Library plan for ISGR/IHGR's school library @ Campus Götaberg 2016-2017

ISGR (The International School of the Gothenburg Region) and IHGR (The International High School of the Gothenburg Region) is a school that offers the international International Baccalaureate programmes (Primary Year Programme, Middle Year Programme and Diploma Programme) and the national programmes following the national curricula LGR11 and GY11.

The school's students are between 5 and 19 years old. They come from different countries and together they have about 60 different mother tongues. The official language spoken at the school is English.

The school's goal and vision is to be: "a leading international educator with a community of passionate life-long learners, inspiring global citizens to embrace diversity and explore the world."[1] All curricula, IB's framework and the school's expressed vision permeates the school library's entire work.

What is a school library?

A school library is defined as a library where there are formally educated librarians with teaching experience who instruct and provide help with developing reading skills and literacy, who work together with the teachers, etc. School libraries provide different kinds of media: printed, digital and multimedia. The activities and resources of the school library also supports the school's curricula, the students' personal development, etc. The school library has a library plan and a media plan describing its growth and development.[2]

The librarians meet the students' and the staff's different information needs. Their task is to be curators of information, suppliers of literature, external environment monitors, developers of digital competence (media and information literacy), etc. They are part of work teams with ICT pedagogues and teachers.

The school library uses The International Federation of Library Association and Institutions' definition of the role of the school library. At ISGR/IHGR, where there are many different curricula, the library ties them together and builds different basic skills, presented by the IFLA. Below, these skills are somewhat freely interpreted and translated. We have also added one basic skill: social skills.

Basic skills that the school library builds

Resource-based skills. The ability to define one's information need and search questions. The ability to search for, to assimilate and to evaluate information in various formats. In doing so, the students develop digital competence, criticism of his/her sources and literacy.

Cognitive skills. Development of critical, abstract and conceptual thinking. Processing of information during the information retrieval process.

Knowledge-based skills. Development of an investigative ability and an approach focusing on the creation and sharing of knowledge.

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[1] http://www.isgr.se/int/isgr-vision.php [2016-03-29].
[2] http://www.ifla.org/files/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf [2016-03-29].

Reading, literacy and transliteracy. Abilities and skills that are developed through reading in different ways and via different platforms. Interaction through text.

Personal and interpersonal skills. Getting to know oneself and others as questioners within the frame of social, international and cultural participation.

Planning. The ability to plan the time during an information retrieval process.[3]

Social skills. The ability to, in interaction with others, discuss different ways to obtain information, to search and share search results and to give feedback on each other's bibliographies.

To develop these basic skills, the school library at ISGR/IHGR has chosen to put special focus on six different working areas.

Six different working areas

Creative school. Based on an initiative from Kulturrådet.[4] Creative school stimulates the students' creativity, curiosity and the group's dynamic, etc. Every year, the library is used for author visits, lectures and workshops, etc.

Democracy – The library offers equal access to information, literature and culture, irrespective of physical or psychological disabilities, gender, ethnicity or religion. The library is a secular, cultural meeting place where everybody feels welcome.
Students of all ages should feel safe (the staff always intervenes when there is abusive or depreciatory comments, both online and in real life). The students should feel as though they are being seen (student exhibitions, feedback on texts, etc.) and get help based on their needs (adapted media, generous opening hours, classroom visits, etc.). The staff works preventively against abusive treatment and bullying.
The librarians work together with special pedagogues to be able to support students with some sort of reading or writing disability (Legimus-account, technical aids, adapted media, etc.). The library is also reviewed from an accessibility point of view.

Criticism of the sources. The library helps students to develop a critical way of thinking regarding all sources that they come across and use. The library has daily dialogues with the students regarding sources relevance, meaning, credibility and use.

International profile. The library provides literature in many different languages. In that way, the students' backgrounds, cultural heritage and knowledge is made visible and global issues are raised within different subject fields.
When purchasing media, media with global perspectives and angles of approach are prioritized (this regards books, audiobooks, talking books, encyclopaedias, databases, magazines, etc.). The library blog https://lmcgotaberg.wordpress.com/ is also permeated by a global perspective.
Detached sections (sustainable development, World War II) make books with global perspectives available. The library classifies books according to the Dewey Decimal System, an international classifications system. However, there are some local adjustments.

The library has a programme for "Cultural activities" that pays attention to international days and weeks, for example the Dyslexia Week, "World Poetry Day", "International Literacy Day", etc.

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[3] http://www.ifla.org/files/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf [2016-03-29].
[4] http://www.kulturradet.se/en/Skapande-skola/ [2016-03-29].

The official language at the school is English, but the IB languages French and Spanish are also important in the library, together with the host language Swedish. This is reflected in the library having integrated English and Swedish media in its collection.

Promotion of reading. Promoting reading contributes to the students' reading and cognitive development and to the students getting to know their cultural heritage and the world around them. The students become inspired and learn different ways to express themselves.

The librarians have book talks, give presentations and have discussions on different themes or subjects that have been asked after. This can be done in person, through the internet or in other ways. It can be done in smaller groups or for scheduled classes according to different models (such as Chambers). This is often done in collaboration with the teacher.

The library arranges a book club for both the students and the staff. The staff also reads fiction together with students in groups and then they discuss the text together. Class sets of books makes reading the same book possible.

Furthermore, continuous talks are held with the students regarding how to adapt one's reading to different texts (non-fiction, blogs, fiction, etc.).

The librarians talk about and recommend literature to individual students on a daily basis. They have also set up detached genre sections (Classics, Crime and Fantasy/Science fiction/Dystopias/Paranormal/Steampunk, Comics) in their physical collection.

Lifelong learning and a critical approach. The library focuses on stimulating lifelong learning with a critical approach, where the students have their starting point in the inquiry process, following Kuhlthau's Model of the Information Search Process[5]. The library helps the students to develop efficient searching techniques for search engines and metasearch engines as well as for databases, web-resources and physical media. They also help with showing how digital tools work and can be used.

All media is up to date and relevant and the resources are also available outside of school. The library has a conscious work method centred around sociocultural learning. The librarians plan together with different subject teachers and the librarian is responsible for the development of media and information literacy.

Academic honesty. The library helps students to become conscious and digital co-creators through teaching them about the different elements of quoting, how to create a bibliography, how Creative Commons works, etc. In this way, the library creates a discussion regarding copyright, plagiarism, etc. The students are prepared for further studies at college and at the university through being supported in their work with their project work and through working with ISGR's and IHGR's documents *Academic Honesty Policy.*

Language. The library provides books in different languages (French, Spanish, Mandarin, Japanese, etc.) that are available in English in sets for entire classes. The students also have access to books in other languages, for example through e-books which they can read through e-readers that they can borrow from the library.

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[5]https://www.google.se/search?q=kuhlthau&espv=2&biw=1344&bih=825&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjS38GNg-bLAhWJiiwKHXKuA4QQ_AUIBigB&dpr=0.75#imgrc=3Pnrjz3zpRGuIM%3A [2016-03-29].