floor plan allows for:</p> <ul style="list-style-type: none"> <li>■ Easy access to all sections</li> <li>■ Supervision of all areas</li> <li>■ Flexible use.</li> </ul> <p>There are sufficient, easily accessed, opportunities for display in various formats.</p> <p>These display opportunities are in:</p> <ul style="list-style-type: none"> <li>■ Usable condition</li> <li>■ Good condition</li> </ul> <p>Effective measures are taken to control:</p> <ul style="list-style-type: none"> <li>■ Temperature</li> <li>■ Ventilation</li> <li>■ Humidity</li> <li>■ Dust.</li> </ul> <p>Lighting conforms to required standards.</p> <p>Floor covering is appropriate.</p> <p>Access to email, telephone, fax and photocopier is provided.</p> <p>A wet area or easy access to water is available.</p> <p>Toilet access is provided.</p> <p>All aspects conform with Occupational Health and Safety Standards.</p> |  |  |
| Action/Strategy  |  |  |
|  |  |  |

| Statement   | Yes | Needs attention |
|---|-----|-----------------|
| <p><b>Furniture and equipment: Shelving</b></p> <p>Shelving is:</p> <ul style="list-style-type: none"> <li>■ Ergonomic</li> <li>■ Flexible and caters for storage of a variety of materials</li> <li>■ Caters for open and closed access to certain collections as the need arises</li> <li>■ Sufficient to store the various collections</li> <li>■ An appropriate height for the users</li> <li>■ Placed to allow access to all users.</li> </ul> <p>All aspects conform with Occupational Health and Safety Standards.</p> |     |                 |
| Action/Strategy   |     |                 |
|   |     |                 |

| Statement   | Yes | Needs attention |
|---|-----|-----------------|
| <p><b>Furniture and equipment: Users' area</b></p> <p>Adequate and appropriately sized ergonomic furniture is provided</p> <p>Areas are provided for:</p> <ul style="list-style-type: none"> <li>■ Learning space/s for whole class</li> <li>■ Learning space/s for small group</li> <li>■ Private study or small group area</li> <li>■ Teacher reference access area</li> <li>■ Students' recreational reading</li> <li>■ Student and staff access to technology: computers, devices, printers, scanners, photocopiers and other peripherals.</li> </ul> <p>All aspects conform with Occupational Health and Safety Standards.</p> |     |                 |

Action/Strategy

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| Statement | Yes | Needs attention |
|-----------|-----|-----------------|
|-----------|-----|-----------------|

**Furniture and equipment: Service area**

*Circulation*

All features are ergonomic.

The circulation desk is within easy access of the workroom.

The circulation desk is suitable for the efficient management of the circulation system.

The returns chute is well positioned.

Storage at the circulation desk is appropriate.

The circulation desk has sufficient work space and surface area.

There are sufficient trolleys available.

All aspects conform with Occupational Health and Safety Standards.

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Action/Strategy

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| Statement   | Yes | Needs attention |
|---|-----|-----------------|
| <p><i>Workroom</i></p> <p>The floor plan accommodates:</p> <ul style="list-style-type: none"> <li>■ The range of work practices</li> <li>■ An efficient workflow.</li> </ul> <p>Furniture is suitable for the efficient performance of management tasks.</p> <p>Furniture is ergonomic.</p> <p>There are sufficient workstations.</p> <p>There is sufficient shelving.</p> <p>There are sufficient filing cabinets, cupboards and drawers.</p> <p>Technology infrastructure is adequate and appropriate.</p> <p>Effective measures are taken to control temperature, ventilation, humidity and dust.</p> <p>Lighting conforms to required standards.</p> <p>Floor covering is appropriate.</p> <p>Access to email, telephone, fax and photocopier is provided.</p> <p>A wet area or easy access to water is available.</p> <p>Storage is appropriate and adequate.</p> <p>Secure storage is available for the personal belongings of staff.</p> <p>All aspects conform with Occupational Health and Safety Standards.</p> |     |                 |
| Action/Strategy   |     |                 |
|   |     |                 |

| Statement   | Yes | Needs attention |
|---|-----|-----------------|
| <p><i>Audiovisual storage and operation</i></p> <p>The floor plan accommodates:</p> <ul style="list-style-type: none"> <li>■ The range of work practices</li> <li>■ An efficient workflow.</li> </ul> <p>Furniture is suitable for the efficient performance of tasks.</p> <p>Furniture is ergonomic.</p> <p>There are sufficient workstations.</p> <p>There is sufficient storage.</p> <p>Technology infrastructure is adequate and appropriate.</p> <p>Effective measures are taken to control noise, temperature, ventilation, humidity and dust.</p> <p>Lighting conforms to required standards.</p> <p>Floor covering is appropriate.</p> <p>Access to email, telephone, fax and photocopier is provided.</p> <p>Storage is appropriate and adequate.</p> <p>Secure storage is available for the personal belongings of staff.</p> <p>All aspects conform with Occupational Health and Safety Standards.</p> |     |                 |
| Action/Strategy   |     |                 |
|   |     |                 |

| Statement  | Yes | Needs attention |
|--|-----|-----------------|
| <p><i>Office</i></p> <p>There is sufficient space for the range of management tasks.</p> <p>Furniture is ergonomic.</p> <p>There are sufficient workstations.</p> <p>There are sufficient bookshelves, filing cabinets and drawers.</p> <p>Technology infrastructure is adequate and appropriate.</p> <p>Effective measures are taken to control temperature, ventilation, humidity and dust.</p> <p>Lighting conforms to required standards.</p> <p>Floor covering is appropriate.</p> <p>Access to email, telephone, fax and photocopier is provided.</p> <p>Storage is appropriate and adequate.</p> <p>Secure storage is available for the personal belongings of staff.</p> <p>All aspects conform with Occupational Health and Safety Standards.</p> |     |                 |
| Action/Strategy  |     |                 |
|  |     |                 |

The checklist is an updated version of: *School Libraries: Guidelines for use with School Development Planning in Parish Primary Schools*. 1994, Catholic Education Office Melbourne. Section 5, Physical Facilities pages 17-20. Out of Print

## MAJOR REFURBISHMENT / NEW BUILDING

Strategies to provide a more detailed analysis of school library facilities are available in:

Australian School Library Association (ASLA) and Australian Library Association (ALIA) *Learning for the Future: Developing Information Services in Schools*, 2001, Curriculum Corporation, Carlton.

*Designing the learning environment* by Susan La Marca from *Learning in a Changing World* 2010, ACER Press, Camberwell.

This would be an essential reference for those considering a major refurbishment or new building.

## RESOURCES LIST

Australian Library and Information Association (ALIA) & Victorian Catholic Teacher Librarians (VCTL) 2007, *A manual for developing policies and procedures in Australian school library resource centres*.

Go to Resources at [www.alia.org.au/groups/alia-schools](http://www.alia.org.au/groups/alia-schools) or [vctl.pbworks.com](http://vctl.pbworks.com)

Australian School Library Association (ASLA), *School Library Research*  
[www.asla.org.au/site/defaultsite/filesystem/documents/research.pdf](http://www.asla.org.au/site/defaultsite/filesystem/documents/research.pdf)

Direct link to 'Impact of School Libraries on Student Achievement: a Review of the Research' — Report for the Australian School Library Association by Michele Lonsdale (2003)

Australian School Library Association (ASLA) and Australian Library and Information Association (ALIA) 2001, *Learning for the future: developing information services*, 2nd edition, Curriculum Corporation, Carlton South, Vic.

Australian School Library Association (ASLA) and Australian Library and Information Association (ALIA) 2009, *School library policies and statements*.

[www.alia.org.au/about-alia/policies-standards-and-guidelines](http://www.alia.org.au/about-alia/policies-standards-and-guidelines)

American Association of School Librarians [AASL] 2007, *Standards for the 21st century learner*, ALA, [online] at [www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm](http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm)

Herring, J. 2010, *Improving students' web use and information literacy — a guide for teachers and teacher librarians*. Facet Publishing, London.

[www.facetpublishing.co.uk/title.php?id=743-2](http://www.facetpublishing.co.uk/title.php?id=743-2)

First chapter available as pdf

[www.facetpublishing.co.uk/downloads/file/herring1.pdf](http://www.facetpublishing.co.uk/downloads/file/herring1.pdf)

Kennedy, J. 2006, *Collection Management: A concise introduction, a revised edition*, Centre for Information Studies, Charles Sturt University, Wagga Wagga, NSW

La Marca, Dr Susan 2007, *Rethink*, School Libraries Association of Victoria, Carlton.

*Learning in a Changing World* 2010, ACER Press, Camberwell.

Titles include:

- *Connect, communicate, collaborate* by Judy O Connell and Dean Groom
- *Virtual worlds* by Judy O Connell and Dean Groom
- *Designing the learning environment* by Susan La Marca
- *Curriculum integration* by Ross Todd
- *Resourcing for curriculum innovation* by June Wall and Sandra Ryan

New York City Department of Education, *Librarians Handbook 2008*, New York School Library System, Office of Library Services, 2011.

[schools.nyc.gov/Academics/LibraryServices/LibraryHandbook](http://schools.nyc.gov/Academics/LibraryServices/LibraryHandbook)

## GLOSSARY

|                             |   |
|-----------------------------|---|
| ALIA                        | The Australian Library and Information Association [ALIA] is the professional organization for the Australian library and information services sector. It seeks to empower the profession in the development, promotion and delivery of quality library and information services to the nation, through leadership, advocacy and mutual support.  |
| ALIA Schools                | The Australian Library and Information Association Schools is a group within ALIA which promotes the interests of school libraries and teacher librarians. The group also provides opportunities for professional development, lobbies for school libraries with state and local groups, liaises with other groups, identifies and analyses current trends in teacher librarianship whilst maintaining the profile of teacher librarianship within ALIA.  |
| Audiovisual                 | A resource that combines sound and visual images.   |
| Budget, recurrent           | An annual report detailing costs of recurrent expenditure on items such as books, audiovisual materials, digital resources and subscriptions, online resources etc  |
| Budget, capital             | Expenditure on resources such as furniture, shelving and equipment.   |
| Catalogue                   | The complete list of the Library's holdings that are systemically catalogued.   |
| Central resource management | The organization of all resources in a manner which ensures maximum access by the school community. This organization, through the Library, means that the resources are processed and catalogued in a systemic way. Depending on the physical facilities existing in the school, resources may be centrally catalogued but not centrally housed.   |
| Collection size             | <p><b>Physical resources:</b> include all catalogued/listed items less than 10 years old. Include:</p> <ul style="list-style-type: none"> <li>■ Print: books (reference, fiction, nonfiction), periodicals, newspapers, pamphlets, ephemera.</li> <li>■ Graphic: posters, pictures, maps, models realia kits.</li> <li>■ Digital: stand alone, that is DVDs, CDs, CD-ROMs etc not stored on a network.</li> <li>■ Hardware used to provide, create and present information: cameras, iPads, MP3 players etc.</li> </ul> |
| Collection size             | <p><b>Online resources:</b> include details of paid subscriptions to data bases, encyclopaedias etc. These digital resources are available on the school's network or the web and are accessed concurrently by many users, such as full text data bases of journals/newspapers, online encyclopaedias, websites, Web 2.0 tools and resources.</p>   |
| ICTs                        | Information and communication technologies include tools such as word processing, spreadsheets, presentation and database applications as well as online applications and social networking tools.  |
| Information literacy        | Information literacy has been defined by ALIA (2006) as an information process where students can access, use, organise, create, present and evaluate information. The information process requires the development of a range of skills at each of the six stages: defining, locating, selecting, organizing, creating and evaluating. These skills can be applied to a range of resources from print, to audiovisual, to digital.   |
| Peripherals                 | Any device, such as a USB or printer, concerned with input/output or storage.   |
| Resource                    | Any item catalogued and circulated through the school library resource centre.  |
| Social media                | Social media includes all Web 2.0 tools and other new and emerging media tools.   |
| VCTL                        | The Victorian Catholic Teacher Librarians [VCTL] is an association of representatives from Catholic school library networks across Victoria. It supports and maintains Catholic school library networks across Victoria, communicates with Catholic teacher librarians and other library staff via VCTL wiki and Facebook page and liaises with other library associations at state and national level.   |



