



Erasmus+

Project No. 2019-1-PL01-KA201-0655421

"Effective strategies in reading education of students"



What a school library should be like?

Realization of educational goals at school should be supported by a well-equipped library with up-to-date collections, both in the form of a book collection and multimedia resources. Teachers of all subjects should refer to the resources of the school library and cooperate with librarian teachers to comprehensively prepare students for self-education and conscious search, selection and use of information

Curriculum basis for general education, effective in Poland



School library in legal documents of education in Poland

Current legislation in education in Poland, defining the importance of forming reading habits and the role of the library at school.

1. the Teacher's Charter.

Article 15. Teacher's vow

At the granting of the rank of appointed teacher, a teacher in Poland shall take an oath, confirming it with his signature, according to the following rite:

"I vow to reliably fulfill my duty as a teacher educator and protector of young people, to strive for the full development of the student's and my own personality, to educate and raise the young generation in the spirit of love of the Fatherland, national traditions, respect for the Constitution of the Republic of Poland."

The oath may be taken with the addition of the words: "So help me God."

2. the curriculum basis for kindergarten in Poland

The goal of preschool education is to support the holistic development of the child. This support is realized through the process of care, upbringing and teaching-learning, which enables the child to discover his own abilities, the meaning of action and the accumulation of experiences on the path leading to truth, goodness and beauty.

Cognitive area of child development. The child prepared to enter school: The child undertakes independent cognitive activity, e.g. looking at books, arranging space with his/her own construction ideas, using modern technology, etc.;



Children during the theatrical performance at the Municipal Kindergarten No. 4 in Gizycko (photo from project resources)

3. general education curriculum basis for elementary school

The school's task is to gently introduce the child to the world of knowledge, prepare him to perform the duties of a student and implement self-development.

General education in elementary school aims to:

- 4. develop the skills of critical and logical thinking, reasoning, argumentation and inference;
- 6. arousing students' cognitive curiosity and motivation for learning;
- 8. supporting students in recognizing their own predispositions and determining the path of further education;
- 9. encouraging organized and conscious self-education based on the ability to prepare one's own workbench;

4. general education curriculum basis for four-year high school and five-year technical school.

An important task of the school is to prepare students for life in the information society. Teachers of all subjects should create conditions for students to acquire the skills of searching, organizing and using information from various sources and documenting their work, taking into account the correct composition of the text and the principles of its organization, using information and communication technologies.

The realization of the above goals should be supported by a well-equipped school library with up-to-date collections, both in the form of a book collection and in the form of multimedia resources. Teachers of all subjects should refer to the resources of the school library and cooperate with librarian teachers in order to comprehensively prepare students for self-education and conscious search, selection and use of information.

In the process of general education, the school shapes in students attitudes that promote their further individual and social development, such as honesty, trustworthiness, responsibility, perseverance, self-esteem, respect for other people, cognitive curiosity, creativity, entrepreneurship, personal culture, readiness to participate in culture, take initiatives and work as a team. In social development, it is very important to form a civic attitude, an attitude of respect for the traditions and culture of one's own nation, as well as an attitude of respect for other cultures and traditions.

The REQUIREMENTS contained in the above-mentioned legislation can be met by a library working according to the following principles:

1. library works for the benefit of ALL students

The research of the Educational Research Institute distinguishes the following groups of students:

- 1) non-readers (do not read leisure time and do not read school reading);
- 2) school readers (they read school reading, but do not read in their free time);
- 3) spontaneous readers (they read in their free time but do not read school reading);
- 4) active readers (they read in their free time and also read school reading);



A complete kindergarten group at the District Pedagogical Library in Gizycko (photo from project resources)

The activities of the school and the library should include all the groups of students shown above, including even the first one, i.e. non-readers of books. We should remember that this non-reading is most often due to family conditions. These students were unlucky to be born in a non-reading family. The more students from group 1,2,3 move to group 4, the greater the success of the school and the LIBRARY.

2. The school library should be **ACCESSIBLE**:

Accessibility is also location. Ideally, it should be located in the section of the school that gathers the most students, e.g. in the main building of the school, in the middle of the campus, next to the Sports Hall, near the main entrance to the school. Search - finding the library should not cause the student the slightest problem.

The library should encourage/provoke the student to enter. Solutions known from commercial institutions can be used here. The seat of the Library should be very well marked, the entrance is wide open, it can even be without a door, the entrance to the Library stands out from the others, the student has the opportunity to enter the Library room with shelves of books, newspapers (just like in a self-service store), he can take a book or newspaper in his hand, look or even read a passage. At present, we don't have to worry about mass theft (as in a self-service store), although it wouldn't hurt to install electronic monitoring (as in a self-service store).

The principle of accessibility also means opening hours and times. The library should be open since students show up at school and closed only when all students leave. Winter break and vacation time does not have to mean a break up with books.

Note - in secondary schools, commuter students who depend on mass transportation often have to arrive up to two hours before classes start and leave much later. This time they can spend in the library or reading room.

Accessibility is also information that encourages people to visit the library. It can be presented on permanent notices in front of the library, boards placed in various areas of the school, e.g. in the corridors, in front of the entrances, and on websites and in applications that the school uses, e.g. in the electronic journal.

The fullest realization of such a principle, some project participants from Gizycko, had the opportunity to observe in a professional Danish school on Bornholm. The library (library shelves with books) was located between the pillars of a very spacious corridor. There were also tables for students' group work (a combination of library and reading room) and computer stations. At the first lesson, students were divided into groups, each group (group) was given a task to be completed that day. After brief explanations by the teacher, the group would move to the library, laboratories, computer stations or workshops to complete the task set for them independently (but with another teacher watching next to them, ready to help). At the last lesson, they would return to the first teacher and report on how they had completed the task.

The principle of **accessibility** also means integrating the library into the teaching process. It is hard to imagine that a class/group/department starting school will not visit the library with its teacher or home language teacher in the first days of the school year. In elementary schools there is a reader's striping, in secondary schools it could be the presentation of a library card. It would be possible for each school to have all teachers teaching a class, including a math and physical education teacher, conduct one lesson once a year in the library premises using the library's collection, but this requires that the library should have a suitable room and appropriate collections (including for the math and physical education teacher).



Group from elementary school in the library (photo from project resources)

3. library activities should be VISIBLE in the school

In the implementation of this principle, EXHIBITS held at the school in places frequented by students can help.

Exhibitions placed in the premises of the library are lost to the students who did not visit it at the time of the event, which is the majority of students. The condition for the realization of this principle is to provide material and labor opportunities to organize

such an activity, for example, an exhibition of the works of Nobel Prize winner Olga Tokarczyk requires the possession of books by this author.

Just as a subject teacher should come with a class to the library, a library teacher can also come as a guest to a teacher of, for example, mathematics or physical education and, exceptionally, instead of a subject lesson, conduct, for example, a book tasting with the subject teacher. This is a form of promoting books by spreading them on tables. The composition on the table can be different, e.g. on each table there can be a different genre: adventure, historical, fantasy, comics, audiobooks. Students divided into groups, browse books at one table, note the title, author, read excerpts. They can discuss them with the librarian and/or the subject teacher. After reviewing the contents of one table, they move to the next table. The active participation of the subject teacher, will show the students that reading books is a normal human activity, that mathematicians and physical education teachers also read.



A set of reading books (photo from project resources)

The library can conduct bookcrossing, or a book exchange platform, outside the library, in which students and teachers leave books they have read for others to take.

On its website, the Library can demonstrate an example of famous people showing that they are persistent readers. This could be a school principal, the mayor of a city, a well-known athlete such as Iga Swiatek

https://twitter.com/iga_swiatek/status/1512389524629999621/photo/4 or Robert Lewandowski.

Conducting such a promotion requires three factors: the ability of the library staff to carry it out, i.e. sufficient staff, books in the library that can interest students, and technical equipment.

4. the library should be FRIENDLY to the student.

The friendliness of the library is the right attitude of library staff to students, but also the development of the space. Participants of the project had the pleasure of exploring the interiors of the children's library rooms at the National Library in Riga, the Public Hall at the Olsztyn Provincial Library, as well as the Olsztyn University Library.



Waiting for readers in the library (photo from project resources)

It is worth quoting the words of Jim Trelease

People are focused on pleasure. This means we choose food we like, listen to music we like and visit friends we like. We move closer to what causes pleasure and withdraw from what causes dissatisfaction or pain.

If a child rarely experiences "pleasure" from reading and increasingly encounters "unpleasantness," the natural reaction will be to withdraw. Our goal is to create lifelong readers - graduates who continue to read and educate themselves throughout their lives.



Libraries in Olsztyn (photo from project resources)

Therefore, the library can have a cafeteria for students, a construction circle, a cooking corner and also a computer gaming club (with a set of age-appropriate games for students).

5. the library should be MODERN.

Modernity is all about having new collections. At this point, one can recall the current rule:

"at least 50% of the collection should be purchased/acquired in the last 5 years".

Of course, the library can keep the so-called "old ravens", but the collections made available to students should be from recent years. This applies to the works of contemporary authors, as well as those of the past, who, as a rule, are the authors of the obligatory readings.

Purchase and exchange of collections - examples (data based on the National Readership Development Program in Poland 2015 -2020)

Country	Number of purchased books/100 inhabitants	Percentage of readers (library clients)	Book exchange (old copies of books are replaced by new ones)
Estonia	36,8	32,9	-
Australia	25,0	-	within 5 years there is a 50% exchange of books in the library
Finland	35,1	37,8	at least 40% of open access collections should be publications published in the last 5 years
Poland	7,6	16,7	In Poland, newly purchased books in the last five years account for about 10.9% of the collections

Indicators in selected countries

Wskaźniki w wybranych krajach (data based on the National Reading Development Program in Poland 2015 -2020)

Country	Volumes /100 inhabitants	Book loans from the library/100 residents	Expenditure on books / 1 inhabitant	Purchase/100 inhabitants
Denmark	362	708	44,63 euro	30
Finland	707	1719	4,46 euro	35,1
Estonia	873	837	2,9 euro	35–36
Poland	340	319	0,5 euro (1,83 zł)	7,6

Modernity also means new, contemporary furniture, including library shelving, digital equipment - internet, computers, printers, scanners, software including the library's digital catalog, and having materials/volumes on digital media that students can access in accordance with copyright law.

On_line catalog of the District Pedagogical Library in Gizycko

The screenshot shows the PATRON online catalog interface. At the top, there is a logo for PATRON and navigation links: Strona główna, Nowości, Szukaj, Zestawienia, Moje konto, and Pomoc. A search bar contains the text "Okoń, Jan (1940-)" and a dropdown menu is open, displaying a list of search results for authors with the same name. The results include "Okoń, Jan (1940-) (4)", "Okoń, Marek. (1)", "Okoń, Wincenty (1914-). (36)", "Okoń, Wincenty (1914-2011) (2)", "Okoń, Zoja. (1)", "Okońska-Walkowicz, Anna. (1)", "Okopień-Sławińska, Aleksandra (1932-) (4)", "Okopiński, Henryk (1)", "Okólska, Barbara (1)", "Okólski, Marek. (3)", "Okrasa, Marzena. (1)", "Okrasko, Katarzyna (2)", "Okręgowa Komisja Egzaminacyjna (Gdańsk). (13)", "Okręgowa Komisja Egzaminacyjna (Jaworzno). (4)", and "Okręgowa Komisja Egzaminacyjna (Kraków). (6)". The interface also shows a search bar with "Szukaj", a "Koszyk (0)" button, and a "Frazas" field with "Okoń, Jan (1940-)" and "Autor" selected. There are also "Indeks", "Proste", and "Złożone" buttons.

Digital library of Alytus vocational training center

The screenshot shows the digital library interface for Alytus vocational training center. The page is yellow. On the left, there is a sidebar with navigation links: "SKK „Jaunystė”", "Ugdymas karjerai", "Biblioteka", and "2% parama". The main content area shows a list of categories: "BENDRASIS UGDYMAS", "PROFESINIS MOKYMAS", and "ŽODYNAI", each with a dropdown arrow.

Information about access to digital materials in the library of Dainava Progymnasium School

Useful links:

<https://www.ibbylietuva.lt> - Books recommended for students: for grades 1-10

<https://www.rasytojai.lt> - writers' website

<https://www.tekstai.lt> - contemporary Lithuanian literature anthology

<https://www.antologija.lt> – Lithuanian classical literature anthology website

<https://www.skaitykle.lt> – books (paid)

<https://www.spauda.lt> – periodicals

<https://www.vyturys.lt> – books (paid)

<https://www.vadoveliai.emokykla.lt> - lists of approved textbooks

<https://www.rt.lt/vaikams.lt> - LRT portal for children

<http://www.vyturys.lt> - free during quarantine

6. the library should be MERITORICAL

The Library's collection should meet the educational needs of the school. It should have a sufficient number of copies of compulsory reading, approved textbooks for all subjects, popular science literature that extends the knowledge drawn from textbooks, other learning materials, popular science magazines. In vocational schools, it is important to have materials or to have access to sources of professional knowledge.

Libraries should be able to assist the student in selecting appropriate literature. This applies not only from the study of the native language, but also, for example, natural sciences and, in vocational schools, vocational subjects. This poses significant challenges for library staff, they must take an interest in the whole learning of students at school and work closely with teachers engaged in direct teaching-learning.

7. Library collections should be consistent with the interests of students.

This condition is perfectly illustrated by a video made by Ms. Monika Michalak "Preschoolers from Rydzewo https://erasmus.poregizycko.pl/images/otwarte_zasoby_educacyjne/Gizycko/PL/Przedzokolaki_z_Rydzewa_4.mp4

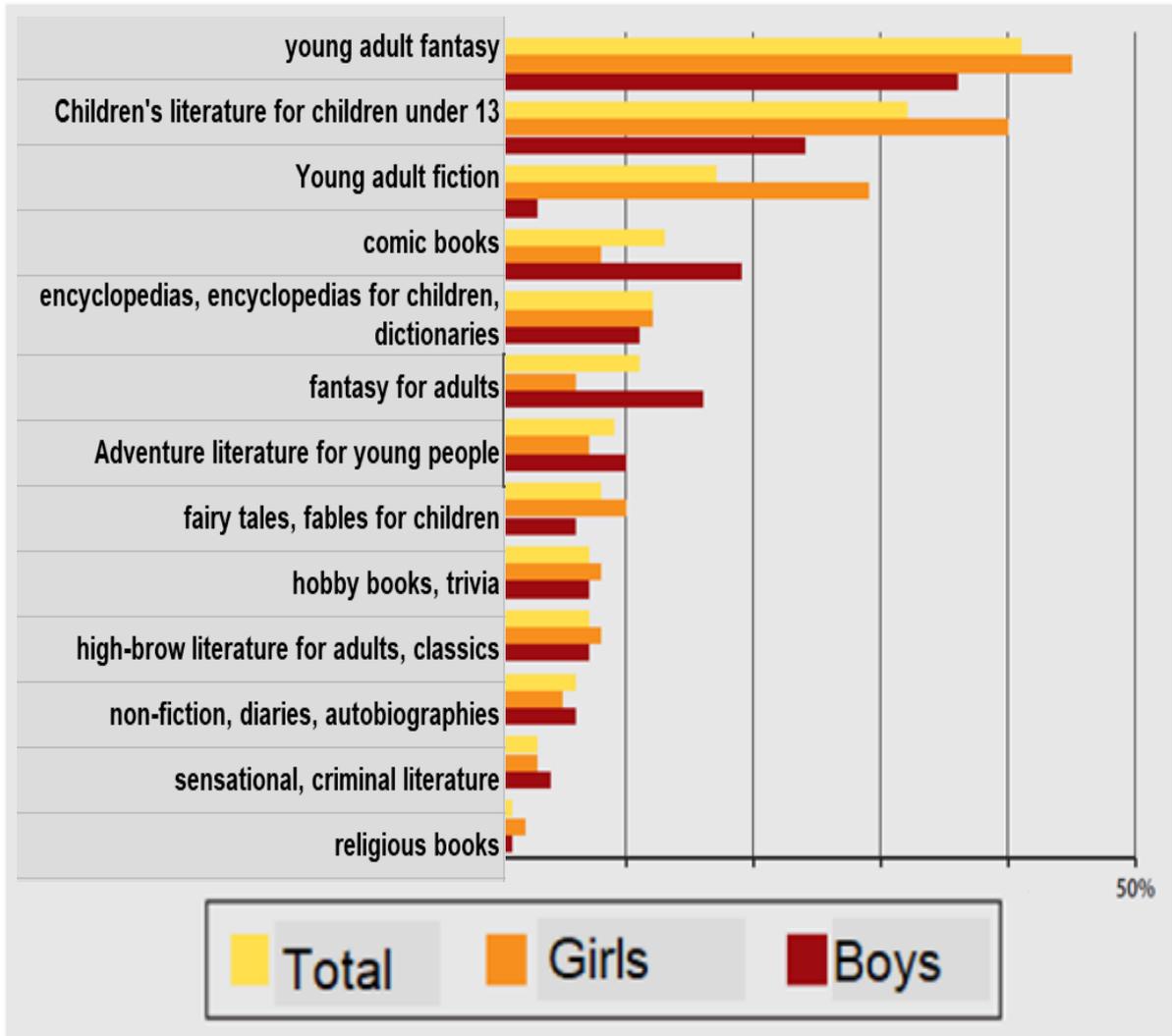
In response to a question, one girl says that she is interested in princesses, a boy says that his interests are racing and other girls like all kinds of animals, cats, dogs, horses. Children are interested in what they know from their surroundings. To get them interested in reading, you need to offer them reading books about princesses, about races, about animals. As the years go by, you will be able to suggest other topics, or the children themselves will expand their interests.

In order to fulfill this principle, you need to know the interests of children and young people at school and have the financial resources to purchase books that are in line with children's interests.

In 2014, the Institute of Educational Research conducted a survey of children and young people's reading preferences in cooperation with the National Library, which was compiled by Dr. Zofia Bosacka. Below are charts illustrating the results of the survey.

Source: Zasacka Z. (2014). *Czytelnictwo dzieci i młodzieży*, Warszawa: Instytut Badań Edukacyjnych

Types of books read in leisure time by sixth grade elementary school students (age 12)



Types of books read in leisure time by students aged 14 -16.

