



Ministry of Education, Heritage & Arts

**POLICY ON
NATIONAL SCHOOL LIBRARY**



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1.0. POLICY OBJECTIVE

This policy provides clear guidelines and framework to all schools registered under the Ministry of Education, Heritage and Arts (hereinafter referred to as MoEHA) to ensure accessible and quality school library services that supports conducive learning and teaching environment.

This framework is aligned to the school library manifesto put together by UNESCO and International Federation of Library Association to:

- 1.1 Support and enhance educational goals as outlined in the MoEHA mission and curriculum;
- 1.2 Develop and sustain in students the habit and enjoyment of reading and learning, and the use of libraries;
- 1.3 Offer opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- 1.4 Support all students in learning and practising skills for evaluating and using information, regardless of form, or medium, including sensitivity to the modes of communication within the community;
- 1.5 Provide access to local, regional, national and global resources and opportunities that expose students to diverse ideas, experiences and opinions;
- 1.6 Organise activities that encourage cultural and social awareness;
- 1.7 Work with students, teachers, administrators, parents and other stakeholders to achieve the mission of the school;
- 1.8 Embrace the concept that intellectual freedom and access to information are essential to be effective and responsible citizens;
- 1.9 Promote reading and the use of school library resources and services to the school community.

2.0. POLICY

- 2.1. The MoEHA, through the Department of Library Services, shall ensure that all schools have established school libraries with sound and clear Rules and Regulations.
- 2.2. All head teachers/principals shall appoint a School Library Committee (hereinafter referred to as SLC). The SLC shall ensure that rules and regulations of the school library are developed, monitored, implemented and reviewed.
- 2.3. The SLC shall also formulate its Collection Development Policy to assist in sustaining its services and address the collection gap that may arise from time to time.

- 2.4. Library resources that are bought using Tuition Fee Free Grant (hereinafter abbreviated to as TFFG), provided by Department of Library Services or acquired through donation shall be recorded in the library inventory ledger.
- 2.5. All school libraries shall have sound resource management procedures in place.
- 2.6. All head teachers/principals shall ensure that their school library operates within the minimum required standards (**Appendix 1**) such as infrastructure (dedicated building for library) and staffing with relevant resources available to meet the information needs of students and teachers.
- 2.7. All head teachers/principals shall ensure that there is a full time personnel to manage, administer and plan all library activity and programs, and to be accountable of all library resources acquired or donated.
- 2.8. The Department of Library Services shall monitor the implementation of the contents of this policy.
- 2.9. School libraries shall submit monthly and quarterly report on activities, library programs and new addition of resources acquired.
- 2.10. The MoEHA through its Department of Library Services shall ensure that electronic databases are available to supplement learning resources available to schools.

3.0. **BACKGROUND**

3.1. **INTRODUCTION**

- 3.1.1 The current school curriculum and the introduction of the TFFG, necessitates the need for an effective school library.
- 3.1.2 Through research, School Library has been proven to make an impact on children's literacy. A well-resourced school library can make a big difference in children's education, enabling them to become responsible citizens.
- 3.1.3 The current status of the school library in primary schools has prompted the MoEHA to take action in order to address issues surrounding it. School libraries play a fundamental role towards the provision of information to individuals that promote a knowledge-based society.
- 3.1.4 In addition, school library should be seen and valued as an imperative component in teaching and learning that equips students with life-long learning skills and develops their expertise, enabling them to live and act responsibly.
- 3.1.5 Moreover, the school library should not work in isolation as it needs collaboration with teaching staff, parents and management in-order to

enable it to function well and serve its purpose in supplementing the curriculum and its learning outcomes.

- 3.1.6 Furthermore, this policy is an overarching guideline for the establishment of school libraries in Fiji and its contextualised school library policy to meet the mission of the schools.

3.2. RATIONALE

- 3.2.1. MoEHA aims to strengthen and sustain development of School Libraries and to create an environment that is conducive to learning and teaching.

- 3.2.2. MoEHA is committed to the accountability framework which is supported by Education and training of the school community.

4.0. DEFINITIONS

- 4.1. **Schools**
All registered ECE centres, Primary, Secondary, Technical College and Special schools
- 4.2. **School Library**
A special room within the school that has resources that assists develop the literacy of students and teachers.
- 4.3. **School Community**
Refers to teachers, students, school management and stakeholders of a particular school.
- 4.4. **Government Funded Resources**
Resources that are acquired through Government Grants or provided by Library Services of Fiji through budgetary allocations.
- 4.5. **Tuition Fee Free Grant (TFFG)**
Grant provided by the MoEHA to facilitate the development of School and its resources under different allocations.
- 4.6. **Library Committee**
Committee that oversee the collection development of libraries, programs and activities, rules and regulations of libraries and the sustainability of its services
- 4.7. **Collection Development Policy**
Collection Development Policy is an internal school policy that depicts the strength of the collection in the library, ensuring that the collections available are relevant and adequate to serve the information needs of the school community. In addition shall provide the selection criteria of resources both in print and e-resources.
- 4.8. **Rules and Regulations**
A framework that is developed by the Library Committee to guide the users on the handling and safe keeping of resources that would ensure sustainability for future use.

- 4.9. **Resource based Learning**
Learning through the use of resources such as books and internet access which will assist students to explore and to be exposed to concepts and philosophies that are available for the purpose of education and learning.
- 4.10. **Access**
The availability of information in various formats such as prints (books), Information technology, audio and visual that can be accessed for learning purposes.
- 4.11. **Global Resources**
A wide range of resources that are available on the internet.
- 4.12. **Local Resources**
Resources that are produce or published locally with a local author who is responsible for the production of resources.

5.0. **RELEVANT LEGISLATION AND AUTHORITIES**

- 5.1 The Constitution of the Republic of Fiji, 2013
- 5.2 Education Act, 1978
- 5.3 Finance Management Act, 2004
- 5.4 General Orders, 2011
- 5.5 MoEHA Financial Manual, 2013
- 5.6 Public Service Code of Conduct, 1999
- 5.7 School Library Selection Policy of the MoEHA
- 5.8 UNESCO and International Federation of Library Association
- 5.9 Education Sector Strategic Development Plan 2015-2018

6.0. **PROCEDURES**

6.1 **Rules and Regulations**

- 6.1.1.1 Formulation and the implementation of Rules and Regulation of the school library shall be the responsibility of the Library Committee. Such rules and regulations shall safeguard the users and the resources in the library.
- 6.1.1.2 The regulations shall clearly define the role of the users (students /teachers) and the Librarian.
- 6.1.1.3 Rules shall reflect the intended use of the school library. School library shall be strictly used for the sole purpose of reading, learning and conducting research.

6.1.2. Roles of School Library

School library supports the development of successful learners and confident individuals. Promoting skills for lifelong learning encourages pupils to grow as responsible citizens who make an effective contribution to society. It is in the school library that all pupils have the opportunity to exercise their entitlement to access information and to develop comprehensive literacies in a supportive environment.

6.1.2.1. School library shall:

- 6.1.2.1.1. Provide access to a wide range of information
- 6.1.2.1.2. Offer support for attainment across the school community
- 6.1.2.1.3. Offer support for the development of literacy, including increasing reading confidence and fluency
- 6.1.2.1.4. Provide assistance in the development of information literacy
- 6.1.2.1.5. Provide assistance with the effective use of ICT in learning and teaching
- 6.1.2.1.6. Promote knowledge and skills in reading for enjoyment
- 6.1.2.1.7. Provide support for personal and social development.
- 6.1.2.1.8. Provide library program that cultivates and sustain love for books and improve reading habits
- 6.1.2.1.9. Provide resources that supplement curriculum and support teaching and learning in schools.

6.2 School Library Committee

6.2.1 The SLC shall be the body that oversees the welfare and function of the school library. This is an important committee that determines the provision of current and relevant resources and will oversee the sustainability and accountability of the resources in the library.

6.2.2 The Committee shall be comprised of the head teacher/principal (Chair), school manager, a senior language teacher, school treasurer, school bursar Parents and Teachers Association representative, Head Boy, Head Girl or a student council representative and the school librarian (Secretariat).

6.3 Collection Development Policy

6.3.1 The Collection Development Policy (hereinafter referred to as CDP) shall provide guidelines to address the library collection gap and shall define the types of resources suitable for school library users

6.3.2 This Policy shall be reviewed annually to address the gaps in library collection, and should reflect the School Library Selection Policy of the MoEHA.

- 6.3.2 CDP shall ensure it addresses the currency and updated editions of library collection.
- 6.3.3 The policy shall also ensure that it does not entertain the procurement of irrelevant and obsolete resources.
- 6.3.4 CDP shall address the Weeding and Culling procedures of the collection.
- 6.3.5 CDP shall address the selection criteria of print and electronic resources that can be acquired by schools or provided with by Department of Library Services

6.4 Library Resources Acquisition

- 6.4.1 The resources that are going to be procured through TFFG – library allocation or received through donations shall be recorded in the standard accession register, as this will enable the auditors to identify the donated books and the ones purchased by TFFG. All purchase invoices/receipts shall be filed for further reference by auditors. All financial records are to be securely kept at school for a period of 7 consecutive years before archiving.
- 6.4.2 Acquisition of resources shall strictly observe the Collection Development Policy of MoEHA

6.5 Electronic Database

- 6.5.1. Technology is critical in the development of effective school libraries. Technology planning shall acknowledge and incorporates both the school library as an access point of using online resources or an automated catalogue, and as a component of the technology infrastructure for information and communication.
- 6.5.2. Access to electronic databases can be available provided the school registered with the Department of Library Services and adhere to the policy guidelines that govern the usage of electronic database and e-resources.
- 6.5.3. If school wishes to procure their own electronic databases or e-resources, schools shall ensure that its IT infrastructure is in-order and student's access should not be limited.

6.6 Resources Management

- 6.6.1 Resources acquired shall supplement the curriculum and shall be maintained and sustained to prolong the life of the resources. Maintenance should be carried out immediately for any damage to resources.
- 6.6.2 Shelving of resources according to its classification number shall be paramount to ease information retrieval and accessibility by users.

6.6.3 Culling or weeding of resources shall be done to ensure that obsolete resources are not condoned in school libraries. Damaged or defaced resource shall also be identified. This process will also identify which section of the collection needs to be updated or replenished.

6.6.4. A reasonable collection of resources should comprise ten books per student.

6.6.5. Schools with a roll of 150 students and below shall have at least 2500 relevant and updated items to ensure a wide balanced book stock for all ages, abilities and background. At least 60% of the stock should consist of curriculum-related non-fiction resources.

6.6.4 Loans Management

6.6.4.1 Schools shall devise procedures on borrowing that dictates;

- a) number of books students can loan at any given time,
- b) records of all books loaned,
- c) number of transactions done in a day and
- d) duration of loan.

6.6.4.2 All overdue loans shall be noted and a recall notice shall be sent out to users. As part of the rules, the overdue fines, determined by the committee, shall be imposed.

6.6.5 Overdue Fines

6.6.5.1 The determined amount shall be applicable to all students or teachers with overdue loans.

6.6.5.2 All overdue fines shall be receipted and accounted for as per the school's prudent financial management practices.

6.6.6 Damaged and Loss of Resources

6.6.6.1 Damage and Loss of Resources shall be accounted for.

6.6.6.2 Cost for damaged and Loss of Resources shall be determined by the SLC.

6.6.6.3 All payments for damaged and Loss of Resources shall be receipted and deposited in the school account under the Library Allocation as per the school's prudent financial management practices.

6.6.7 Annual Board of Survey

6.6.7.1 Board of Survey shall be conducted annually as this will determine the stock of the school library collection. The survey data collected must reconcile with the record and what is actually available on the shelves.

- 6.6.7.2 This survey shall also be seen as a means of monitoring and evaluation of resources, where the worn out resources shall be written off in the inventory books. This process will determine the need to replenish the collection on an annual basis.

6.7 Minimum Required Standards of a School Library

- 6.7.1 All school shall have a special room (**Appendix 1**) set- up or organized in a manner that allows students to interact with library books on a daily basis. This room shall be a centralized room with learning resources of different formats (in print, Audio, DVD or CD and electronic).
- 6.7.2 Library building dimension may differ in size according to the school roll. For a roll of 200 – 500 students or more, the minimum required standard size of the library shall be two standard classroom sizes (8mx8m) x2. For a roll of 100 students and less, the minimum required standard size of school library shall be a standard classroom size which is 8mx8m.

6.8 School Librarian

- 6.8.1 All Schools shall ensure that there is a full-time School Librarian.
- 6.8.2 The school librarian shall perform the following duties:
- 6.8.2.1 Manage the planning, administrative and budgetary functions of library and information services.
 - 6.8.2.2 Provide effective access to library collections and resources
 - 6.8.2.3 Maintain the organization of library materials
 - 6.8.2.4 Provide library services in response to the information needs of library users
 - 6.8.2.5 Shall provide and lead reading campaigns and the promotion of child literature, media and culture.
 - 6.8.2.6. Analyse the resources and information needs of the school community
 - 6.8.2.7. Catalogue and classify library materials, instruct in library use, information knowledge and information skills.
 - 6.8.2.8. Build networking and partnership with external organisation
 - 6.8.2.6. Perform other related duties from time to time.

6.9 Monitoring and Evaluation

- 6.9.1 The Library Services of Fiji shall monitor and evaluate School libraries annually to ascertain the following:
- 6.9.1.1 Compliance to National School Library Policy
 - 6.9.1.1.1. Achievement of the objectives and goals of the library, the curriculum and the school.

- 6.9.1.1.2. Meeting the needs of the school community
- 6.9.1.1.3. Meeting Changing information needs
- 6.9.1.1.4. Adequately resourced
- 6.9.1.1.5. Cost effective

- 6.9.1.2. Audit of school library government funded resources
 - 6.9.1.2.1. Accountability of all government funded resources.
 - 6.9.1.2.2. Cross check listed resources against the current book stock
 - 6.9.1.2.3. Reconciliation transactions of books issued, overdue and unaccounted for or missing without records of borrowing.

- 6.9.1.3. Usage and student's access to school libraries and resources.
 - 6.9.1.3.1. Loans per member of school community
 - 6.9.1.3.2. Total Library visits per member of the school community
 - 6.9.1.3.3. Loans per item (i.e. Turnover resources)
 - 6.9.1.3.4. Loans per opening hour (during school hour and after school)
 - 6.9.1.3.5. Reference enquiries per member of school community
 - 6.9.1.3.6. Total book stock per member of school community.
 - 6.9.1.3.7. Comparative indicators- Benchmark statistical data against other relevant and comparable library services at other schools of similar size and characteristics.

6.10 Reporting and Awareness

- 6.10.1 A written formal school library report shall be forwarded to the Department of Library Services on a quarterly basis.
- 6.10.2 Analysis of school library report shall determine assistance that can be rendered by the Department of Library Services.
- 6.10.3 Awareness on this policy shall be conducted effective from the date of endorsement.
- 6.10.4 This policy shall be implemented in schools after a formal awareness programme conducted and should not take more than 1 school term.

7.0. **GUIDELINES**

All head teachers/principals are to use this policy as a guide and develop their own contextualised school library rules and regulations, and terms of reference of their Library Committee.

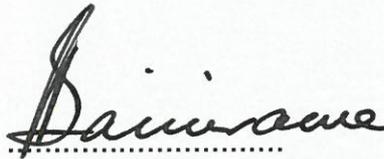
8.0. **EFFECTIVE DATE**..... 24/03/17

9.0. **REVIEW DATE**..... 24/03/20

10.0. **KEY SEARCH WORDS**

Tuition Fee Free Grant, School Library, Library Committee, Library Rules and Regulations, Collection Development Policy, Loans Management, Resources Management, Overdue Fines

11.0 **APPROVED BY THE PRIME MINISTER AND MINISTER FOR EDUCATION, HERITAGE & ARTS, HONOURABLE JOSIA VOREQE BAINIMARAMA.**


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SIGNATURE

29/9/17
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DATE

APPENDIX 1: Minimum Required Standard for School Library

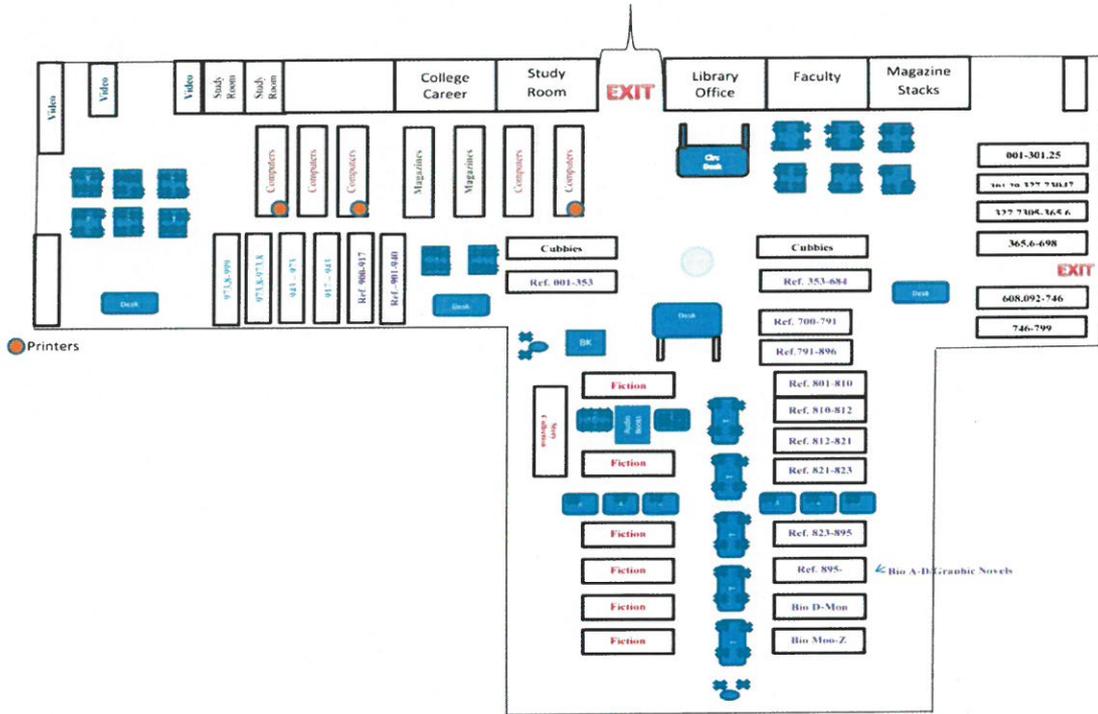


Figure 1: Minimum Library standard for a High School

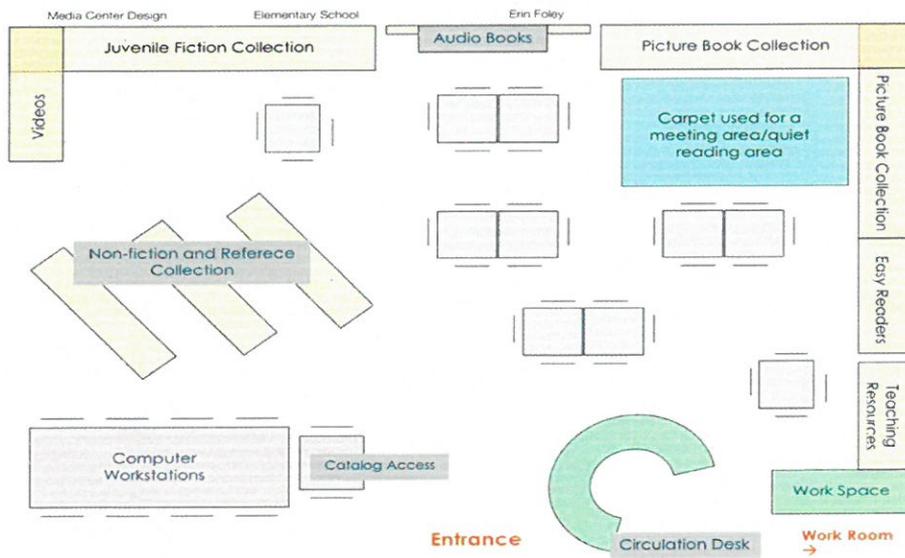


Figure 2: Minimum Library Standard for a Primary School