



April Newsletter 2016



Dear Readers,

Welcome to April's newsletter. I hope you all had a fantastic break and relaxed a little. Back to the grindstone now, it'll be no time before the summer hols!!! This month, the newsletter is dedicated to our school library and libraries around the world, so plug in the kettle, make a cuppa and enjoy a light read while the kids are in school.



BE BOOK SMART **Book Smart: Why Every Primary Pupil Needs A Library**

Article by Geraldine Brennan

Children who read do better in school yet, amazingly, many primaries have closed their libraries and replaced them with ICT suites. Many primary school pupils don't have the use of a library in Britain, which is why the School Library Association is on the warpath. It has just published the Primary School Library Charter to show head teachers and governors how they can afford a proper school library – an attractive space

set aside for books with a designated member of staff in charge – and why they should have one.

The association wants to create a climate of reading; they want children to be taught how to sift information and to use their judgement about it, and they want libraries to have links with families.

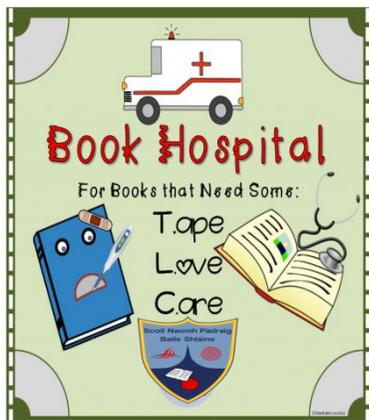
Tim Brighouse, associate professor at the Institute of Education, University of London, always checks out the library when he visits a school. *"A primary school library should be exciting*

and welcoming, a place for children to delight in stories and a sign that the school is making its environment fit for learning," he says.

School libraries are not compulsory and there are no official figures on the number of primary schools that have libraries compared with secondary schools, but the association has anecdotal evidence of libraries closing, dwindling budgets for resources and staff who are not connected with the school's teaching team.

Schools that replace their libraries with ICT suites feature in librarians' horror stories. But Hill West Primary School in Sutton Coldfield did the opposite last year when it found new homes in classrooms for most of the computers. Its librarian Lucy Bakewell, the current School Librarian of the Year, turned it into the place every child in the school wants to be.

"Where do children feel most comfortable and relaxed?" she asks. "It's their bedrooms. The library has to be their space, like an extension of their bedrooms. I couldn't spend a lot on furniture, so I went mad in IKEA." She found a frog-shaped hanging rack for magazines, a pot-bellied pelican for a suggestion box and – in the pet department – a bright, blue-covered cat bed for returned books.



One sign on the door says: "Come and read a book".

Another sign says, "Look in a book", reminding children that print reference works can be quicker and more reliable than a search engine when trying to find out what whales eat, for example, although the library has kept five PCs.

"We are teaching the value of new technology alongside old," says Bakewell. "Of course, we need both, but children need to know what questions to ask about the information put in front of them."

Bakewell works at Hill West for three-and-a-half days a week, half in the library and half as a Year 5 classroom assistant. Her classroom role means that she is well-placed to put together resources for the school's creative curriculum topics (this term it's Sound and Space for Year 5).

"There are great benefits to her also being in class and understanding what is being taught," says headteacher Beth Clarke, who appointed Bakewell as librarian when she arrived at the school in 2004.

"I had been in an inner-city school in Birmingham with low family literacy and a lot of children who didn't speak English at home. I arrived at Hill West

with the philosophy that it is really worth investing in books and a good library space. I knew Lucy would make a fantastic librarian because she is so excited about books and reading.

"We decided to use reading to improve children's writing, and we have had results. Five years ago we had 70 children getting to level 4 or above in English; now that figure is in the high 90s."

Although Bakewell spends at least one unpaid extra afternoon a week in the library, she is unable to open out of lesson times. The library is clearly at the heart of school life, yet children can usually only visit in groups with their teachers. "We haven't got the budget to have someone there before or after school and at lunch time, though we would love to," says Clarke. "We make it a priority to open it as much as we can for parents' events."

Bakewell wants to make the most of the close relationship with parents that sets primaries apart from secondaries. "If you can make the most of the school's connection with families, you are encouraging reading

at home as well, and your job is nearly done," she says.

"I am passionate about getting children excited about books when they're as young as possible, at a time when books and stories seem magical to them and their imaginations are expanding and they are forming language skills. I am staggered when people don't see how important that is."



She is planning an evening workshop with reception children's parents to create storybags (bags containing toys and activities related to

a book) on a nursery rhyme theme related to the Rhyming Challenge set up by Bookstart, the national early years reading programme.

Further up the school, Lucy is dedicated to finding the right book for every child. She runs two Boys into Books groups for nine and 10-year-olds who need extra encouragement to read. A reluctant reader herself at primary school, Lucy understands the despair of children confronted with adults' well-meaning book choices.

"I was a tomboy and into Dr Who and The Beano, and the girls' books at the time didn't grab me. They were all about boarding schools and fairies. My sister was a big reader and my mum was determined to find me a book that I liked. When I was 10 she gave me

Rebecca's World by Terry Nation, who wrote for Dr Who. I was so thrilled that a book had Daleks in it. To turn a child on to reading for life, you need to know about all the books that are available and also take that level of personal interest, which teachers don't always have time to do. That's the most important part of the job."



Great book choice. Enjoy reading.

Celebrate **NATIONAL LIBRARY WEEK**
April 10-16, 2016

LIBRARIES TRANSFORM™

Support your school library



Every day, libraries of all types prove that they are powerful agents of community change. No longer just places for books, libraries now offer a smorgasbord of free digitally-based programs and services, including 3-D printing, ebooks, digital recording studios and technology training.

National Library Week will be observed in America between April 10-16, 2016 with the theme, "Libraries Transform." Here, in St. Patrick's library, we will be celebrating it too!

First sponsored in 1958, National Library Week is a national observance sponsored by the American Library Association (ALA) and libraries across the country each April. It is a time to celebrate the contributions of our nation's libraries and librarians and to promote library use and support. All types of libraries - school, public, academic and special - participate.

Celebrations during National Library Week include: National Library Workers Day, celebrated the Tuesday of National Library Week (April 12, 2016), a day for library staff, users, administrators and Friends groups to recognise the valuable contributions made by all library workers; and National Bookmobile Day, celebrated the Wednesday of National Library Week (April 13, 2016), a day to recognise the contributions of our nation's bookmobiles and the dedicated professionals who make quality bookmobile outreach possible in their communities.

In St. Patrick's our celebration will consist of a Book Drive, which will last a fortnight and hopefully bring fresh (new/secondhand) books into the library stock and a very exciting surprise at the end for one class!!! More details will follow next month.

Here at St. Patrick's we encourage everyone to join the National Library Week celebration by visiting your public, school or academic library. One of the central elements of the Libraries Transform campaign is the series of Because Statements, which illustrate why libraries are transforming - examples include, "BECAUSE LEARNING TO READ COMES BEFORE READING TO LEARN." We're asking library lovers to create their own Because Statements during National Library Week by filling in the blank to tell us why libraries matter. One randomly selected winner will receive a gift at this month's assembly. Entries can be obtained from your class teacher and collected by myself the week before assembly.

BECAUSE _____.

**CLOSING
DATE:**

Friday
22nd April.



Tell us why your library is important. Fill in the blank space and have your say.

Leave your comments in the **Comment Box** provided in the library OR with your teacher.

One gift for one lucky winner pulled from the Comment Box in assembly.



Name: _____

Class: _____

Teacher: _____

Celebrate **NATIONAL
LIBRARY WEEK**

APRIL 10-16, 2016

**LIBRARIES
TRANSFORM™**



Librarians are there:



To help, aid, assist. To teach, collate, enthuse. To catalogue, index, arrange, organize. To find, discover, promote, display. To interest, intrigue, amuse and amaze. To instill wonder. To help children, adults, old people, the underprivileged, the rich, the poor, those with voices and those without. To protect resources, to archive them, to store them, to save them for the future. To provide differing viewpoints, to engender thought, conversation, research, fun. To provide the best answer possible, to match the answer to the enquirer, to provide just enough information without overwhelming the user, but enough to always help. To better a local community, a company, a school, a college, an organization, a country, the world.

Google is there:



To make money.

A School Library

"We hope that libraries will always exist as places for learners to find information, resources, services, and instruction. But formats, technologies, learning needs, and our schools are evolving. And so are students themselves. Our entire information and communication landscapes have shifted—and this shift will only continue." - Valenza & Johnston (October 2009)

The school library is central to learning and plays a key role as a place for encouraging innovation, curiosity, and problem solving. It is a catalyst for literacy and reading and for teaching and scaffolding inquiry learning. School libraries make a difference to students' understanding and achievement and provide support for teaching and learning throughout the school. The school library is an important part of the school community

and reflects and welcomes this community.

The school library plays a key role in the cultural and social life of the school. It can be a central point for engagement with all kinds of reading, cultural activities, access to information, knowledge building, deep thinking and lively discussion.

School Library Role

The school library provides a model for inquiry learning and building

knowledge and confidence in seeking and processing information. The school library is pivotal to developing 21st century learners. There is a large and growing body of evidence showing the impact of the school library on student achievement. It is a fundamental resource for supporting students' learning, and a key support for teaching staff. A school library reflects and encourages collaborative learning and sharing of ideas.

Literacy and Reading

School libraries are places for learning and thinking, and play a key role in supporting and developing enjoyment of reading and multiple literacies.

"A sanctuary, a mine of treasure, a house of maps to secret lives in secret worlds... - the library became my other home." Joy Cowley.

School library and the school community

A school library can also play a key role in building a learning community. A school library reflects students' identities through ensuring that the languages and cultures of the school community are an integral part of the library's collection, services, and environment. The library is a place for inclusiveness. "An important quality of the school library is its potential for inclusiveness."

The International Federation of Library Association's (IFLA) Manifesto states:

"The school library provides information and ideas that are fundamental to functioning successfully in today's information and

knowledge-based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens" (2008).

The school library is learning environment for the whole school community - a learning commons.

Library information landscape

School libraries are unique but they are also part of a much wider information landscape. The school library is an ideal place to learn about the way that libraries work and how to use libraries. For some students their school library will be their first experience of a library. It can connect with other libraries, including public libraries, for a diverse range of information resources. Jim Rettig President, ALA, (American Library Association) 2008-09, describes libraries as "*the only providers of universally accessible lifelong learning opportunities.*"

School library services

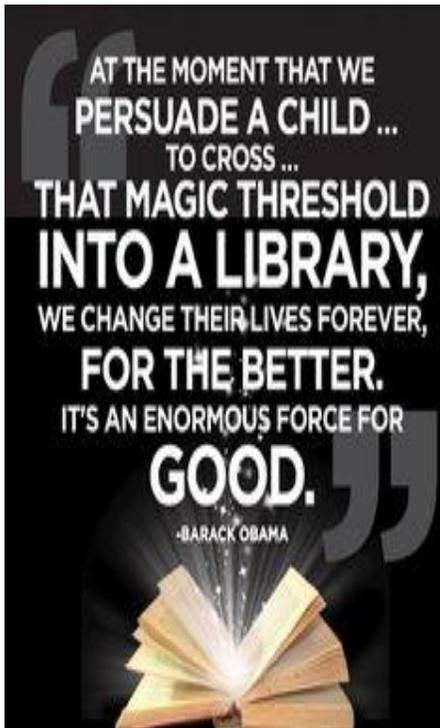
National Library Services to Schools provide a wide

range of fiction and non-fiction resources for primary and secondary schools. National and international public libraries also provide resources for school libraries and its users, such as Index New Zealand (INNZ) (available online), this provides access to abstracts and descriptions for approximately 1,000 journals, magazines and newspapers and includes general interest material, social research, the environment, science, agriculture, current affairs, the arts and humanities.

School library and the public library

Public libraries are for the whole community. Many school libraries work closely with their local public libraries and encourage their students to become library users within and beyond the school library environment. Regular visits to the public library as part of the school's learning programme will enrich students' reading and build their confidence as library users. Successful collaboration with a local public library can also benefit whole families, as students encourage parents and siblings to go to the public library after school, during the weekends and in

school holidays. Public library holiday reading programmes have been shown to reduce the summer reading slide and in many cases increase literacy levels and a love of reading.



School Library and the curriculum

The school library is an integral part of teaching and learning in the school. It scaffolds and provides access to resources, which support the curriculum.

The school library in St. Patrick's embodies the principles of the curriculum, with its aim of encouraging each child:

- To become a responsible, caring member of society.

- To get the very best out of themselves and discover their talents by engaging in a broad and balanced range of curricular and extra-curricular experiences.
- To value the principles of justice and mutual respect embracing all denominations and cultures.
- To develop a lifelong love of learning.
- To participate in democratic decision-making at a whole-school level.

The library plays a key role in enabling community engagement, and promotes outward thinking and future focused thought and discussion.

On the whole, school libraries incorporate and reflect the key competencies and values of the Irish school curriculum, and develop "confident, connected, actively involved life-long learners."

Key competencies

A school library can promote and model each of the key competencies.

Thinking

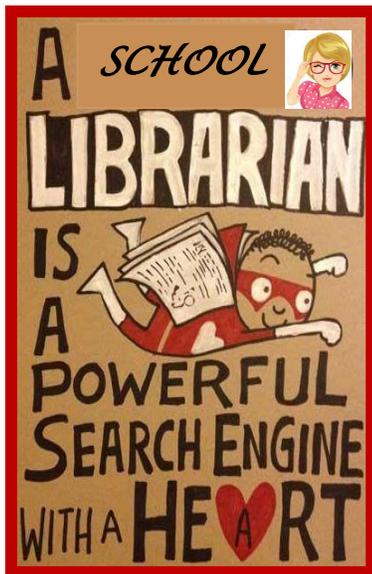
- Through using the school library students

develop questioning skills and become creative and critical thinkers.

- In the library students become active seekers and users of information.
- Library users are supported in their inquiry learning regularly.
- There is clear and well-organised library layout and signage. Visual displays prompt critical thinking and questioning.
- Students can become competent constructors of knowledge. They use the library and its resources to find information to help solve problems and to develop an understanding of the world and "worlds" beyond their immediate experiences.
- All learners develop and use searching skills effectively based on careful choice of information. Students and educators learn to discriminate useful and valid information relevant to their task.
- The library encourages all learners to reflect on their own learning

and to challenge their own assumptions and perceptions.

- The library is a place where curiosity and creativity are encouraged.



Using language, symbols and texts

- The school library includes a wide range of genre and text types, and different media: books, comics, graphic novels, and computer resources.
- Through building library literacy and specific vocabulary students broaden their language and understanding of library terms.
- Students use a variety of media in the library. They select the best media for their context and message

when sharing learning with their peers and teachers.

- The library collection and environment reflects awareness of and empathy with a variety of cultures and languages.
- Clear signage, symbols and layout interpretation charts enable students to understand the language of libraries.

Managing self

- The school library provides a safe environment where students are empowered to take the lead, or work as a group with others taking the initiative.
- The library is a learning commons encouraging open forums, learning, discussion and debate.
- The library provides levelled learning goal matrices for student use.
- Library layout, signage and systems enable library users to be supported and facilitate responsible library use.

Relating to others

- The library provides a welcoming environment where the needs of all users are respected.
- There is proactive support for student learning. The librarian can make recommendations to teaching staff relevant to their subject specialisations and interests.
- The librarian models collaboration and provides an environment that encourages collaborative activities.
- The librarian communicates with library users in a variety of ways.

Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life. Libraries change lives for the better.

- Sidney Sheldon

Participating and contributing

- Library users are able to participate in group activities including discussions, debates and research.
- The library creates opportunities for collaborative book sharing and reading promotion activities including author visits and special events, such as Star Class, library competitions, etc.
- The librarian maximises opportunities to promote the use of

library facilities and resources and ensures that users' needs are met.

- The library removes barriers to use. It develops a sense of community through participating in whole school events and making the library a centre for learning and cultural events.

Values

Excellence

- School libraries model excellence through supporting and encouraging high levels of engagement with learning.
- Developing the school library as a place of sharing and cultural engagement means that it can also become a springboard for developing emotional intelligence.
- School library systems and services provide access to resources that encourage and facilitate lively debate and academic excellence.

Innovation, inquiry and curiosity

- The school library is ideally placed to foster

innovation, inquiry and curiosity.

- The school library can be the place to go for students' 'wonderings.'
- The dynamic environment of school libraries is a key source for motivating learners and igniting a spirit of curiosity, discussion and debate.

Equity

- Libraries are founded on the principle of equity.
- The school library promotes equity through:
 - supporting the needs of all learners
 - providing services to all students and teachers
 - reflecting the languages and cultures of the school community.
- The school library can support a wide range of learning needs and personal interests by ensuring books and other resources are available at all reading levels.
- Access to online resources and provision of up to date technology to support and enhance learning

within the library via the classroom also promotes equity.

- The school library aims to give every student the opportunity to learn, to enjoy reading and to create new knowledge and understanding.

Community and participation

- The school library is a community of learners.
- Collaboration and communication is encouraged and developed through the ways that the librarian and teaching staff work together.
- Students' new learning and ideas are valued and they are actively involved in selecting resources and planning library events and displays.
- The library is a place for the whole school

community. With parents and staff encouraged to use the Staff Section of the Library.

Ecological sustainability

- The library room itself and its practices model sustainability.

Integrity

- The school librarian models integrity through her day-to-day interactions with students and staff.
- The school library reflects integrity through:
 - valuing different beliefs
 - encouraging the sharing of knowledge
 - promoting reading aloud with passion.
- The school library is a welcoming place for the whole school community.

Respect

- The library welcomes and supports all learners and the high value placed on education and learning encourages and grows respect.
- The librarian respects students' individual choices in reading genre and format, encouraging diversity by selecting resources to match the different interests, cultures and languages of their students.

"Values are the ideals that give significance to our lives; that are reflected through the priorities that we choose, and that we act on consistently and repeatedly." Julia Atkin



NAVAN LIBRARY EVENTS

All events are free unless indicated.

Coláiste Na Mí Student Art Exhibition

On display 11th April – 29th of April, 2016 inclusive.

National Poetry Day

Thursday 28th April, will be marked by visiting schools

Regular Events

Adult Book Club (Navan Active Retirement Association)

First Tuesday of every month at **11am**.

Thursday Adult Book Club

Weekly meeting every Thursday at 10.30am.

Knitting Circle

Tuesdays at 11am (except first Tuesday of each month)

Spanish (Intermediate) Conversation.

Tuesdays at 7pm. This group meet every Tuesday for spanish conversation. An intermediate level and above. All newcomers are welcome.

Adult Crafts Group.

Thursdays at 6.30pm. The group meets every week sharing ideas and teaching skills to newcomers.

Navan Creative Writers.

Wednesdays at 11.30am. New members welcome to attend.

Parents and Toddlers Storytime Group.

Every Wednesday at 10.30am. Come along for stories, songs, games and colouring. Suitable for pre-school children.

Junior Creative Writer's Group.

Saturday mornings at 10.30am (except Bank Holiday weekends). Please leave your contact details at the desk if you are interested in joining.

Junior Book Clubs.

8 - 10 years Wednesday 13th April at 3.30pm. This month's title is 'The Astounding Broccoli Boy' by Frank Cottrell Boyce. 10 - 12 years Wednesday 20th April at 3.30pm. This month's title is TBC

Children's Saturday Chess Club.

Every Saturday except Bank Holiday Weekends. 2.30pm and 3.30pm.

DROGHEDA LIBRARY EVENTS

'Drogheda 1916 and the Easter Manoeuvres' An Exhibition with Drogheda Civic Trust. Ongoing throughout April.

Social Media Training for Drogheda Town Traders, Thur. April 21st @ 10am (for 5 consecutive Thursday's). In conjunction with the Europe Direct Information Centre and Drogheda Chamber of Commerce.

Drogheda People in 1916, with John McCullen, a Lecture. Thur. April 21st @ 6.30pm.

Major John McBride, a Lecture with Anthony J. Jordan: Sat. April 23rd @ 3pm.

Joe Stanley, the Republican Printer, with Tom Reilly, a Lecture. Thur. April 28th @ 6.30pm.

Ongoing Events:

Saltwater Scribblers Creative Writing Group: Every Tuesday at 5.45pm

Saltwater Scribblers Young Adult Creative Writing Group: Fortnightly on a Fri. @ 4.00pm. Suitable for 14-17 year olds.

'All Write ', Adult Creative Writer's Group: 1st Friday of every month @ 11am.

Board Games Evening for Adults: 1st Thursday of every month @ 5.45pm.

Parent & Toddler Group: Every Wednesday @ 10.30am.

Adult bookclub: Last Thursday of every month @2.30pm

SLANE LIBRARY EVENTS

All events are free of charge unless otherwise indicated

Games Activity Hour

Every Saturday 11am-12pm Come along for an hour of Board Games and Activity Sheets

Adult Book Club

Thursday 14th April at 7.00pm Book for discussion: Behind Closed Doors by Susan Lewis

Junior Book Club

Saturday 23rd April at 1.30pm Book for discussion: Mr Stink by David Walliams

ARDEE LIBRARY

Ongoing Events:

Junior Film Club: Every Saturday morning, 10.45am-12.30pm

Junior/Young adult Bookclub: Monthly on Wednesdays, 4pm-4.45pm Register your interest at issue desk.

Parent & Toddler Time: Every Friday @ 11am

Knitting Group: Tuesday @ 11am

Beginner Computer Classes: Wednesday @ 11am.

