# NORMAN HENSHILWOOD HIGH SCHOOL

## Media Centre Policy

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Mission statement

The mission of the NHHS media center program is to provide an innovative, dynamic learning environment and services that support and enhance teaching. The media center will promote information and digital literacy to all learners, staff and the community. Through collaboration, research and thinking critically, learners will become proficient in accessing information in the 21st century.

Vision statement

With the support of the community the media center will foster academic excellence and personal growth that empowers students to implement technology and 21st-century skills incorporating collaboration, communication, creativity, critical thinking, and digital citizenship.

2. Role of the Media Center

- The media center provides learning resources and reading/reference material for all learning areas and/or subjects offered by the school, as well as an extensive range of fiction and nonfiction reading material for a range of reading levels.
- The media center is actively utilised throughout the day and afternoon, the media center program constitutes an effective model to provide a dynamic Information service to learners and teachers.
- A media and information specialist or a dedicated trained person must accept overall responsibility for the management of the center, and be supported by an assistant, a media center committee, and must work in cooperation with the School Management Team (SMT).
- The School media and Information Service should be integrated with, or situated close to the ICT center/computer room, enable the optimizing of resources, sharing of responsibility for the facilities by staff members and ensuring maximum opening hours.

<u>A centralised school media center is characterised by the following features:</u>

- A centralised and accessible space dedicated to the management, development, storage, circulation and use of a collection of material, both printed and digital, for use as learning and teaching resources, as well as to encourage a culture of reading.

- The center collection covers the full range of information resources that can be used in an educational context. These include reference, fiction and non-fiction books, curriculum-related computer software, the Internet, online data bases and other e-resources, audio-visual equipment and computers, as well as other forms of media. These items are not only intended for the enjoyment of the users, but to support teaching and learning as well.

Library media centers play a vital role supporting the school community in these key areas:

● In the use of new technology - In a new or renovated media center, the library media specialist has the most current technology to support the curriculum and train students and classroom teachers. They serve as a link between classroom instruction and achievement of college and career readiness skills

● In the use of new media – Due to the explosion of information available, today's students and teachers need guidance now more than ever. The library media center staff is invaluable in teaching students by using the most current print and digital formats along with the devices that support them. The library media center serves as a supportive environment where students learn to be independent, self-directed, discriminating consumers of information.

● As a social common for learning and community engagement - The NHHS media center has the potential to be the center for collaboration and interaction at the heart of the school, as well as the community. It serves as a unifying element, a common denominator bringing students together across the disciplines. In many communities, the media center serves as a location for after-school meetings, educational and cultural enrichment opportunities, and career development programs. In communities that need the additional support, they can contain resource areas for parents and guardians to help in their learners' academic success and their own viability for employment.

3. Staffing and Training

**The media & information specialist**

The role of the media and information specialist or a dedicated trained person is to implement the Media Center and Information Service Development Plan (Media Center Policy), with the support of the principal, the SMT, the School Governing Body (SGB) and the Media Center Committee.

The media and information specialist is required to ensure that the best use is made of all resources to lead the school – teachers and learners – towards the goal of information literacy and the active promotion of reading at all levels.

With support of the SMT the Media center facilitates interdisciplinary activities. The media specialist must report directly to the principal or deputy head.

The media and information specialist is accepted as an equal member of the academic staff, and is entitled to participate in all relevant academic school activities and meetings as head of the School media and Information Service.

The media center management adopts the principle of "supply and demand" in terms of all aspects of the procurement and acquisition of library and information resources.

The media center manager creates an environment for reading, creative productivity and research as well as for teaching and learning, which is attractive, welcoming and accessible to everyone – without fear or prejudice. Everyone who works in the media center must maintain a good rapport with children, young people and adults.

The media center manager, whether part-time or full-time, is qualified to manage, maintain, develop and secure the media center assets; to promote and teach information literacy skills; and to collaborate with teachers in the integration of the resources and Information Service into the curriculum.

The media and information specialist must be a member of the school's Academic Committee, or at least be recognised as integral to the academic life of the school.

(See Annexure A to see the staffing duties of the media center specialist)

**Learner assistants**

Learner assistants are individual learners who volunteer to assist in the media center during break and after school. They must receive training and support from the media and information specialist in carrying out basic duties in the media center.
Learners who assist in this way should be recognised as an integral part of the school's awards and leadership development programmes.

**Training**

The media center manager is professionally trained and qualified, with additional training in education theory and learning methodology. A formal qualification (such as a diploma or degree) in school library and/or information science, in addition to teacher qualifications, is the ideal. Such training must include modules on Managing the center Collection, ICT Applications in media centers, and Information literacy skills and reading promotion strategies ensure that a quality service is provided.

4. Management and Administration

The principles of quality management that are applicable to the media center and Information Service management are the following:

- Facilitation of media center integration into the school programme
- Provision of effective communication with the principal, teachers and learners
- Ensuring the total involvement of staff in selecting appropriate media center material.
- Being customer focused.
- Focusing on continual improvement.

**4.1. The Role of the Principal**

Good management and leadership are essential attributes for successful teaching and learning. The principal needs to show a relentless determination in pursuing all strategies and policies relating to the delivery of the national curriculum. The principal's support for the media center and Information Service must be broadbased and multi-dimensional. As the curriculum and instructional leader of the school, the principal has a responsibility to ensure that a reading promotion programme, the information literacy programme and media center integration into the curriculum are embedded in the school timetable.

**4.2. The Media center Committee**

This Committee with representation from school management, teaching staff, the SGB and the media center staff, oversees the operations of the school media center model within a school community, ensuring that a sufficient part of the budget is apportioned to the optimal functioning of the media center, and that all role-players are committed to providing their full support.

One of the Committee's functions is to be involved in the preparation of a Whole School Media Center Plan (Policy), which clearly outlines important factors, such as rules and regulations pertaining to borrowing, access times, advocacy plans, stock control, stock maintenance and development, ICT user guidelines (AUP), selection policy, future improvements, training requirements, job descriptions, responsibilities, after school programmes, etc.

The Whole Media Center Development Plan (or Policy) takes into consideration factors pertaining to the management and administrative issues discussed below.

## 4.3 Access

School media and information services are offered to all learners, and staff regardless of their grade or role at school.

A venue booking system will be implemented for teaching/class time via the integration of learning area and subject research tasks with the media center programme/schedule. Grades will be allocated access during the two breaks per day in the week.

Media Center access times will be clearly communicated or posted and all learners should be informed when the venue is open.

While the media center will never be open without adult supervision. Afternoon access is particularly important, especially for learners to do homework, read books, access e-resources, etc. in the center during the afternoon.

Teacher and learner assistants will assist the media center manager in ensuring access, the running of programs and the administration of the facility during after school hours.

## 4.4 ICT

In addition to using ICT in facilitating an asset management/media center automation programme, ICT also

constitutes an integral part in the search and retrieval of information. The following are fundamental strategies

for developing ICT in school libraries:

- Access to curriculum-related electronic resources
- General information retrieval
- Professional development
- Partnerships and networking
- Communication with internal and external stakeholders, such as booksellers.

The media information specialist and/or an expert in computers and ICT will ensure that the best use is made of the available ICT resources in relation to the context and ICT capabilities of the school.

**4.5 Circulation**

A manual and electronic system will be used for monitoring the issue and retrieval of media center resources.

- Learners will be allowed to borrow two books over a period of two weeks during a term.
- The media center will loan learners 3 books during the holiday period.
- There will be a R5 penalty on all late returns, in the case of a lost or damaged book the replacement fee will apply.

**4.6 Stock Control**

All media center resources, including digital resources, contained in any model of a school library and information service are recorded digitally and regularly updated.

Furniture and equipment are recorded in an Assets Register. An annual stock-take is completed at the end of the year in order to identify gaps and standardise the collection i.e. items that need to be duplicated, replaced or weeded out, stock gaps, etc.

The use of ICT and a good asset management/library automation programme increases the efficiency levels of this task and ensures minimal disruption of the service.

**4.7 Funding and Budgeting for school media and Information Services**

The media and information specialist manages the budget, as determined by the Whole School Media Center Development Plan and policy. Funding is dependent on the model of provision that the school has selected.

The media center manager provides detailed monthly expenditure reports. Similarly, an Annual Report reflecting income and expenditure should provide clarification as to how the library budget has been utilised.

A percentage of the LTSM budget of the school is allocated for the acquisition of library and information resources.

• The media and information specialist understands the school budgeting process.
• The media and information specialist makes sure that the needs of the media center are identified.

The components of the budget plan will need to include the following:

• Capital expenditure (furniture, equipment)
• Running expenditure (consumables, subscriptions, licenses')
• Stock-building (a core stock of resources)
• Stock maintenance (maintenance, replacement and development of core stock).

## 5. Collection Development

The NHHS Media Center will support the school curriculum, computer and information literacy and reading by providing a quality, current, relevant, appropriate and interesting range of fiction, non-fiction and reference material. This will:

- promote equitable access to a wide variety of resources that support curriculum delivery and promote reading in a range of different languages;
- enhance teachers' effectiveness;
- support learners' personal growth; and
- reflect the balance between supporting the curriculum and meeting individual needs and interests.

### 5.1. Collection-building

Key resources include the following:

- Print resources, young adult fiction series
- Electronic resources, such as CD ROMs, educational and reference software, asset management/ library automation software, Internet access, electronic databases, e-books, e-journals, etc.
- Photographs, especially of the area around the school, will give learners a sense of history.
- Educational games; word games, chess and online forms of gaming can contribute to the development of language, numeracy and higher-order thinking.

## 6. PROGRAMMES AND ACTIVITIES

The School Media Center Service will cover a wide range of reading and information literacy activities, the media center will be a main role-player in achieving the literacy mission and vision of the school. It will aim to serve all potential users within the school community and meet the particular needs of different target groups.

A Whole School Reading/Information Literacy Policy, which defines the various programmes and the activities, will be designed in close cooperation with the following persons:

- The principal/deputy head
- Heads of departments
- Teachers
- Support staff
- Learners

The Whole School Information Literacy Policy includes the development of literacy, reading and writing, and the teaching of information literacy skills as integral to the curriculum. It empowers learners to access and use information in various formats effectively by means of an information process that requires learners to identify the information

need, find and select appropriate resources and to apply higher-order thinking skills, such as comparing and evaluating, problem-solving and original creativity.

**6.1 Curriculum integration**

The effective utilisation of the school media center for academic purposes revolves around well-planned school projects that are enquiry-based.

Collaboration between teachers and the information specialist is essential to maximise the potential of the School media and Information Service.

Teachers and media center management should work together in order to achieve the following:

• Develop, direct and evaluate learners' learning across the curriculum.

• Develop, evaluate and assess learners' information skills and information knowledge.

• Develop lesson plans and learning modules.

• Prepare, execute and monitor special research project work that is to be done in an extended learning environment, including the school media center.

• Prepare and execute reading programmes and cultural events.

• Integrate information technology and e-Learning into the curriculum.

• Make the importance of the school media center and information services clear to parents.

The programme will aim to ensure that research projects, which are compiled by teachers, develop higher order thinking skills by identifying challenging questions; that relevant resources are available as and when required (e.g. being reserved so that all learners could access them); and that learners are properly prepared for the information handling process well before a project commences.

**6.2 Information Literacy Skills Programme (User Education)**

Information literacy skills can be categorised into two groups:

• The first category comprises skills that are instrumental in involving the utilisation of the school media center, such as locating and collecting information.

• The second category comprises skills that are cognitive in nature, such as analysing, synthesising, creating, evaluating and presenting. Such skills go beyond finding information to how information could be effectively utilised. It takes into consideration issues pertaining to the ethical use of information, the verification of information, as well as reaching the highest level of information usage in order to solve problems, provide original solutions and generate knowledge.

**6.3 General**

▪ Assistance with print and non-print resources

▪ Assistance with production of instructional tools, including laminating, digital cameras and scanners, computer-based presentations and desktop publishing

▪ Reserve collection of print and non-print materials for specific student projects, with advance notice

▪ Study aids including computers, printers and a pay photocopy machine are available for student and teacher use

**6.4 Ethical Use of Information**

The school media center and Information Service will adhere to the Copyright Act, (Act No. 98 of 1978) including the POPPIA and its amendments. The Media Center will promote a respect for intellectual property by compliance with copyright legislation, including the access and retention of personal or private information of all its users.

The Copyright and POPPIA laws apply to the physical and digital environment.

Building a culture of responsibility at Norman Henshilwood High School is a priority. highly applicable in the information age.

(See ANNEXURE B: Programmes and Activities: Framework for the Information Handling Process).

**7. Marketing and advocacy**

The Media Center and Information Service provided must be actively promoted so that the target groups are always aware of the center's essential role as a partner in learning and teaching, and as a gateway to all kinds of information resources.

Key target groups are the principal and the other members of the SMT, heads of departments, teachers, learners, members of the SGB and parents. It is important to adjust the type of promotion to the nature of the school and to the different target groups.

The School Media Center will have a written marketing and promotion strategy as an aspect of a Whole School Media Center Developmental Plan, which will be compiled in cooperation with the school Media Center Committee, the SMT and teaching staff. The strategy should include the following elements:

• organising displays and exhibitions.
• publicising opening hours, services and collections.
• compiling and distributing resource lists and pamphlets linked to the curriculum, as well as to e-Learning.
• communicating the information literacy skills model that is in use in schools.
• providing information about the library and information services at meetings with new learners and their parents.

• organising media workshops and reading and literacy campaigns.

• initiating liaison with other organisations in the area, e.g. public/community libraries, museums, etc.

It is also important to involve the learners in creating displays. They could be encouraged to bring relevant artefacts to make a display interesting and three-dimensional. A simple, imaginative and inexpensive display can go a long way towards promoting both the Media Center Learners can create interactive media, videos and posters that can be posted online or displayed all around the school, which will give them a profile while, at the same time, advertising the activities on offer in the school.

## 10. MONITORING AND EVALUATION

In order to ensure that the strategies achieve the specified objectives as outlined in the Media Center Policy the School Media Center Committee must monitor performance in respect of the programmes.

An annual evaluation will cover all the main areas of the Media Center policy in order to ascertain whether the areas:

1. are achieving the objectives and declared goals of the Media Center and Information Services, the
2. curriculum and the school;
3. have created a culture of reading;

4. have developed an effective information literacy programme that is integrated into the curriculum, as
5. well as the e-Learning programme;
6. are meeting the needs of the school community;
7. are able to meet changing needs;
8. are adequately resourced; and
9. are cost-effective.

The following key performance indicators may prove to be useful tools in monitoring and evaluating the achievement of the goals of the School Library and Information Service:

### 10.1 Qualitative Evaluation

Users can be interviewed and/or surveyed to establish how their needs are being met. Involving the users at every opportunity ensures that the facility is the hub of the school and is integral, not only to the learning and teaching process, but that it is actually also an essential asset to the school community.

## 10.2 Quantitative Evaluation

Usage Indicators:

- Loans per member of the school community (e.g. specified per learner and per staff member).
- Total number of Media center visits per member of the school community.
- Loans per item (i.e. turnover resources).
- Loans per opening hours (during school hours and after school).
- Reference enquiries per member of the school community.
- The use of computers and online information resources, as well as e-resources per member of the school community.

Annexure A

**Staffing and Training: Duties of the Media Center and information specialist**

The Media Center manager is expected to carry out the following tasks:

• Analyse the resource and information needs of the school community.

• Formulate and implement an Information & Media Center Library Policy towards service development in collaboration with the SMT.

• Design a strategic plan based on the school Media Center Policy.

• Develop acquisition systems for Media and information resources.

• Catalogue and classify media and information material.

• Instruct users in the use of the media center and its resources.

• Instruct users in information literacy skills.

• Assist learners and collaborate with teachers regarding the use of media resources and information

technology, as well as their integration into the curriculum.

• Answer reference and information enquiries, using the appropriate materials.

• Promote reading programmes and cultural events.

• Participate in planning activities linked to the implementation of the curriculum.

• Participate in the preparation, implementation and evaluation of learning activities.

• Promote the evaluation of media and information services as an integral part of the general school

evaluation system.

• Build partnerships with external organisations.

• Prepare and implement budgets.

• Manage and train media center staff.

• Liaise with provincial and district media and information services officials and with teacher-librarians or media center staff at local schools.

Annexure B

**Programmes and Activities: Framework for the Information Handling Process**

The range of skills and knowledge required for information literacy has expanded over the last two decades' in order to accommodate the continually developing requirements for effective information handling. Whereas in the past, the emphasis was mainly on the finding of information resources, in recent years much emphasis has been placed on using and evaluating the information gathered, and the process used to do this, including the avoidance of plagiarism – i.e. the teaching of learners not to "cut and paste" from digital resources – as well as the use of rubrics to evaluate the stages of the process.

Teachers therefore need to be upskilled with regard to this process, by means of information literacy courses as part of CPTD. Student teachers should acquire information literacy skills and be exposed to this process as an integral part of IPET.

The information handling process comprises the following stages: preparing/planning, finding, processing, creating, communicating and reflecting (Developed by Liasa).

**Teachers should do the following:**

• Design engaging and challenging assignments – for example, link assignments to real-world problems, such as learners having to address an existing socio-economic problem.

• Construct questions which necessitate higher-order thinking skills such as comparing and evaluating information, not merely finding it.

• Generate interest in the research process. The higher the interest of the learners at the start of the project, the more likely they are to spend time on the task.

• Keep learners motivated throughout the research process.

• Apply continuous assessment strategies throughout the research process.

**Stages**

1. Preparing/Planning

• Introducing a topic.

• Establish existing knowledge about a topic via classroom discussions or by using the concept mapping technique.

• Brainstorm to define an information problem or task.

• Decide on a plan to obtain information on a topic that the learners need to research.

- Formulate and ask focused questions to define a problem/information task/area for investigation.Identify problems by formulating questions and, in so doing, establishing information gaps and needs.
- Develop a framework to conduct research.

**2. Finding**

- Identify potential information providers/resources, irrespective of their format, both within the school and the wider community.
- Conduct search strategies, using keywords, phrases and concepts.
- Locate and select relevant information resources.
- Access information resources by using appropriate retrieval tools (indices, tables of content).
- Interviewing (human resources).
- Evaluate information resources for appropriateness (level of reading, format, currency, comprehensiveness).

**3. <u>Processing</u>**

- Skim and scan sources to gather relevant information.
- Use a variety of sources that represent a range of views.
- Use a range of reading strategies looking for clues and perspectives/trends.
- Read and interpret maps, graphs, charts, cartoons, illustrations and other visual information.
- Read, explore and interpret electronic pages, e.g. hyperlinks.
- Determine the relevancy of the information for the task/problem in hand.
- Filter the information (point of view, bias, omissions, gaps, authority, credibility, accuracy, intended audience).
- Decide whether information is “gold” or “garbage”.
- Record appropriate information and organise the information via note-taking.
- Paraphrase and summarise new information.
- Write down the bibliographic information of each source.
- Establish information gaps and locate additional relevant material.
- Compare, contrast, classify and interpret information.
- Combine selected information by connecting similar ideas and integrating concepts.

**4. Creating**

• Integrate prior knowledge with new knowledge.

• Formulate your own opinions.

• Build a logical argument.

• Verify the results of an experiment or experiments.

• Draw inferences from evidence.

• Draw conclusions.

• Develop a draft version of information, product or presentation.

• Refine the draft.

• Cite information sources in the text and in the bibliography, illustrating ethical use of information.

• Compile a bibliography using a standard format.

• Create an original response to a research topic/project with supporting evidence.

• Find a solution to a problem

**5. Communicating**

• Determine the purpose, the audience and the format of the presentation.

• Select an appropriate communication format for the intended audience and the purpose of task.

• Use the correct format for an essay, report, etc. (evaluate format selection).

• Use an appropriate medium to present the work, either paper-based or digital – e.g. presentation software, such as word processing, spreadsheets or presentation programmes.

• Communicate ideas through sharing, presenting or publishing.

• Present results and recommendations with supporting evidence in a clear manner that addresses the information question.

**6. Request feedback.Reflecting**

- Develop criteria to use for evaluating both the information-seeking process and the end product.
- Assess the information-seeking process and the end product according to set criteria.
- Decide on a personal level of satisfaction and personal growth.
- Determine how well the research conclusions and the product met the original information need/question.
- Determine what new skills/knowledge were/was gained.
- Identify areas that require improvement.
- Assess time management.
- Assess the management of resources – i.e. exhaustive or superficial.

*SGB Chairman: Mr Z Abbass*

*Signature:* _____

*Principal: Mr J Holland*

*Signature:* _____

***Checked and / or updated:*

*Date: ___NOVEMBER 2024__*

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