

### Scenarios 3: Effective library-focussed teaching and learning

#### Scenarios 3: Evidence Gathering

**Evidence collection activities and types of evidence used** (tick appropriate boxes to show what you used)

- 1 Review of documents** to highlight relevant library-focussed activities (keep examples as evidence):
- Highlighted objectives set for library-focused lessons; references to research, study skills and library use in schemes of work; notes of reviews of library-based activities involving people responsible for learning support, SENCO, gifted and talented pupils and EAL.
- 2 Collect examples of activities**
- Kept examples of changes to library-focussed activities (following review); homework tasks featuring library use; staff induction and INSET programmes featuring aspects of library-focused teaching and learning.
- If library staff in post*, kept examples of joint planning of library-focussed lessons; and note of arrangements for keeping them abreast of changes in plans and priorities.
- 3 *If library staff in post*, short interviews with staff** (keep a record of replies as evidence).
- Asked library staff about their involvement in planning library lessons and how they are kept up to date with changing school plans and priorities.
- 4 Discussion with teachers on library-focussed teaching and learning**
- Asked group of teachers:
- Did you have any induction into the library when you first joined the school?
- If so, how helpful was it?
- Have you had any training in library use and in research and study skills since?
- Are there any of these areas in which you would like to receive further training?
- Do you have enough access to resources to support your teaching and professional development?
- How can this aspect of library provision be improved?
- If there are library staff*, how do you see the role of the library and its staff within the school?
- Do you plan lessons with library staff?
- 5 Other evidence gathered** (note anything else that you did instead of or as well as the above):