

**European School
LUXEMBOURG II**

Library Media Centre

draft before Educational Council
22-05-2010

1 INTRODUCTION

Historical Background

The Primary school library of the European School Luxembourg II has been established in 2004 at the site of the Village Pédagogique after the split of the European School into 2 autonomous schools.

The library, as in the ES Luxembourg I, was founded by the Association “Les Mots des Zaza” and was enriched with many new books (approximately 15,000 titles were bought) the last 4 years, about 65% from the school budget, and 35% from “Les mots de Zaza”.

When the management and the librarians of the ES Luxembourg II arrived on the site, only 1 room (about 7m long) was provided. In the first 2 years, the space was extended to 14, and then to 21m. Unfortunately the whole size of the school does not allow any further increase or the inclusion of bigger reading corners. The library is equipped with new and practical furniture to host the classes that visit the library in a weekly or fortnight basis. It is a free access library and users can browse around the shelves and choose books themselves.

Contact Information

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Opening Hours

Monday & Wednesday: 8:30 – 16:30

Tuesday- Thursday- Friday: 8:30 – 12:30

2 VISION - MISSION - GOALS - OBJECTIVES

Vision

The European School Luxembourg II intends to establish, presently on its primary premises of the Village pédagogique, and later on its new site at Bertrange/Mamer a library media centre for each cycle, which

- clearly announces its intention to reach and serve every child in the school, the average, the gifted, the slow, the shy, and the problem child
- contributes in an efficient and convivial way to the education of the pupils to well informed, critical and constructively minded young adults
- supplies support for the achievement of all school curriculums and programs
- takes up the challenge of bringing out the values and good use of information from both written and electronic media for knowledge, skills and competences
- offers room and equipment allowing direct touch with the media and immediate choice and/or use on site either in quiet surrounds or in debating rooms for group/team activities
- generates good and positive attitude and implements procedures both favouring initiation, help and advice to the users for making the right choice among the media offered, to the staff for the purchase and presentation of books and other media and to all for the responsible, respectful and fruitful use of the media available
- contributes to give access for teachers and all other educators to information and material useful for their formation or the practice in class situation.

During the next years, a special care and emphasis needs to be provided for building up the library media centre of the 3 cycles at Bertrange/Mamer.

A periodical detailed analysis shall

- show progress in use of the offer of the school library media centre
- reveal changes needed to more and more integrate the centre into school life and its educational program
- guarantee best inservice training for the library staff and best performance of the centre.

Mission of the present primary and nursery school library

At the beginning of the school career of the children, the nursery and primary school library media centre plays a fundamental role by starting or developing in the pupils the wish and the feeling that reading is delightful and that getting information through books and other media is useful now and later.

The nursery and primary school library media centre supports and enhances the educational mission and goals as outlined in the school's mission and curriculum by

- putting together good collections for pupils and teachers,
- offering information and advice about the collections and learning services, as books, magazines and other resources, to all members of the school community
- creating opportunities and initiating activities to develop in children the enjoyment of reading and the habit and skills to make pleasant and good use of

libraries, books and electronic media as well as forming the awareness and sensibility for social responsibility and solidarity

The library staff organizes the library media centre according to professional standards, acts in close collaboration with the teachers especially the library coordinators and the parents and gets help and cooperation from the administrative and technical school staff.,

The school library elaborates and circulates explanatory policies targetting the best achievement of its function and mission inside the school..

Finally, the librarians in close collaboration with the administration prepare the move to the new site at Bertrange/Mamer.

Local plan 2010 - 2012: Goals and objectives before moving to the new site

An urgent goal is to give the 3 libraries of the new site a structure which will allow to cover all needs of a modern library media centre and which will invite pupils and teachers to come in and make good use of the facilities.

- The structure shall include best visibility to and from outside.
- The structure shall include reading rooms and possibilities. In the secondary the LS and SEN reference room shall be included .and a big room for team working or other group activities has to be provided.
- The librarians need to occupy a central place allowing quick loans and returns of books and basic surveillance in all directions.
- The lights must support the general organization.
- Multimedia equipment shall be included or near by.
- Locations and plugs for computers and WiFi antenna have to be determined.

A second urgent goal is to foresee the furniture and the books needed especially for the nursery and secondary cycles.

- Contacts must be made with the coordinators and librarians of the ES Luxembourg I as well as with volunteering parents.
- A proposition must be discussed and concluded how to split the collections of the sections which will be present in both Luxembourg schools. Both directors have to lay down an agreement in order to guarantee pedagogical continuity and foresee the budgets needed.
- Lists of books have to be set up for the basic collection in languages which will only be offered as L III or L IV in both schools.
- A detailed and commented list must be submitted to the Building Administration of Luxembourg for the order of furniture in the 3 libraries.
- As the primary collection is rather rich, the funds provided by the budget 2011 and the remaining funds of the budget 2010 shall be intended to buy books which also can serve the S1 and S2 classes especially in the sections EN, FR and DE.

A third urgent goal is to ensure staff enough to prepare the change, the related orders and the organization of the libraries immediately after accomplishment of the buildings.

- Propositions must be made to the Administration Board of the ES Luxembourg II.
- The Board must agree upon as soon as possible.

A fourth goal shall be to work out a first function plan for the three library media structures which will be achieved in Bertrange/Mamer.

- How and when will they be made available? Who will facilitate its function?
- How will communication be organized?
- Will there be an immediate action plan how to integrate the libraries into the teaching program and curriculum?

A continuous goal is to promote and evaluate the use of books and of other media available at the primary library media centre in the “Village pédagogique” and also in Bertrange/Mamer

- Run the libraries of the nursery and primary schools as agreed with the school direction
- Catalogue and list more books in a reliable and uniform way. Develop a good lending and returning practice, also for Bertrange/Mamer
- Study reading practice in school and in the different sections and stimulate by actions and activities.
- Check the use made of magazines ordered by school and report about it
- Confirm a reading and lending practice for the regular and diligent readers.
- Evaluate opening times of the school library.
- Initiate or support activities in or of the library and advertise them
- Prepare the transition to Bertrange/Mamer by planning the location of the books of the various sections so that by separating the bigger sections so that more classes could come at once.
- Develop strategies how to use the different parts of the primary library foreseen in Bertrange/Mamer and propose related equipment especially for the comfort of the reading room.
- Define the use of the proposed ICT counters or working places in the new library.

Tools shall be created or developed for a safe and easy loan, for the elaboration of statistics and evaluation of their results, for the internal cooperation, communication and training

- Work out a policy for ordering and paying on-line: more and more bookshops work like this, and for several languages it is not possible or far too expensive to order these books in Luxembourg. The Financial regulations of the European Schools shall adapt to the reality of the market.
- Work out a simple, safe and consumer friendly tool for the loan and elaboration of statistics; create a solid and virtual mail box for suggestions
- Define of the role of the librarians in the school and lay down a clear job description
- Review the role of the library coordinators
- Elaborate proposals for the future collaboration between library staff and teachers.
- Create a local library media committee
- Evaluate needs and progress of the tasks.

3 LIBRARY RESOURCES

Collection organization of the primary school library media centre

The collection includes approximately **26 000** book titles. The collection is organized according to the mother tongues (12), and the classification system used is **Dewey Decimal Classification System**, which is the most suitable classification scheme for a school library.

The hierarchical structure of the DDC divides human knowledge into 10 broad classes based on academic disciplines. Further subdivisions are made as necessary. The 10 main classes are:

- 000 Generalities
- 100 Philosophy, Psychology
- 200 Religion
- 300 Social Sciences
- 400 Language
- 500 Natural Sciences
- 600 Technology
- 700 The Arts
- 800 Literature
- 900 History

The primary school library is divided into the following divisions:

- Main Library located in building A
- Class Reference books located in the class rooms
- Teacher's Library located in teachers' room
- Magazines either in the Main library or in the teachers' room
- AV collection in building A (corridor)
- Language II collection in Main library but also in class rooms

Main Library Collection

More than **5500 items** have been catalogued in **ALEPH** (Library Automation System). This database is also used for secondary library and the aim is to have all items united in this catalogue.

The main library collection comprises the following language sections:

German Collection

Today this collection, which received a large amount of books in 2005, 2006 and 2007, is updated and quite multifarious.

English Collection

This collection seems to cover all subjects that are needed in a Primary library. Fiction and non-fiction collections are balanced, The school started already building up a book

collection suitable for the lower classes of the Secondary library. The *Mots de Zaza* is also very concerned about the selection of books, which young readers find stimulating and interesting.

French Collection

The collection is now rich, both for fiction and non-fiction books. This year we focused, in cooperation with the *Mots de Zaza*, on buying more books on social topics (e.g. sex education, citizenship, etc.) and also on buying some titles to enrich the Teacher's Library as its French language section was also rather poor.

Danish Collection

The Danish system was last summer (2008) converted into a new database (Microsoft Office Access), as developed by volunteer parents. During this transfer of the Danish books, the whole collection underwent a thorough clear-out. It became obvious that the Danish collection was the largest collection in numbers but not in quality, because built up, mainly, on old books which had been discarded from libraries in Denmark. As Danish books are rather expensive, compared to other nationalities, the collection will still host a high percentage of older books. However, more and more books have been bought since 2006, which gives a newer image to the collection.

Greek Collection

Parents have worked in building a very good collection and also generous donations from parents enriched the collection enormously. The collection seems balanced between fiction and non-fiction books. The only weak point we noticed was the part for first and second year primary readers that will be built up soon.

Italian Collection

The collection is nowadays organized in a way that the prior considerable gap within the non-fiction collection is closed. The library still needs to work on buying more non-fiction books. In contrast, the Italian collection of fiction is very rich in numbers and quality.

New language sections: HU, CZ, SL, SK, RO, MT

The HU and CZ collections: the school collection development policy for these new sections targets building a "good" collection, both in numbers and quality, although the number of children attending these sections is presently small. The two collections also include sufficient book numbers for the use of teachers. Finding or buying such books in Luxembourg is impossible, hence it is important that the library policy is working to ensure that sufficient books are available to meet the leisure and study needs of pupils. The school would like to thank the primary inspectors and teachers for their great help.

The SL, SK, RO, MT language collections: the collection development policy of the library for the SWALS languages was (at a first stage) to develop a good collection, both in numbers and quality. From the next academic year the amount spent on these sections should be reduced, as approaching to 2012, the collection of the Secondary Library needs to be enriched.

A big part of the Maltese language collection was donated by the Education Division of the Maltese Government, following kind efforts of our seconded Maltese teacher.

Class Reference Collection

In class reference books

10 to 15 reference books (maximum 2 copies each, for the moment) are provided to each class room and stay permanently with the language level (e.g. 1EN, 2FR, 3DE, 4DK, 5REL etc.) and are used as often as appropriate.

The topics for the in-class book selection are: Plants, animals, geography, history, European history, atlases, dictionaries (mother tongue and picture dictionaries for smaller classes). Other topics can be provided, if the teacher thinks it is useful for the classroom and more samples can be bought if the teacher is working much with reference books within the class.. The purpose of this decentralization is to offer to teachers and pupils the possibility of researching words, pictures, definitions in a proper and precise way so that they learn that unknown concepts may be found quickly and efficiently in a book and not only through Internet, whose information often is tedious, wordy and time-consuming. The message “Reference books are useful tools” shall be anchored in pupils’ minds and habits.

Reading books

Several classes keep reading books inside the classroom for reading purposes. These books however are not bought through the library budget, but through the class funds or other sources..

The school recommends that the parents offer one interesting book per child so that rotation can be organized this in close cooperation with the class teacher.

Teacher’s Library

This collection includes books that are bought **for teachers and staff use only**. General reference books and educational material that are not for pupil’s use are part of this collection. A selection of magazines for educational purposes has gradually been added. The material is divided by language and can easily be retrieved at the teachers’ room.

Multimedia library or Médiathèque

CD’s, DVD’s and software material are stored inside the window lockers outside the Main library. This part of the collection is called “médiathèque”; unfortunately its components have been used so far only by the teachers in the classrooms. .

Starting from the next school year, part of this collection will be moved inside the library, so that pupils can borrow copies to be used for educational purposes at home. This collection needs to be enriched after the consultation of the teaching staff. Teachers need to make more specific proposals, within the procedures of the book orders, for buying this type of material supporting the curriculum.

Another project is to have this electronic collection on the pedagogical server, but such undertaking requires legal advice (copyright issues), much time and preparation and skills for setting up such electronic library and make it readily available.

Magazines Collection

A magazines collection for the use of teachers and pupils has been set up. After evaluation of the practice and frequency of use, the collection is intended to be expanded during the school year 2010/11, as the budget has been increased. For the time being the school has placed 20 magazine subscriptions.

The aim of this collection is to provide teachers with new information they need concerning pedagogical resources and reflections. Also, magazines proposed by the psychologist, the nurses or the Direction are included in this collection. It is very important that the staff, teachers as well as administration, can keep up to date with new trends and developments in their areas.

The collection for the pupils is been kept inside the Library and pupils can borrow magazines, following the same procedure as with books, but for one week only (short loan) and with the exception that the current issue of a magazine cannot be lent out immediately.

At the end of the school year, the librarians will collect suggestions from teachers and pupils for ordering some new titles for next year. Suggestions on how to better circulate these magazines would be most welcome.

Language II Collection

A collection of books, specialized in Language II teaching has been created inside the Main library. Items from this collection can be borrowed by the L II teachers to support teaching inside the classrooms. Teachers can visit the Library with their pupils, upon request, and can borrow books for the period of time needed. Once the selection made, these books are circulated directly by the teachers to pupils without the involvement of the librarians. This system has proved being more effective and less time-consuming than frequent visits at the library. The L II collection becomes richer every year.

4 LIBRARY RULES

General rules for users

The Library is part of the school premises and pupils shall demonstrate appropriate behaviour respecting the facilities, the books and the other pupils. The library is a place to read, study and borrow books. Pupils shall contribute to keep a clean, quiet and calm atmosphere in order to respect other readers and library staff.

Rules for library users

- Speak in a low voice and avoid being noisy
- Be patient
- Respect the other visitors, the books and the order on the shelves
- Follow the instructions of the adults
- Help each other
- Enjoy

Lending policy

Books and magazines can be borrowed to pupils from the main Library collection. Teachers additionally can borrow items on electronic format.

- Pupils of years 1 & 2 visit the library **every week** and can borrow **up to 2 books at each visit**.
- Pupils of years 3 to 5 visit the library **every two weeks (called A and B)** and can borrow up to **3 books at each visit**.
- L II classes also visit the library with their teachers and borrow library books.

Morning lending policy (8h30 – 8h45): good readers are welcome to use the library in the mornings to exchange their library books. This policy has enhanced the use of the library and readers can benefit for recreational reading but also for obtaining material for class projects and homework, at once.

Some library sessions are reserved for visits of Language II classes (teachers reserve the time and date they can come with their pupils to borrow books for their classrooms) or for projects run by class teachers.

A policy needs to be set up about the obligations of loans of material on electronic support, how reminders should be sent out for overdue or lost items and what shall happen in case of a loss or damage of books etc, belonging to the library collection.

5 LIBRARY DATA

Collection - Number of books per language/mother tongue

Table 1 presents the size of the library collection for each language . The Primary school library incorporates 12 languages: English (EN), French (FR), German (DE), Danish (DK), Greek (EL), Italian (IT), Czech (CZ), Hungarian (HU), Slovakian (SK), Slovenian (SL), Maltese (MT) and Romanian (RO).

Table 1 Collection size

<i>Language</i>	6 major library language sections						6 newer library language sections					
	DE	EN	FR	DK	EL	IT	CZ	HU	SK	SL	RO	MT
2008 number	1665	4105	3015	5300	3390	2680	950	700	500	350	300	380
2009 new	302	284	465	248	72	102	52	84	42	50	62	40
Total 2009	1967	4389	3480	5548	3462	2782	1002	784	542	400	362	420

New Acquisitions at the primary school library

The new acquisitions (2009) by the school and the “Mots de Zaza” are presented in table 2

Table 2: Acquisitions in 2009

<i>Language</i>	DE	EN	FR	DK	EL	IT	CZ	HU	SK	SL	RO	MT	TOTAL
<i>School Budget</i>	145	146	155	104	72	102	52	84	42	50	62	40	1054
<i>Mots de Zaza</i>	157	138	310	144	0	0	0	0	0	0	0	0	749
Total	302	284	465	248	72	102	52	84	42	50	62	40	1803

About 60% of books has been bought by the school budget; 40 by the “Mots de Zaza”. The budget of 2009 was spent keeping in mind that certain gaps or problems of the collection might be closed. The Danish section still has books which are outdated. The Italian collection has a lot of fiction books but the non-fiction part is just sufficient. As the school will soon add the secondary cycle, it is important that our acquisition policy moves to this direction as well.

Use of the Primary library – Library loans

Table 3 shows the use of the Main library books. The language section and the number of loans give an idea of books borrowed. Information about the loans from new languages is not yet available, because the loan system does not register them under their mother tongue.

Table 3: Primary school library use

<i>Language</i>	DE	EN	FR	DK	EL	IT	CZ	HU	SK	SL	RU	MT
Number of books	1967	4389	3048	5548	3462	2782	1002	784	542	400	362	420
Number of pupils	101	102	135	126	55	130	17	17	10	5	14	9
Number of loans	1754	2627	5790	3936	1628	2798	198	185				

These numbers are not published with the intention to start a competition between sections or to express any criticism. Reasons for differences in the use may be various and cannot be extracted out of these numbers only: type and age of books available, number of pupils studying a second language or in other courses where language II is used as the vehicular language etc. are some factors to be considered. Nevertheless they may invite us to examine what could be done more or better. They also tell us to find a way how to register the loans of SWALS and in the nursery school.

6. Mots de Zaza" ASSOCIATION

The Library is helped by volunteer parents, mainly for assisting classes for the loans. The Association of "Mots de Zaza" started the operation of the primary library many years ago at the European School LUX I. The Association collects the voluntary contribution of 10€ from parents and this budget has enriched the library collection enormously. Librarians welcome all people joining the association or helping independently at the library, as only one full time position of librarians only covers part of all tasks and projects in **a library serving more than 900 pupils and 70 teachers.**

Les Mots de Zaza a.s.b.l.

In 1993 a small group of francophone parents had the idea to create a multilingual library for children of the Nursery and the Primary cycles of the European School of Luxembourg.

The association is a non-profit-making organization which exists thanks to the annual fees paid voluntarily by the parents (10 € per year pro child). These fees are only used for buying books. The association exists and is currently active in both schools of Luxembourg I and II.

The needs of the library are set by the librarians together with the teachers in order to offer the highest variety. Our financial and functional way of existing allows us to be very reactive in the purchase matters: special offers, possibility to buy the latest book of a set on the day it comes out or to reply to the request of a teacher while providing him with the books on a specific subject within a few days. We also contribute to the good working of the library thanks to voluntary parents helping out for loan, tidying up, books repairing, inventory, reading sessions to the children, etc.

At the school feast at the end of the year, the benefits from the "Zaza" stand allow to finance "extraordinary" activities like authors or illustrators' visits organized in collaboration with the teachers and the librarians.

Some years ago, the school asked us to think about the organization of a yearly book fair aiming to promote reading among children and to give them the occasion to buy books by themselves at reasonable prices, without any commercial goal.

We have now reached our 4th book fair which was every time a big success among children as well as parents. Usually, only the DE, FR and EN sections did participate. This year, we were very happy to also welcome the IT section among us.

To see all these projects through, we continually have to find people who are willing to put a lot into these and above all to keep on working intelligently with all participants (administration, teachers, librarians, parents, children), while respecting our differences, as we all have the same goal: to teach our children to like and respect books in which they will find an unending source of culture and pleasure.

7. NURSERY SCHOOL LIBRARY

There are two library sites in the Maternelle building (Nursery school).

The **original site** is based on the ground floor and keeps books of the following sections:

- English (Lux I and II), French (Lux I and II), German (Lux I and II),
- Italian (Lux II),
- Spanish (Lux I), Portuguese (Lux I).
- In addition, there are also books in Maltese, Lithuanian, Estonian, Bulgarian or Latvian language available in this location.

The **newly created site** on the second floor includes the following sections:

- Greek (Lux II), Danish (Lux II), Hungarian (Lux II), Czech (Lux II).
- Dutch (Lux I), Swedish (Lux I), Finnish (Lux I), Polish (Lux I),
- Slovenian, Slovakian and Romanian books are kept in the library of the Primary school and SWALS language teachers would usually bring them for their pupils.

Each class visits the library once a week and is accompanied by a teacher or by parents, whose help in the library is appreciated by the school and especially by pupils as the parents read stories to them and assist them to choose new books. Parents also help with covering, and registering into a computer system new books as well as the loans by pupils. Without the parents the nursery school library would not be operational.

Rules for borrowing new books usually vary from teacher to teacher. A collection of good practice guidelines would be most useful.

In case a child speaks a second language, the parents may ask for books for him/her from another language section, however, situated in the same site.

All books of the ES Luxembourg II in the two locations (except for Greek and Danish section) are registered in a computer. This helps in monitoring available books and saves time during borrowing and returning process.

8. LIBRARY COORDINATION

Cooperation between teachers and the librarians is essential for maximizing the potential of library services. The teachers acting as library coordinators should:

- Be the link between the library and the pedagogical staff, collect proposals and transmit information and make sure that all information of changes or new acquisitions are circulated.
- contribute to stimulate and promote the use of books by following the guidelines set up for the school
- initiate and run activities and projects related to the library mission
- ensure that the range of the collections reflect the entire curriculum
- prepare information and programs for the new colleagues;
- help for the initiation of the new classes to the use of the library
- prepare theme exhibitions on pedagogical issues or others and of pupils' works related to the mission of the library
- propose projects and activities ensuring animation, liveliness and visibility of the library
- collaborate with the librarians for the preparation of the schedule of the visits of the classes and groups
- prepare the book orders in close connection with the section representatives and the librarians
- advice and help for furnishing and decorating the library.

It is intended to review the tasks of the library coordinators in order to make their ideas and activities more fruitful and to initiate a broader discussion of how to integrate the primary school library media centre's offers into the curriculum of all the sections and of how to add other or additional activities promoting the good use of books and the pleasure of reading.

9. THANK YOU FROM THE DIRECTOR

This document has been worked out by a reflection group, which met several times under the chair of the two librarians. Its composition is as follows: Lone Möller-Andersen, Maria Venetsanou, Paul Schiltz, Alison Pearce, Licia Santini, Line Ganer, Jana Dolezelova, Marie-Laure Courte, Sandie Vivard-Saelens and as ICT consultant Jean-Paul Maas. The result of an exemplary team work was then submitted to the Educational Council and the School Advisory Board. It may be considered as a good draft for the action and orientation to the future. Thank you for this first great job.

The school direction would also like to thank the various actors helping to set up the library and its collections: the librarians, the "Mots de Zaza" association, all volunteering parents, some inspectors or ministries and the staff contributing to furnishing and setting up.

10. BIBLIOGRAPHY