Library Strategic Plan

A plan to meet the future needs of our boys, staff and community.

2015 – 2017
Vision
A library that supports each member of our community

Linked to the Scotch Strategic plan we promote

Individuality knowing every boy
Openness: spiritual inquiry as an important element
Opportunity breadth of experiences for learning
Equity equality of opportunity for all
Excellence personal achievement

Core Values

Creativity at all times foster a creative approach to all that we do
Service assistance and support to the entire community
Environment a place of trust, engagement and support
Practicality all resources and time have a visible representation

Objective One - By leveraging digital technology the library acts to establish a new generation of scotch born resources that contributes to each teaching and learning program.

Objective Two - Cultivate a culture of reading for pleasure, regardless of format, in the Scotch College community

Objective Three - Activity resource the specific needs of the International Baccalaureate program and the Australia Curriculum.

Objective Four - Expand and strengthen the reach of Scotch College Library in local, national and international communities by advocating a culture of collaboration, innovation and effective relationship building

Objective Five - provide opportunities for Professional Development both internally and externally relating to library services.
Objective One - By leveraging digital technology the library acts to establish a new generation of scotch born resources that contributes to each teaching and learning program.

With traditional print text the scalability of these resources for use by multiple students is limited. As such the objective is to provide to our community digital resources that can be accessed by all anywhere anytime.

Where a resource has longevity beyond two years of use the library will engage in the recreation of that resource to bring this into being as a Scotch College original production. These resources are to be directly related to the curriculum areas where core content remains relatively constant.

1. Evaluation of Resources – New Externally Purchased (text and non-fiction resources)
   1.1. All resources, where possible, will be purchased in digital form.
       1.1.1. Resources purchased in digital form are to be accessible by more than one user at a time.
       1.1.2. Digital form resources are primarily to be web based and are device agnostic.
       1.1.3. Documents and resources in other formats are to be searchable and accessible through the library management software.
       1.1.4. The purchase of resource must include rich media.

   1.2. Where appropriate resources in print are to be replaced or duplicated with by digital versions.

2. Creation of Resources – Internal
   2.1. Where a resource has been identified as a core curriculum concept the library will actively create a Scotch born version of this resource.
       2.1.1. The creation of these resources should be produced using contemporary rich media

3. Resource use and pedagogical integration
   3.1. Where new resources are produced/purchased in digital formats a corresponding relationship is established to train the teacher in their use with students.
       3.1.1. Relationship established with the ILT Coaches for the implementation and training with these digital resources

4. Leveraging student original content
   4.1. Where a product is created by a student and represents high quality work that can be used in future instruction the library will approach that student for use of the resource in future years
       4.1.1. Permission for these resources is to be sought and acknowledged
Objective Two - Cultivate a culture of reading/writing for pleasure, regardless of format, in the Scotch College community

At Scotch the importance of cultivating a reading for pleasure is key to establishing life long readers within our boys. Through the development of innovative reading programs the library aims to develop reading pathways that ensures that our boys can fully engage in the immersive world of fiction stories along with the choice to learn outside of the subject areas that they study.

Key to this object is the need to engage students with various formats including print, eBook and audiobooks. By offering a range of formats we ensure that the library remains open 24/7 with formats available from online library services.

Complimenting the culture of reading is the importance of establishing an avenue for self-expression through writing. Through encouraging and nurturing creative writing for pleasure boys form critical connections to creativity within personal works for external audiences.

Finally the importance of our parents within the community to encourage reading in the home is a key objective with modeling reading for pleasure and how to read with children being critical to success. It is critical to note also that this object is not linked to any curriculum or content area but is purely at the pleasure of the boy.

1. Diversity of Collection
   1.1. Reverse mapping of current collection that aims at identifying areas of strength and weakness in the collection
   1.2. Actively question and seek new information from the community, by various means, that informs what resource

2. Personalization of reading through multi-format selection and customization of reading choices
   2.1. Establishment of a personalized selection progress for reading developed to ensure that recommendations to encourage reading around interest areas
   2.2. Creation of reading personalities to encourage both fiction and non-fiction reading programs that can engage the boys in a persona
   2.3. Engage parents and the community in programs to support the need to read at home

3. Immersive reading and writing experiences
   3.1. Engage authors in topic areas that are outside of the curriculum teaching programs in interest areas to encourage reading
   3.2. Engage authors in topic area that are outside of the curriculum teaching programs in interest areas for creative writing
Objective Three - Activity resource and provide support to the specific needs of the International Baccalaureate program and the Australia Curriculum.

As an International Baccalaureate world school the library has a directed responsibility to ensure that all curriculum areas are adequately resourced. This extends to the role of the librarian with collaboration on the development and implementation of the curriculum guides being a vital role. Regardless of the various programs the library strives to be part of the overall curriculum creation process in support of the teacher and the student.

Complementing the philosophy of the IB is the continued support of the Australian Curriculum. The library will specifically target the general capabilities but also ensure that resourcing the curriculum is direct and explicit.

1. **Actively engage, support and resource Approaches to Learning, Global Context and General Capabilities when working with staff and students.**
   1.1. All library staff has an excellent understanding of the 5 skill Categories and ensure vertical and horizontal integration.
      1.1.1. Communication, Social (Collaboration), Self Management (Organization, Affective, Reflection), Research (Information literacy, Media Literacy), Thinking (Critical thinking, Creative thinking, Transfer).
   1.2. Actively seek and create resources that take into consideration the world around our students and the role they play within it focusing specifically on the global contexts
      1.2.1. Identities and relationships, Orientation in space and time, Personal and cultural expression, Scientific and technical innovation, Globalization and sustainability, Fairness and development
   1.3. Ensure that the general capabilities are identified and explicitly addressed across the units
      1.3.1. Literacy, Numeracy, ICT Capability, Critical and creative thinking, Personal and social capabilities, Ethical understanding, Intercultural understanding.

2. **Library staff work directly with departments in the formation of units of curriculum.**
   2.1. Library staff actively engage with curriculum managers on a regular and on going basis
      2.1.1. Teacher librarians meet to develop unit guides that include mapping of core IB and Australian Curriculum frameworks.
      2.1.2. Staff actively highlight and are aware of the various curriculum programs throughout the departments and can locate and present information to students and staff one on one.
      2.1.3. Ensure that the creation/selection of resources reflect the variety of learning styles of our students with various language proficiencies.
Objective Four - Expand and strengthen the reach of Scotch College Library in local, national and international communities by advocating a culture of collaboration, innovation and effective relationship building

With the nature of the interconnectedness of information the Scotch Library actively seeks to participate in the global environment in order to strengthen the academic curriculum that we can offer our students and staff.

1. **Actively participate in local initiatives and library groups**
   1.1. All library staff activity participate in local library initiatives that are of academic benefit to our students
      1.1.1. Participation in listserv groups
      1.1.2. All staff to present annually at a local activity and or group event on a topic related to the event
   1.2. Staff actively establish local personal learning networks within the local regions across all sectors.
      1.2.1. Actively seek connections with other independent school libraries to form collaborative connections with staff in similar roles.
      1.2.2. Spend one day a term at another college forming partnership and looking at other library processes/efficiencies.

2. **Actively participate in international communities focused around libraries and innovative programs.**
   2.1. Staff subscribe to international discussion groups that focus on the future of libraries and how they operate in a digital native environment
      2.1.1. Utilization of discussion groups on services such as linkedin etc.
      2.1.2. Subscribe to webinars focused on curriculum development and library systems

3. **Actively provide the wider international community with access to Scotch created library resources**
   3.1. Seek to share knowledge of the programs ran at Scotch in order to get feedback from other international organizations about our programs and where we can work with others.
      3.1.1. Scotch Library to be established as a brand that is internationally known as a place where innovative practices and resources can be found
Objective Five - provide opportunities for Professional Development both internally and externally relating to library services.

While the library actively engages with the community one to one in support of curriculum the need to provide Professional Development to our teaching community is paramount. Through the establishment of a centre of professional support and development the library is engaged in a model of continued development of teaching pedagogy and practical skills.

In an ongoing framework the library seeks to provide targeted professional development throughout the course of the year based on the overall school strategic plan. In addition library staff will be encouraged and provided opportunities to become experts in specific areas with the intent of dispersing this information throughout the school community.

1. **Provide professional development to scotch the scotch community**
   1.1. Library staff offer and promote to the community professional development
      1.1.1. Practical based activities based on new resources to small groups
      1.1.2. Highlighting changes in Curriculum
      1.1.3. Professional development attended and then presented back to the community

2. **Present topics regularly to library staff at established meeting**
   2.1. Library staff highlight a specific issue to be addressed during each meeting focusing on a topic that affects the library in the future.
   2.2. Professional development attended presented back to library staff

3. **Work specifically with the residence and department ancillary staff to assist in the area of resource usage**
   3.1. Establish regular contact with teaching assistances to provide professional development on resources that the boys can use in their studies
   3.2. Work with department ancillary staff to enable them to provide support to teachers and students

4. **Regularly attend professional development locally and nationally**
   4.1. Attend regular library events as part of self professional development
   4.2. Establish professional learning networks and participate in self directed professional development
   4.3. Nominate to attend a national conference biannually