



Stromness Academy Library

**Pupil Librarian Training
Level 1**

LIBRARY HELPER

Insert photo and caption / comment



youth
achievement
awards

Name:		Class:	
Guidance Teacher:			

Job Description

Job Title: Library Helper

Job Purpose: to help the School Librarian with basic admin tasks

Responsible to: the School Librarian / Senior Pupil Librarians



Pupil helpers can help in the library before registration, at lunchtime and possibly after school or on free periods. You will be required to make a regular commitment - at least one lunchtime a week to your tasks.

Aims:

- To familiarise yourself with the layout of the library
- To become familiar with the location, arrangement and different types of resources
- To allow you to take responsibility for your own duties

Commitment to:

- Attend to allocated duties (before registration or at lunchtime)
- Regular shelving and shelf tidying to familiarise yourself with the resources
- Being on time and punctual when attending to your allocated library duty

Duties:

- keeping the library neat and tidy
- shelf tidying
- taking responsibility for an area of stock
- shelving returned resources accurately
- preparing Orcadian posters
- general library duty (lunchtime) carrying out the above tasks
- undertaking any other basic duties as required by the librarian

Library Helpers will:

- be reliable
- hardworking
- honest
- cheerful
- sensible
- enthusiastic
- be able to work on their own or as a team.

You will also:

- have an interest in books
- have a good understanding of alphabetical and numerical order or are prepared to learn
- enjoy thinking on your feet
- enjoy helping other people
- be prepared to attend any training sessions / meetings as required



Library helpers will be encouraged to work towards their Dynamic Youth Award which allows you to be recognised for the work you do. You can then progress to becoming a Pupil Librarian and work towards Youth Achievement Awards which are a recognised qualification.



Stromness Academy Library

LIBRARY HELPER – Outcomes & Skills

Name: _____ Class: _____

Think about the following Curriculum for Excellence outcomes in relation to helping in the library. Underline the bits you think you could work towards. Note down what you think you could do to achieve these.

Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Social wellbeing

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 3-10a

Comment:

.....

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 3-11a

Comment:

.....

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 3-13a

Comment:

.....

I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 3-14a

Comment:

.....

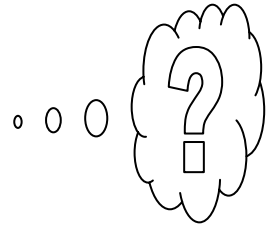
Think about the individual skills (which are part of the above outcomes) which you may learn or use whilst helping in the library. Pick out 3-6 skills you hope to focus on each term. ✓

Skills	Aug - Oct	Oct - Dec	Jan - Mar	Apr - Jun
Listening				
Communication				
Working with others				
Discussing and agreeing				
Trusting others				
Encouraging others				
Helping others				
Sharing				
Organising and leading				
Asking for help or advice				
Trying something new				
Making or fixing things				
Friendship				
Time management				
Initiative				
Manage my learning				
Recording time				
Library Skills / Tasks: -				
Library layout				
Alphabetical order				
Dewey number order				
Shelving & Shelf tidying				
Book Processing				
Filing				
Sorting				
Displays				

Use the CfE Outcomes and skills list to formulate your steps (targets) that you wish to achieve and record them on the 'challenge sheet'.

You will revisit these skills once a term.

Skills: Self - Evaluation



Aug - Oct

Skills I focussed on:

1	4
2	5
3	6

Most improved skill:.....

Why?.....

Skill I need to continue working on:.....

How can I improve this?

Who could help me with this?.....

Oct - Dec

Skills I focussed on:

1	4
2	5
3	6

Most improved skill:.....

Why?.....

Skill I need to continue working on:.....

How can I improve this?

Who could help me with this?.....

Jan - Mar

Skills I focussed on:

1	4
---	---

2	5
---	---

3	6
---	---

Most improved skill:.....

Why?.....

Skill I need to continue working on:.....

How can I improve this?.....

Who could help me with this?.....

Apr - Jun

Skills I focussed on:

1	4
---	---

2	5
---	---

3	6
---	---

Most improved skill:.....

Why?.....

Skill I need to continue working on:.....

How can I improve this?.....

Who could help me with this?.....

Library Helper Contract

As a Library Helper I will:

- ★ Attend every session as arranged with the Librarian on the rota
- ★ Attend the weekly meeting on Mondays at interval
- ★ Inform the Librarian in advance if I cannot attend any session
- ★ Treat all users of the library with respect
- ★ Behave sensibly as a role model for other pupils
- ★ Be responsible and reliable
- ★ Try my best at all times
- ★ Let the Librarian know if I need help carrying out my role
- ★ Let the Librarian know, in writing, if I wish to resign from my role

Signed: Date:

As Librarian I agree to:

- ★ Support you in carrying out your role
- ★ Listen and respond to any problems
- ★ Arrange training for you and organise a suitable rota
- ★ Organise regular meetings for you to discuss any issues, for training and to explore new ideas
- ★ Provide rewards (eg. special privileges)
- ★ Provide certificates and evidence for your achievements in carrying out your role
- ★ Act as a referee for Pupil Librarians leaving school if requested to do so

Signed: Date:

Insert photo and caption / comment

1. Health & Safety

- Fire exits (Library? School?)
- Fire evacuation procedures
- Getting help in an emergency -
When would you get help?
- Injury / illness - School first aid
- Lifting & carrying
- Potential hazards in the library

My Notes and comments

Date Training Received: Training given by:

My Evaluation and comment (of what I know and remember) :    

Checked:

2. Code of Conduct

Pupils will be expected to thoroughly know the library Code of Conduct as well as the school rules as well as some basic library procedures.

- No. of pupils at computers, rules about logging on / off, borrowing books, etc.

My Notes and comments





- Behaviour expectations (eg. At lunchtimes)

My Notes and comments

- Dealing with behaviour - What would you do?

My Notes and comments

Date Training Received: Training given by:

My Evaluation and comment (of what I know and remember) :    

Checked:

3. Finding your way around the library

Locate all sections of the library and understand the spine labelling for shelving any item from the shelving trolley or directing library users to the correct section.

Fiction

- including Senior Fiction

- fiction in Orkney Books and GMBC

Non-Fiction

Reference

- Books (encyclopaedias etc.)
- Orkney Books & info
- George Mackay Brown Collection
- Project Shelves

- Journals - back copies
- Study Support
- Local Newspapers

Careers Section

- Careers leaflets
- Careers books

- University / College information

Health Information Centre

New Books Display

My Notes and comments

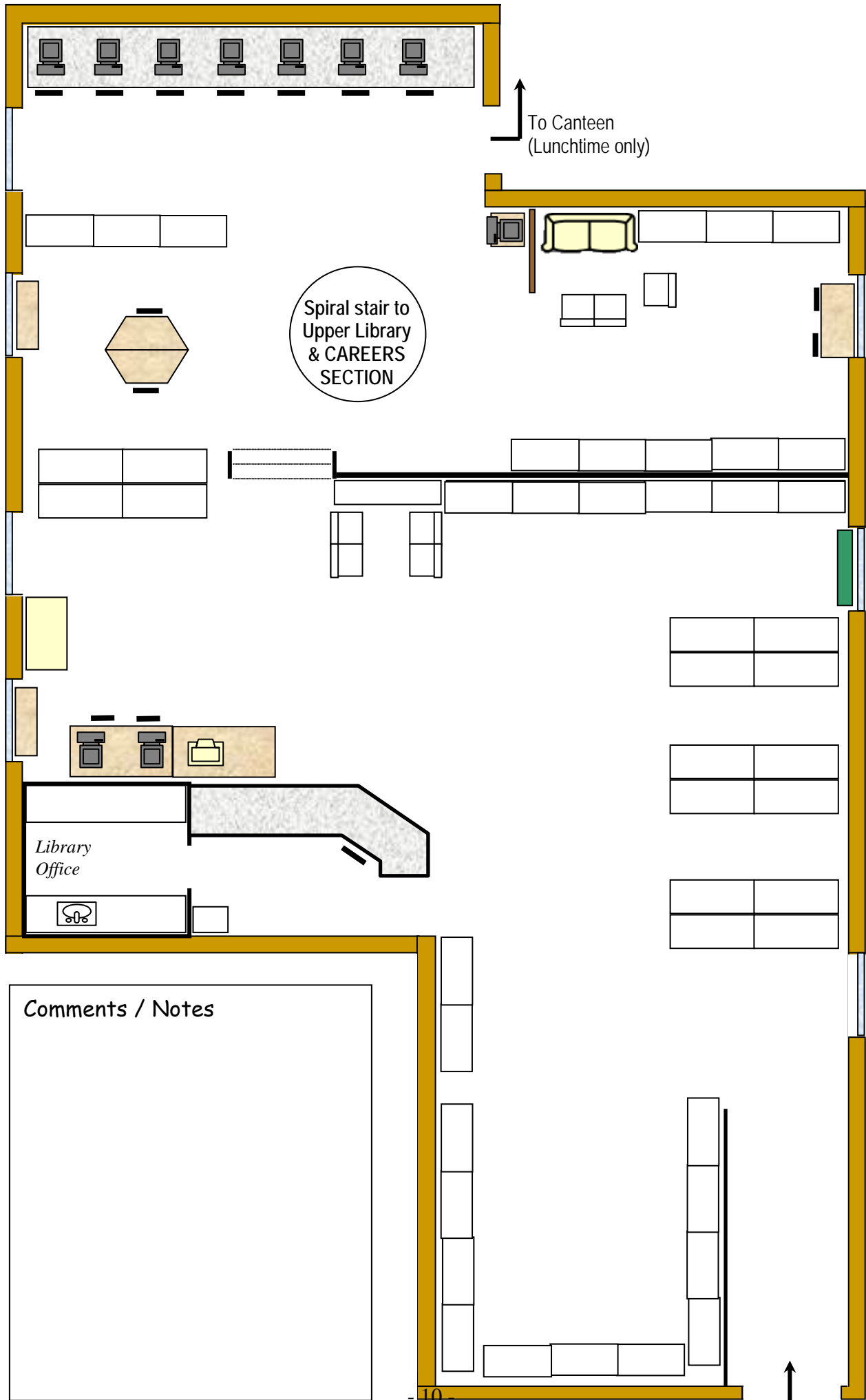
TASK	<i>Completed</i>	<i>Initials</i>
1. Fill in the blank plan of the library on the next page indicating each section or type of resource and, subject areas, Dewey numbers.		

Insert photo and caption / comment

Date Training Received: Training given by:

My Evaluation and comment (of what I know and remember) :    

Checked:



4. Arrangement of Fiction

- Alphabetical by author's surname - **Read alphabetical order help sheets**
 - Mc & Mac / St / d' / Du, etc.
- Reading level - meaning of coloured dots - **Check notices on shelves**

My Notes and comments

Blue dot:

Red dot:

Yellow dot:

- Shelving & Shelf tidying

My Notes and comments

Oversize Books:

Spotting damaged books:

TEST (On at least 3 occasions)		Completed	Initials
1. Fiction books on trolley to put in correct order	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
2. Tidy allocated fiction shelves	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
3. Shelving specific books	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Date Training Received: Training given by:

My Evaluation and comment (of what I know and remember) :    

Checked:

Insert photo and caption / comment

Arrangement of Non-Fiction

- Understand how numbers (Dewey Numbers) are used to arrange books in Reference and Non-fiction Sections of the library. **Read Dewey Number help sheets**
- Understanding of 10 main classes
- Spine label colours

My Notes and comments

White spine label:




Yellow spine label:

Red spine label:

Orange spine label:

TEST <i>(On at least 3 occasions)</i>	<i>Completed</i>	<i>Initials</i>
1. Non-fiction books to be put in correct Dewey number order <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
2. Dewey number worksheets <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
3. Shelving specific books <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Date Training Received: Training given by:

My Evaluation and comment (of what I know and remember) :    

Checked:

Insert photo and caption / comment

6. Reference

- Books - different types, esp. encyclopaedias, dictionaries & atlases
- Journals (incl. local newspapers) - arrangement and date order
- Orkney Books & resources - why important?
- George Mackay Brown Collection (Reserve stock)
- Project Topic Boxes and Shelves
- Study Support

My Notes and comments

Loan periods:

Reference Books:

Orkney Books:

Study Support:

Project books (from Kirkwall Library):

Fill in the different parts of the Reference Section on the plan on the next page.

Reference Books

Journals

Orkney Books

Project Topic Boxes (Current issues)

Study Support Books

Project Shelves (for research projects)

Also note on the plan, the locations of specific types of resource listed below

1. Dictionaries

2. Fereday Projects

3. Essential Articles

4. General Encyclopaedias

5. Atlases

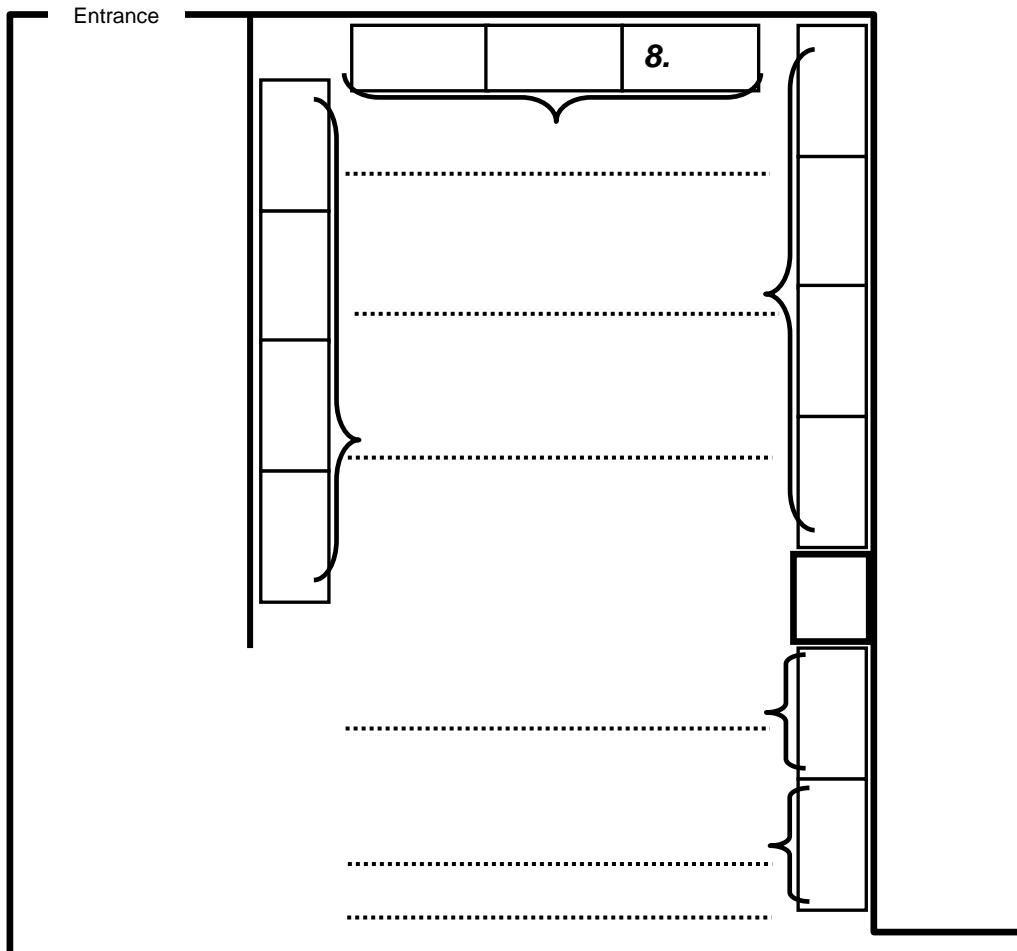
6. Thesaurus

7. Orkney Archive boxes





8. Art & Music Encyclopaedias

Insert photo and caption / comment

THE REFERENCE SECTION



Date Training Received: Training given by:

My Evaluation and comment (of what I know and remember) :    

Checked:

7. Book Processing [1]





Read 'Book Processing' help sheet.

- Format of the book (types of cover, title page, publisher's page)
- Labels (ownership label, date label)

My Notes and comments

TEST	<i>Completed</i>	<i>Initials</i>
1. Describe the format of a book.		
2. Show where the labels go.		
3. Practical: Continual assessment, if books available for processing.		

Date Training Received: Training given by:

My Evaluation and comment (of what I know and remember) :    

Checked:

Insert photo and caption / comment

Pupils demonstrating a commitment to working in the library and successfully demonstrating a basic knowledge of the library and its resources may apply to become a pupil librarian which will give you further training and introduce you to other library tasks.

Finally, think about the following Curriculum for Excellence outcomes again in relation to helping in the library. Underline the bits you think you have achieved and comment on how you did this.

Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Social wellbeing

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Comment:

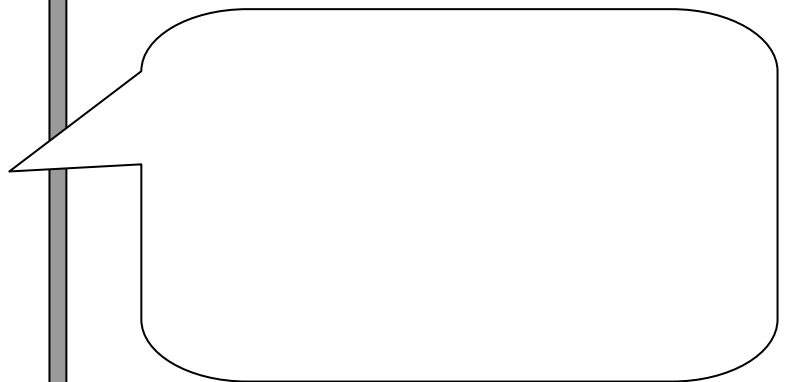
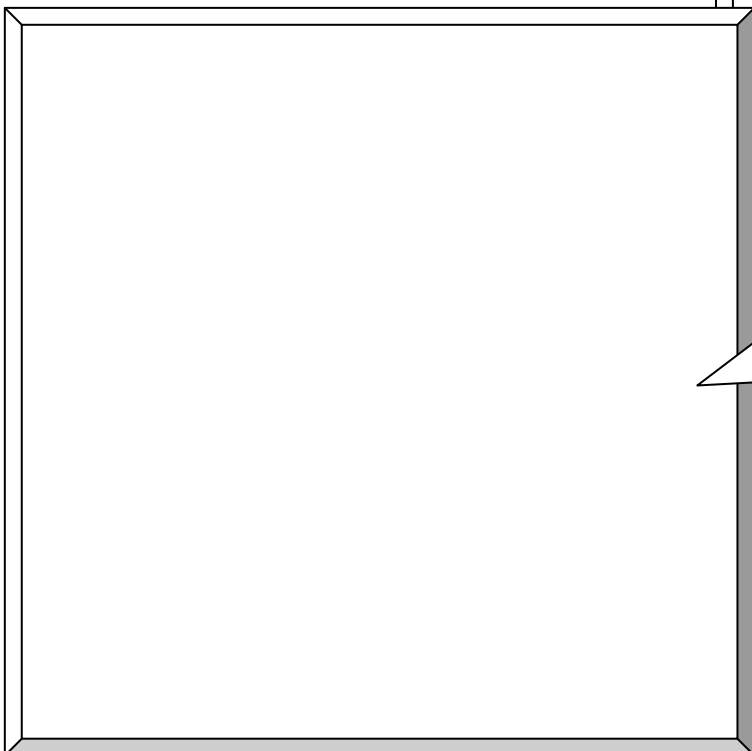
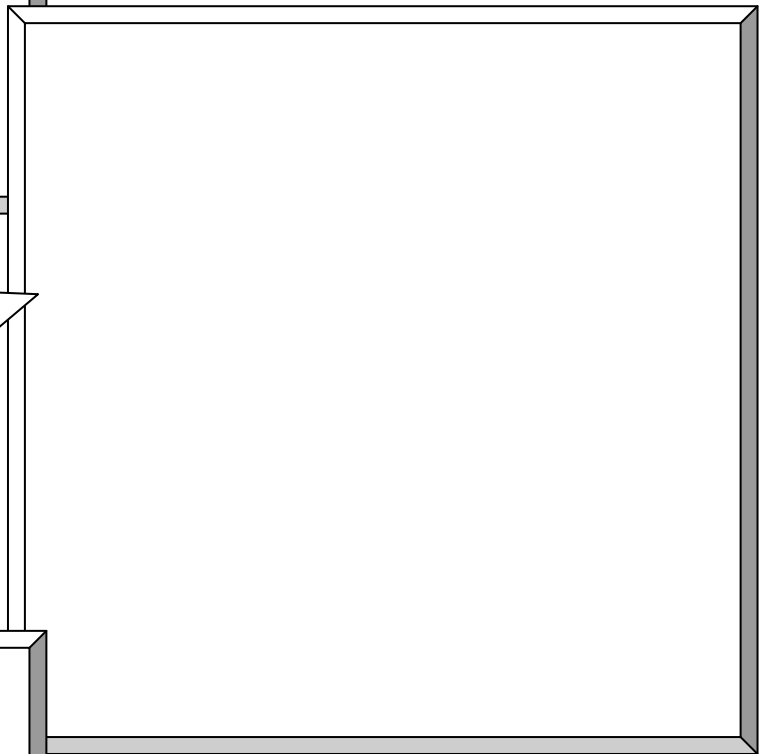
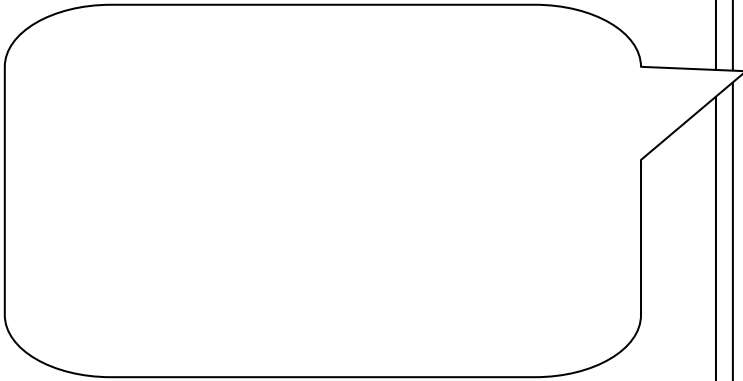
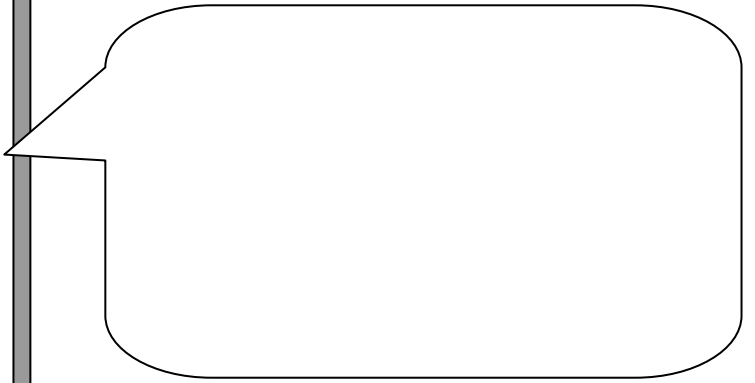
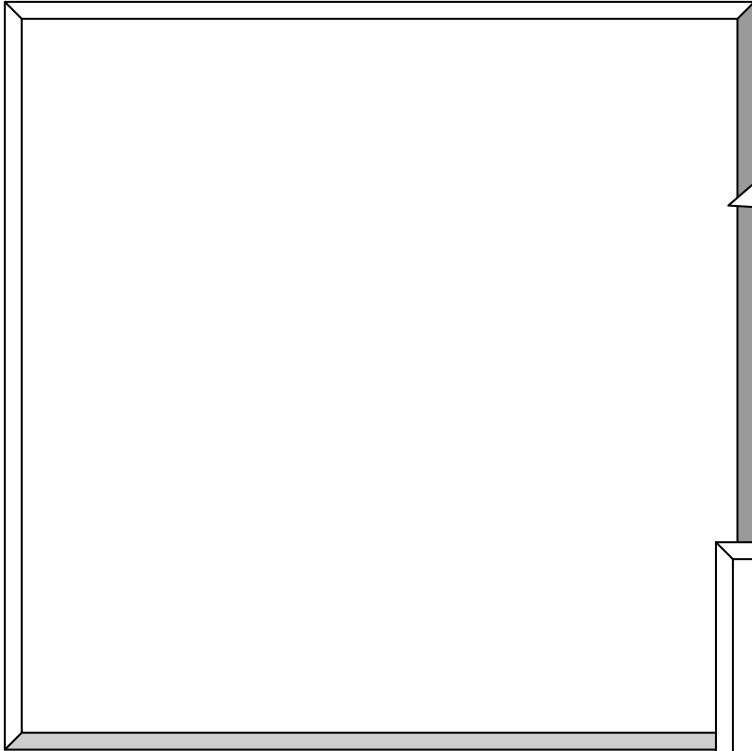
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Now think about the individual skills again (which are part of the above outcomes) which you learnt or used whilst helping in the library/

Skills	What skills have you learnt?	What skills have you used most?	What skills could you still improve? 
Listening			
Communication			
Working with others			
Discussing and agreeing			
Trusting others			
Encouraging others			
Helping others			
Sharing			
Organising and leading			
Asking for help or advice			
Trying something new			
Making or fixing things			
Friendship			
Time management			
Initiative			
Manage my learning			
Recording time			
Library Skills / Tasks: -			
Library layout			
Alphabetical order			
Dewey number order			
Shelving & Shelf tidying			
Book Processing			
Filing			
Sorting			
Displays			
Other:			
Overall, how do you think you did?			

Photographs

Please say something about your photos: Who? What? Where? Why? When?



MY FAVOURITE TASK / ACTIVITY - EVALUATION

Description of task / activity:

.....

.....

.....

Date(s) you did this task:

In the picture I'm ...

I was good at...

Best bit
was..

Photo of you

Worst bit was

I learnt ...

I really enjoyed ...

Recording Time: TOTALS

DAILY / WEEKLY DUTIES(from rota sheet):

LOGBOOK:

FICTION SHELF TIDYING:

NON-FICTION SHELF TIDYING:

OTHER:

TOTAL:

Confirmed by Librarian: Date:

Confirmed by Peer: Date:

Evidence Checklist

This Workbook:

Skills checklists

Evaluations / Comments (where asked for)

Photos added

Logbook hours recorded

Shelf tidying hours recorded

Total hours recorded

Personalisation

(your comments / thoughts / captions on anything else in the workbook)

Other evidence:

Application Form

Certificates

DYA or YAA target setting

More photos

Rotas

Help sheet examples

Posters of events I helped with

Other

.....

.....

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