Measuring the Effectiveness of School Libraries

ALIA Schools Seminar
Workshop Facilitator: Janine Enright

16 March 2019
Driving Question

How can a school library’s effectiveness be measured?
Subsidiary questions

- In light of the learning and teaching directions of the school, what can the school expect of the library?
- What constitutes an effective school library? (factors)
- How can these factors be measured? What data is available? What data needs to be collected?
- Who should be measuring effectiveness?
- Why are libraries reviewed?
- How can a school respond to what the data is telling them? What support is required for the library to improve?
What do I bring to the table in reviewing libraries?

- Background in Learning and Teaching Leadership
- Catholic School Reviewer
- Experiences as a science teacher
Process of reviews

- Reason for review
- Background reading on libraries
- School context
  - Library self reflection and data; school Annual Action Plans, Learning and Teaching directions, strategic plans
- Surveys and interviews (staff, students, leaders of learning).
- Report headings match the survey questions
- Critical friend
Report

- Mission, vision and strategic leadership
- Learning and teaching
  - Information literacy, inquiry learning, reading culture
- Physical environment
  - Workroom, flexible spaces, displays, flow
Report

- Access
- Resources
  - Staffing, supervision in library, qualifications and capacity
  - Collections – physical and virtual
  - Technical services
Common commendations

- Safe haven for marginalized
- Service on request
- Personnel - welcoming
- Displays
- Wide reading
Common recommendations

Activity using the common recommendations provided

- How might you go about adopting the recommendations?
- What might the challenges be for you/your school in adopting the recommendations?
Learnings

- School principal as leader of learning
- Effective utilization of library services and offering needs to be strategic
- Communication – what the library and teacher librarians can offer
- Instructional leadership that is proactive
- Programs that are embedded rather than ad hoc
Learnings

- Collaboration – assessment tasks, units of work
- **Self reflection, gathering and analyzing data**
- Library staff – performance and development culture; staff goals and performance measures
- Outward looking; changing the mental models of what a library is to what a library can be
Questions?