

INF516 Leadership in Library Services to Children and Youth

Session 2, 2017

Faculty of Arts & Education

School of Information Studies

Wagga Wagga Campus

Online Mode

Subject overview

Students will be introduced to the central principles, professional standards and contexts underpinning library services for children and youth. They will examine the community context of library services for children and youth and develop strategies for informing practice. Students will learn about strategies for maximising opportunities and environments for children and young adults to enhance access and engagement. Students will be introduced to basic processes for the management of library services for children and young adults and will explore policy development, data gathering funding and advocacy. They will explore relevant legal and ethical guidelines for working with children and young adults and become familiar with relevant procedure and policy.

Learning objectives

On successful completion of this subject, students will

- be able to recognize the context, foundational assumptions and central principles and philosophies which underpin the provision of library services to children and youth;
- be able to demonstrate awareness of the available information sources, resources and organisations relating to diverse communities which can be used to inform the design of appropriate and relevant services for children and youth;
- be able to demonstrate an awareness of the environments which maximise access and engagement with services and resources;
- be able to demonstrate knowledge and understanding of legislation and other relevant government and community requirements and expectation relating to the scope of public library service to children and youth; and
- be able to demonstrate a basic understanding of administrative processes and considerations as they apply to children's and youth services in libraries.

Subject Content

This subject covers the following

- **Module 1: Overview of services for children and young adults in public libraries**
 - Traditional services
 - Principles underpinning services
 - Roles and responsibilities of the children's and young adult librarian

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- **Module 2: Diverse communities**
 - Provision of library services, programs and collections
 - Global concerns and responsibilities
 - Equity and social justice
- **Module 3: Devising library environments**
 - Library design
 - Environment matters
 - Appropriate methods, arrangement and access
- **Module 4: Government and community background to library services for children and young adults**
 - Professional and library services standards
 - Legislation
 - Censorship
 - Monitoring Internet access
 - Maintaining a safe environment
- **Module 5: Administering library services**
 - Policy development
 - Advocacy
 - Skills and knowledge for staff
 - External funding
 - Gathering and using statistics

Introduction

This subject has been developed to provide an introduction to the management of children's and youth services in the non-school setting. This subject provides coverage of key concepts for those who wish to undertake employment or further study in this field. This subject will focus on leadership in the field of children's services and aims to equip graduates with a background to become leaders in their workplace.

Design and Evaluation

University regulations note that: 'A CSU (8 point) Subject should be designed with the expectation that students will normally spend between 140-160 hours engaged in the specified learning and assessment activities.

This equates to approximately 10 hours per week, with additional hours in the weeks up until assignment submission. In this subject there is an expectation that you will be engaged in reading/viewing/listening to

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subject materials, reading/participating in online activities (e.g., forums), planning, researching and completing assignments, and reflecting on your own learning. As an individual learner, the balance of time spent on these activities will be your choice. On average, it is expected that students will spend about 80 hours reading, viewing, listening to, and reflecting on subject materials, 30 hours reading/participating in forums, 40 hours preparing for and completing assignments, the latter assumes that you have already completed the reading of subject materials and forums leading up to the assignment.

This is only a guide. Students learn in different ways and at different rates and possess varied learning histories that influence the time required to engage with the learning and assessment activities associated with a subject.

Learning, teaching and support strategies

On our Interact 2 (I2) class website, you will find a variety of headings on the left menu which we will use throughout the session.

- **Welcome**- This is our home page and will always feature the Announcement for the week with what you should be working on and planning for for that week. I also like to highlight an event or resource or something related to our field.
- **Announcements**- I will post the home page information at the beginning of each week to help us all stay on track. I will also post announcements about important things happening in our subject and/or course. You can set up email alerts for these so you don't need to go in a check all of the time, but they come straight to you.
- **Subject Outline**- This link will contain your subject outline. If you cannot access it, try using a different Internet browser. Chrome and Firefox tend to be best with I2.
- **Discussions**- This is where all of our forums for the subject will be contained including module forums asking you to reflect on content from the modules, assessment forums where you can ask questions about each assessment, and a class cafe where you can share information and engage with your classmates.
- **Learning Modules**- These are where the content for your subject will be contained. Check the timetable for when you are to engage with each module.
- **Resources**- This folder will contain links and files of relevancy to our subject. Check it out for APA resources and recordings from our Connect meetings.
- **Connect Meeting Room**- This tab will link us into our Adobe Connect Meeting Room for online meetings during the session. There will be one a few weeks before each assessment which will be recorded and put into the Resources folder in case you cannot attend synchronously.

A Note about Discussion forums and blogs:

These are used for asynchronous discussion and their usage may vary from subject to subject and from module to module. In these spaces you can interact with others in the class by asking questions,

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responding to questions, stating your point of view on matters relevant to the subject matter, drawing attention to interesting material you have discovered and so on. Use this area not only to obtain information that will aid you with your own study but to input ideas/thoughts to help others. When using these tools:

- Please use proper written English and avoid the use of acronyms and abbreviations where possible.
- Please observe copyright and plagiarism guidelines and reference all quotes (other referencing is not required).
- Please feel free to express your thoughts and reflections, but please keep criticism constructive and objective (i.e. no personal attacks) and language appropriate.
- If you have a private message for your subject coordinator (e.g., requesting an extension) please do NOT use these public forums for it. Instead send an email to the subject coordinator directly.

Prescribed text(s)

There is no prescribed text for this subject but there are many interesting further readings suggested. Please also read those provided within the modules

Required reading / resources

In studying this subject you are to read the links and readings supplied via your subject site and access resources and texts as indicated. The readings and resources have been included to supplement your study material and to further enhance your understanding and learning in this subject.

Assessment information

Pass Requirements

In order to achieve a passing grade in this subject, a student must (1) attain a minimum passing standard in the overall total mark; and (2) demonstrate achievement of other approved conditions or requirements. A minimum passing standard means 50 per cent of the available marks for the assessment item(s), unless otherwise stipulated.

Grades

Grading scale

- **HD High Distinction:** an outstanding level of achievement in relation to the assessment process (85%-100%);
- **DI Distinction:** a high level of achievement in relation to the assessment process (75-84%);
- **CR Credit:** a better than satisfactory level of achievement in relation to the assessment process (65-74%);
- **PS Pass:** a satisfactory level of achievement in relation to the assessment process (50-64%);
- **FL Fail:** an unsatisfactory level of achievement in relation to the summative assessment process providing at least one summative assessment task has been assessed (0-49%).

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Example of Assessment items – to be confirmed

Item number	Title	Type	Value
1	Observation and Report of Public Library Activity	Assignment	40%
2	Funding Application Report	Assignment	60%