

SCHOOL LIBRARIES SHARE



Ideas for school-wide collaboration

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Softlink is proud to support school libraries through the annual school library survey, conducted in Australia, New Zealand and the United Kingdom. The survey provides findings on school library funding, staffing, evolving roles, delivery of digital resources and visions for the future.

Introduction

A lot has been written about collaboration among educators and the increased value a collaborative environment offers to schools.

Collaboration between school library staff and the broader school community has also been a prominent topic in the last decade.

The topic of collaboration has featured heavily in respondent comments to the Softlink School Library Survey* since its inception in 2010.

In 2017, we decided to frame a specific question on the topic. Respondents were asked 'How do you currently collaborate, or what ideas do you have for greater collaboration between the library and the rest of the school?'

This feature highlights the voice of real school librarians globally in response to this question. Respondents share how they have successfully initiated, encouraged, and achieved greater collaboration between their libraries and broader school communities.

Further resources providing ideas, examples and benefits of collaboration are listed at the end of this document.

Additional feature documents, with comments drawn from Softlink's Australian and New Zealand School Library surveys and United Kingdom surveys, are available through the [Resources page](#) on the Softlink website.

* Softlink has conducted school library surveys in Australia since 2010, and in recent years, extended the scope of the survey to include New Zealand and the United Kingdom.

Initially a response to the Australian Federal Government's request for submissions to the 'Inquiry into school libraries and Teacher Librarians in Australian schools' in 2010, the survey enabled Softlink to provide a unique, data-based response to the Inquiry.

Since then, Softlink has continued to survey school libraries annually, helping to build a critical reference point for understanding changes, impacts, and trends over time, while providing a solid basis for school library advocacy.



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1. Being proactive

School library staff recognise the value of being proactive about promoting the library, their skills, and ideas for engaging students and improving educational outcomes in order to help facilitate collaboration.

In this section, respondents describe how taking a proactive approach, whether informal, formal, social or online, has helped collaboration in their school.

I believe that a proactive, collaborative approach is the key to a school community seeing value in a well staffed school library. NZ



'I promote our services and resources regularly to staff and invite them to book in for research skills and research lessons.'

UK

'I talk to staff whenever there is an opportunity ie staffroom, corridor.

I send on useful emails, websites and information as appropriate to them.'

AU

'I attend meetings and share resources at staff and department meetings.

I also talk regularly to teachers, run a bookclub for staff, and consult every year on resource requirements.'

NZ

'I am constantly devising ways to promote wider reading with students, parents, subject leaders and staff through resources, info, quizzes, author visits etc.'

UK

'Where possible I join staff at Connect Meetings and demonstrate a different resource. I always put my hand up to give PD at staff meetings, I join KLA meetings when I can, and conduct one-on-one training as required.'

AU

'It's just a case of getting out there and being visible to staff, asking them about their subjects, what they are teaching and asking if there's anything you can do to support them. Consequently, the teachers respect the library (online as well as physical), use the space, and encourage their students to use it as well.'

UK

'I am always emailing the staff about new books or ideas in the library.'

NZ

'I work with classroom teachers by meeting with them at the end of each term to discuss their units of work for the coming term. I then align relevant Information Literacy outcomes with their Inquiry unit of work.'

AU

'I arrange meetings with teachers or subject leaders.'

UK

'I make sure I am up-to-date on what various faculties are teaching, or about to teach, and find resources that would help them and their students.'

AU

'I go straight to individual teachers with ideas and have frequent informal discussions about new resources and new ideas.'

UK

'I try to communicate with staff and offer our services. I contact them each term to find out what topics they will be studying so that I can ensure we have resources. I also offer curated content.'

NZ

'I have morning teas for new staff to let them know what we offer and to build relationships.'

AU

Promote, Promote, Promote!

Start with your school calendar. Get key events e.g. Library Lovers Day, Library and Information Services Week, Book Week etc. and put important dates for next year into your calendar.

Run competitions for staff. Create events in your library e.g. Pop Up Book Shop before the holidays. Offer your library as a venue for guest speakers, year assemblies etc.'

AU



Foster good relationships - it's honestly about creating trust and a level of comfort. Plus, being a little relentless helps! AU

'I approach departmental staff and ask how the library can help them!' **NZ**

'I attend curriculum meetings and have discussions with relevant teachers. You need to be proactive as teachers are busy people.' **AU**

'Since starting in my current role I have organised meetings with all HODs to establish what they want to get out of the library.' **UK**

'Generally I will take a lead role, look at staff programs and discuss where I can add value to them through research, technology, Digital Citizen programs etc.' **AU**

'I speak to teachers, take note of conversations in the staffroom, notice boards, class displays etc. and try to support teachers where possible.' **UK**

'I have a library blog and send weekly updates to teachers about what is happening in the library.' **AU**

'I put new books in the staffroom every Friday for them to borrow.' **NZ**

'I collaborate by building rapport with teaching staff and by promoting ways I can support their classes via email and face to face conversations.' **AU**

'I facilitate discussions with Head Teachers at the beginning of the year to see how the library can support their faculty.'

I collaborate through Project Based Learning and other school programs to ensure resources are found.' **AU**

'We contact staff to let them know about library activities and to remind them that we can support them with research, space, and resource management.' **UK**

'I try to engage with HODs about curriculum. I also offer resources to staff that I know they might find useful as I come across them.' **AU**

'I attend meetings, am on various leadership teams, and make sure teachers know that I teach information literacy that is relevant and integrated into other learning.' **NZ**

'I collaborate by taking on the role of Year Adviser and also Gifted and Talented Coordinator to raise my profile. This provides me with greater exposure to staff and facilitates collaboration with other faculties in terms of library services and resources that the library can provide.' **AU**

'I send out 'The day' online news for schools. This has been well received and is now part of our SMSC contribution.' **UK**

'I utilize the provided section for the school library in the school's weekly eNewsletter. This is emailed to the whole school community and informs them about all things library.' **NZ**

'We attend curriculum meetings, faculty meetings, and administration and planning meetings.'

We have actively sought direction from the school administration to understand their vision for us, to advise them on best practice, and to then supply the environment and resources to fulfil these needs.' **AU**

'I promote ClickView across the school. I visit English lessons to promote reading for pleasure. I create book boxes of resources for our Junior Department (years 3-6).' **UK**

'I do book talks at staff meetings and in the staffroom.' **NZ**

'We have a mobile book trolley to take the library to other parts of the campus.' **AU**

'I attend different stage meetings and provide input, support and resources for topics being covered in classes.'

I seek out new relevant resources and promote them in weekly staff communication and whole school TPL meetings.' **AU**

2. Sharing expertise

School library staff have a wealth of specialist skills and knowledge that can be leveraged to improve school-wide outcomes.

In this section, respondents share how they have used this expertise to help staff and students develop research skills, digital literacy skills, teaching strategies and lesson plans, locate appropriate resources and more.

Collaboration is very high on our list of priorities - we cannot do our job effectively without it. NZ



'I approach staff and offer expert guidance when students are researching for assessment, look at syllabi and offer suggestions and resources.' AU

'Our teachers come to the library staff for help when preparing research topics and the library staff work with them to develop online scaffolds. Often the library staff will take lesson starters as well.' NZ

'I am involved in school-based planning. Teachers also approach me for ideas about how to go forward with units of work.' AU

'I am part of the Sixth Form Team and a Year 13 tutor, which facilitates collaboration.'

Teachers often come to speak to me in the LRC about a particular student or group of students, and then they spot something that is pertinent to their teaching - and then a subsequent conversation starts which often leads to collaboration.' UK

'I organise guest speakers to speak about the different topics being taught, select books under a topic, and teach research skills (especially with the database access) to staff and students.'

I am also helping teach a zine class to generate our own collection of zines and to hold a zine fest.' NZ

'I collaborate on a department-by-department basis by getting learning and research skill lessons written into schemes of work.' UK

'I coordinate research strategies with linguistic features and concepts specific to the register of each written genre and register/tenor in each learning area that includes Technology and the Arts. This is essential to STEM.' AU

'I teach students and staff how to use databases.' NZ

'I have run a short course for teachers to familiarise them with the digital side of the library.' AU

'I teach research skills to Sixth Form with other teachers, both within EPQ and in a new course we've helped design for those not doing EPQ.' UK

'Because I see each teacher weekly, I spend a good amount of time working with them in developing strategies.' NZ

'We have recently subscribed to a new database so I have been teaching both staff and students how to use the databases through the Oliver library catalogue.' AU

'I work closely with the Head of English and the Head of Support for Learning to develop strategies to support reading for enjoyment.' UK

'I work with classroom teachers when they are doing research projects with their class to help students to make the best use of all our resources.' NZ

The key to successful collaboration, in my experience, is understanding the pressures that teaching staff are under, finding out key learning objectives and framing offers of assistance so that teachers can readily see the potential benefits. UK



'We work with teachers when they are doing inquiry and teach the students information skills in the context of their inquiry.' NZ

'I run teacher training afternoons and regularly discuss their teaching needs and what resources I can provide them to assist. Often my teaching program is an extension on topics covered in class.' AU

'We are involved in curriculum teams' planning meetings.' NZ

'I collaborate with staff/students throughout the research process. I develop lib-guides to assist students through the research process and team-teach research and assessment tasks with teachers.' AU

'I teach research and information skills classes across a number of subject areas to tie in with project work. I provide resources to support research across the curriculum.

I also organise reader development events such as author visits, book festivals, competitions, and fundraising.' UK

'We have a number of teachers ask for one-off research lessons, to put together resources for a topic, or talk briefly about fiction in a particular genre.' AU

'I give presentations about access to the school's online resources to senior school students.' NZ

'I work with faculties to develop teacher skills with digital resources.' AU

'I consult and meet with the Literacy, Numeracy and Curriculum Coordinators on a regular basis.' AU

'I collaborate with teachers by teaching digital literacy in classes, as part of their program.' AU

'I run research and referencing lessons for Year 9, Year 10 and Sixth Form, and have integrated these with lessons taken by teachers and the EPQ.' UK

'I go into classes directly to teach research skills and how to use the OPAC.' NZ

'I am running several research skills sessions with different departments, and some individually tailored sessions with some students.' UK

3. Being connected

Ideas and opportunities for winning collaborations can often spring from conversations that happen as a result of being connected or involved with other staff or what they are doing. Being connected is also about knowing what is going on school-wide and finding opportunities to be involved.

In this section, respondents share how they stay connected in their schools.

'I host breakfasts with resources to look at/borrow for various subjects/classes.' UK

'We attend meetings, invite faculties to meet in our library, and take library info courses with staff.' NZ

'Talk to staff, get to know them, make sure you are on relevant school committees, and have roles outside the library.' AU

I work hard to ensure the LRC and its staff team are seen within school as supporting the school and contributing to its success, by maintaining a "can-do" attitude - while avoiding being "put-upon". In every small way in which we prove ourselves to be helpful, the LRC is being promoted to its potential users. UK



'Honestly, collaboration usually starts from a social relationship built from conversations over lunch and in the common room. From there I learn about what each department is doing and it's easy to find ways to integrate the library into that.' **UK**

'I attend staff meetings, the internal morning tea, sport events and am a participant in the cross-country.' **NZ**

'I try to attend the various Stage Meetings of classroom teachers as often as possible.

Otherwise it is on an individual basis when we can grab a few minutes - e.g. before school.' **AU**

'I take part in Head of Department meetings.' **UK**

'Stay connected to teachers by being involved in what they're teaching. Know the curriculum. Speak the same language. Be involved with curriculum committees.' **AU**

'I engage in regular and frequent informal and formal meetings with Heads of Departments, finance and other key staff to ensure appropriate resourcing of the curriculum and to maintain a presence with school decision makers.' **AU**

'We invite the whole staff to morning tea each term and put out heaps of books for them to look at while they eat and converse.' **NZ**

'I speak to Head Teachers and work out where I can support teachers and their classes, especially in relation to information literacy and research skills.' **AU**

'Currently there is lots of informal discussion with teachers about their current classroom focus and how I can support that.' **AU**

'I meet once a term with one of the senior teachers. I also communicate with all teachers face-to-face and by email.' **NZ**

'We are trying to be a presence on curriculum teams in order to resource curriculum better and be a visible active asset in the teaching and learning cycle of the school.' **AU**

'I attend department meetings to keep staff up-to-date with library resources and also to keep me abreast of upcoming information needs.' **UK**

'I attend one year level's planning meeting once a week, as it fits my schedule. I also meet once a week with the Curriculum Coordinator.' **AU**

'Meeting new staff to show what the library can do for them is a great way of engaging teachers and departments. We schedule a new staff meeting here early in term one to showcase how they can make use of the place.' **UK**

'I attend cooperative planning meetings to be aware of the term's work and be able to resource the curriculum for classes.' **AU**

'I do a lot of face-to-face informal chatting which informs me and enables me to volunteer help and support.' **UK**

'I am involved in staff meetings and staff PD - sometimes taking it.' **NZ**

'I am now on the Curriculum Leadership Team so am able to be more responsive to resourcing needs.' **AU**

'We go to social events e.g. after work drinks to get to know staff, school plays/ concerts outside of working hours etc. This shows we support other departments.' **UK**

'We have useful collaboration between the library and the rest of the school via staff meetings and conversations on a regular basis.' **AU**

'I attend nuts and bolts meetings before school each week.' **NZ**

Integrating into the literacy focus of the school has been fantastic for highlighting the relevance of school libraries. AU



'I am a member of curriculum planning groups and work closely with Heads of Departments and individual subject teachers.' AU

'All staff meetings are held in the school library therefore all staff come into the library at least twice a week. Classroom teachers also come in again with their class.' NZ

'I attend whole school CPD and work in collaborative enquiry groups with teachers.' UK

'We have a 'speed dating' session at the start of each term where the specialist teachers, including the TL, find out what other teams are doing.' AU

'Constant involvement in the school as a whole is important. Do not isolate yourself. Share your knowledge and your space. Sell your library and what it offers.' AU

'Approach people individually, via curriculum meetings, and via department meetings. Become involved in school-wide events.' AU

'I attend all staff meetings, where I am able to promote the library and all new resources.' NZ

'We have "speed planning" once per term between specialist staff (Art, French, PE, Learning Support, Library, Music) and classroom teachers to discuss ways to collaborate and/or complement learning programs.' AU

'I attend curriculum planning meetings after school, whenever they are held.' NZ

4. Resourcing the curriculum

School libraries host numerous resources, both digital and physical, that support the curriculum.

In this section, respondents share some of the ways they help staff to find resources, take the library to the classroom, and collaborate on building the library collection to best resource the curriculum.

'I assist staff in finding resources and suggest resources that may meet their curriculum needs.' AU

'We collaborate on which text books would be most suitable for the library collection to supplement existing class text books.' UK

'The Library Home Page is used for staff to peruse new teacher reference materials.' AU

'I attend all collaborative planning meetings with teaching teams to plan resources for upcoming inquiry units and other classroom or school-wide initiatives.' NZ

'I consult staff on what resources we want in the library.' AU

'I provide tutor boxes of resources for classrooms.' UK

'We collaborate on collection development and on delivery of research-based lessons embedded in the curriculum.' UK

'I go to Heads of Department and liaise with them about the topics to be covered so I can purchase accordingly.' NZ

'I create resource boxes for classrooms based on topics being studied.' AU

I'm fortunate to work with teaching staff interested in collaborating and I do everything I can to see what needs teachers have that I could address and/or opportunities that teachers might appreciate but wouldn't necessarily think of. It's all about helping teaching staff see how the library can support them (rather than expecting teachers to come to me, or regarding the library as a stand-alone department). UK

'I have a good rapport with all teachers and am constantly supporting their roles by collecting resources, sourcing new ones, or suggesting something that I've just purchased as suitable for a particular purpose.' **AU**

'I keep up an ongoing dialogue with teachers about resources and help them to track down articles and books they need.' **UK**

'I initiate contact with Department Heads to get an overview of future terms' topics. I can then purchase materials, find journal articles and curate PearlTrees links on topics for teachers and students.' **NZ**

'I work with teachers to back-up teaching programmes with resources. I provide bulk loans and on-the-spot advice or materials they may need.' **AU**

'I liaise with subject staff regarding relevant resources for the library.' **UK**

'I liaise with Heads of Department who advise when resources are needed for purchasing, or when the ClickView server needs weeding (so I do not weed anything that is relevant for staff usage).

When I find something that looks relevant for staff or student usage, I also ask the HODs for advice on whether it would be used, or if it is useful to have.' **AU**

'We have started creating playlists of videos for them to link to via ClickView (our online media platform) which means that students can find videos that are appropriate to their subject and topic areas quickly and easily.

I have also made a list that links to essential resources. This is based on what the students ask for regularly in the library and if there seems to be a shortage of resources in one subject I will curate some for them and share with the teachers who do not have time to keep on top of all the wider reading.' **UK**

'I ask staff what topics they are studying and try to purchase new books about those topics.' **NZ**

'I develop Google sites for different curriculum areas where I make resources available for students with low literacy levels.' **AU**

'I talk with the Inquiry Team when gathering resources to support student learning.' **NZ**

'I ask departments to contribute ideas for library stock buying. I also offer project boxes.' **UK**

'I email staff at the end of the term asking what topics they will be covering in the next term. I then get all their resources ready for them.' **AU**

'Staff have input in choosing new books for the library.' **NZ**

'I use the scope and sequence documents placed on our Student Management System to deduce what resources would benefit the staff and students, then I do my best to promote. I then share these with the school community.' **AU**

'I create inquiry packs and resources for individual staff through direct communication with each teacher.' **NZ**

'I supply books from the library for classroom libraries, and have been actively building collaborative relationships to help resource teaching and learning needs.' **AU**

'I support teachers with materials to help deliver curriculum subjects and maintain the video streaming database for teachers' use.' **UK**

'I work together with the Literacy Coordinators and teachers to select relevant resources.' **AU**

'I'm lucky that teachers in my school value books as resources in their classrooms. I have created several 'project boxes' to cater to classroom needs. These can be added to, or adapted, as the curriculum changes.' **UK**



5. Supporting learning

There are a number of ways in which school library professionals support learning. They are involved in curriculum planning, literacy and digital literacy teaching, homework support, and referencing and research lessons. They also make use of their library and resources to support learning through displays, events, and collation of resources.

In this section, respondents outline some of the ways they support learning at their schools.

We collaborate with and support classrooms teachers in any way possible - curating web resources, teaching skills, and working actively to promote a reading culture. AU



'I have become part of the Humanities team and I work with Year 7 teachers on collaboration. We develop curriculum together and I produce resources to support. I then team teach and participate in model teaching of particular skills. I assist in assessment and adjustment of the curriculum based on this assessment.' AU

'We collaborate with the English department through literacy/reading lessons in the library.

We also work with other departments offering homework support during breaks and after school.' UK

'Our current collaboration happens in curriculum planning. We involve teachers, school staff, and library staff with books relating to specific curriculum topics and plan lessons around this.' AU

'We share the topics and themes for each term with the library displaying books that reflect the area of learning within the school.' NZ

'I collaborate with teachers on every unit they do that involves a research component. I also supply resource lists for all units.' UK

'I currently team teach with all staff and collaborate with them when planning the programme.' AU

'I am running an Accelerated Reader program through the English Faculty to improve literacy.' AU

'I am a classroom teacher - I collaborate with the library staff. We collect resources for literacy and inquiry together and they set up livebinders or send links to sites via email.' NZ

'On a daily basis, I collaborate with English staff through literacy lessons.

I also collaborate with staff from other subjects when running competitions, organising library events etc.' UK

'I have one lesson a week with year 7 where I teach information literacy skills.' UK

'I run a "Literacy in the Library" class once a fortnight with every Yr 7 class and classroom teachers support me while we do research or read aloud.' AU

'We feature curriculum focused displays and help students with research skills.' NZ

'We offer lessons e.g. referencing, children's literature talks, databases etc and we work with teachers who request lessons on information literacy and finding resources.' AU

'I share Oliver access with our Media department for equipment loans.

I work reasonably closely with the IT department (shared goal, open access study space etc).

I work with relevant teaching departments to provide resources for students.' UK

'I have built up a good rapport with our Literacy Coach and we are working together to promote literacy at the school.' AU



Good relationships with coordinators and subject teachers are the key to successful collaboration. AU

'I collaborate with Year 9 HPQ teaching three sessions through the year to support research, evaluation of resources & referencing.' **UK**

'I cooperatively plan units of work with all teaching staff of a particular year level in the area of HASS. I then work with that particular year level and am responsible for reporting and discussions with classroom teachers.' **AU**

'Collaboration with the English department is currently high as we have just started to run Accelerated Reader.' **UK**

'I have teachers send us electronic and print copies of all research tasks and assignments. This becomes a great starting point regarding how the library can support that particular assessment task.' **AU**

'Teachers book the library for lessons, some I devise and lead, some we team plan and teach, and some are teacher led while I support.' **UK**

'I often go to faculties with ideas for team teaching.' **AU**

'I deliver information literacy and research skills teaching for all subjects, literacy intervention, organise whole school events, and provide extra-curricular clubs.' **UK**

'I email staff at the end of the term asking what topics they will be covering in the next term. I then get all their resources ready for them.' **AU**

'I try to tie in displays with research topics. Teaching staff make me aware of inquiry topics so I can resource items in our library and any relevant websites or other online material.' **NZ**

'I am on the Teaching and Learning Committee. I work closely with the English department to promote reading and with KS5 to help with research for Extended Essays.' **UK**

'I assist with the location and evaluation of new resources and work with classes to guide research; where to find, organise, and evaluate information.' **AU**

'I go into classes directly to teach research skills and how to use the OPAC.' **NZ**

'I collaborate on and lead projects through subject departments e.g. Geography & Literacy - linking an author visit with Year 9's study of extreme environments.' **UK**

'We collaborate formally by supporting English and other subject lessons in the library, organising author events and supporting IB and EPQ through research skills lessons.' **UK**

'Sometimes team teaching or shared programming, with other teachers. They have input into topics/concepts/skills they would like me to cover in library time.' **AU**

'The library collaborates closely with the English department to deliver the Accelerated Reader program, which has been very popular.

Other school departments make use of the library if they need to use the computer suite, which then sometimes leads to pupils making use of the books while they are here.' **UK**

'I collaborate with staff in the English department, taking Year 7 & 8 classes twice a term.

I collaborate on the source-based question of Year 11 General Studies and also in delivering/assisting with EPQ for Year 12s.' **UK**

'Our high school is moving to include more integrated cross-curricular timetabling with greater project-based learning activities. It is envisaged that collaborative teaching will play a greater role in this format.

I currently team-teach: Information Literacy, Research skills, Plagiarism, and Referencing.' **AU**

I would like...

6. What I would change

School libraries provide a valuable resource for schools. but many library professionals struggle with the time and support required to operate most effectively.

In this section, respondents share what they would like to do to improve collaboration in their school.

'I would like more time to be able to put together class sets when students are studying specific topics.' **NZ**

'I would love to be more involved with the cluster meetings and staff meetings to highlight what resources are available to the teachers.' **AU**

'I want to have a library champion in each department who is responsible for ensuring their department gets the most from the LRC.' **UK**

'Each year level has a couple of hours each week where the teachers get together and plan their teaching week. I would love to be involved that process.' **AU**

'Would be great to have the time to attend more department meetings.' **AU**

'A handful of individual teachers work with me on research projects with their classes etc, but it would be nice if this was more widespread.' **UK**

'Ideally I would like the teachers to tell me how I could assist them and potentially team teach aspects of the curriculum.' **AU**

'I would like to incorporate research skills and info skills lessons into teaching across all subject departments (not just English!).' **UK**

'I would like to be able to attend some of the curriculum meetings to gain a better understanding of the resources needed by staff to facilitate their teaching and delivering of the curriculum.' **AU**

'I would like to work with other staff to develop a school-wide inquiry and information literacy plan.' **NZ**

'I want to provide academic support services and embed them into teaching and learning programs.' **AU**

'I would love to work towards blogs (fiction), pedagogy, and resources (for staff).' **AU**

'I would like to have meetings every term with HODs or department representatives to encourage more use of library for subject-specific research and literacy activities.' **UK**

'I would like to be able to visit the classrooms with reading suggestions, new books, to talk about and what's hot both in the library and within book publishing.' **AU**

'It would be great if the library could be informed a term before an inquiry topic was started so we can enhance the collection in those areas.' **NZ**

'I would like all staff to be library members and to have a one-on-one induction with me when they start at the school. I think this would encourage them to come to the library more as private borrowers and as teachers.

I would also like to have dedicated library lessons with library resources used instead of just using the library as a computer room/classroom.' **UK**



Softlink and Oliver v5

Softlink has been providing school library software for over 30 years, offering solutions to meet the ongoing needs of schools globally.

Users of **Oliver v5** benefit from regular new feature updates, which are developed in direct response to feedback and insights gained from our active user community.

Contact us

Would you like to find out more about how Softlink and Oliver v5 can support your school library? Visit our website softlinkint.com/edu or contact us via email communications@softlinkint.com



7. Additional resources

The ongoing importance of school libraries

This feature shares insights into the workings of a 21st century school library and contains several examples of collaboration within schools in Australia, New Zealand and the United Kingdom.

http://www.softlinkint.com/downloads/The_Ongoing_Importance_of_School_Libraries.pdf

Inspire Collaboration: A Quick and Easy Guide for Super Busy School Librarians

Tips and further resources to encourage collaboration.

<http://inalj.com/?p=40373>

How can the right school library software deliver educational outcomes for your school?

This whitepaper looks at some of the ways Oliver v5 can be used to facilitate collaboration between the library and the rest of the school to help achieve educational outcomes.

http://www.softlinkint.com/assets/img/content/Whitepaper_How_can_the_right_school_library_software_deliver_educational_outcomes_for_your_school.pdf

Collaboration - The School Library Media Specialist

"The teacher librarian must develop collaborative relationships throughout the learning community. These partnerships are critical to the success of the library media program."

<https://eduscapes.com/sms/overview/collaboration.html>

School libraries share innovative ideas

Presenting comments from the Softlink 2016 Australian and New Zealand School Library Survey, this paper shares some of the innovative ideas that schools have implemented to contribute to school-wide success and to support teaching and learning.

https://www.softlinkint.com/downloads/School_Libraries_Share_Innovative_Ideas.pdf

Teachers connecting with teacher librarians

This site highlights the role of the teacher librarian and provides videos, resources, and pages to promote the school library. It outlines a number of ways the librarian can work with other staff to support the curriculum.

<http://www.connect2tls.info/collaboration.html>

Elementary Librarian - The Power of Collaboration

How do you find time to collaborate when you have a tight schedule?

<https://elementarylibrarian.com/the-power-of-collaboration/>

Working together is working smarter

NCLE/AASL infographic based on data from an NCLE study

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/researchandstatistics/NCLE_AASLinfographic_FINAL-download.pdf

Introducing LearnPath

This video gives a brief introduction to LearnPath, Softlink's information curating tool which allows users to collate, structure and digitally publish targeted content and resources.

With LearnPath you can support learning and collaborate with teachers by creating rich learning guides, which help capture your students' interest, challenge them and guide them to become enthusiastic, independent learners.

<http://www.softlinkint.com/resource-details/learnpath-animated-video/>