



Kylemore College
Junior Certificate School Programme
Library Project

Library Policy Document 2026-2027

Opening Statement

It is the primary goal of the JCSP demonstration library to promote literacy in Kylemore College in an active and interventionist role through timetabled classes and other library/literacy activities. The librarian will also serve as an advocate for literacy in the wider community as well as promoting cultural and whole school activities.

In the academic year 2026-2027 the programmes we implement will encourage our students to develop greater reading skills, a more stable sense of their own reader selves, a desire to improve their reading, and a greater critical sensibility of what they read.

Aims

To actively assist Kylemore College and the JCSP project maintaining student engagement and driving student attainment through improved reading skills.

To support and enhance the literacy infrastructure already present in the school.

To provide a supportive reading environment where progress is commended and acknowledged.

To provide access to reading resources that are relevant and of interest to our students, to encourage engagement through enjoyment of the experience of reading.

Testing of students will be done as required by the project and in line with school policy.

Literacy programmes will be developed based on student needs and in line with the Library Development Plan and always in conjunction with teacher schemes of work and our Special Education Department and inclusive of any support plans in place for student progress.

To support and encourage a cross-curricular approach to literacy throughout the school by supporting the JCSP initiatives.

To work toward the achievement of the targets set out in our DEIS/SSE plan for literacy.

To fulfil the requirements of the JCSP programme for planning, budgets and research.

To work with all teachers to provide resources for their subject areas to further enable students interact with teaching and learning in the classroom.

To support students in research and information skills that are applicable to their subject in Curriculum Based Assessments (CBAs) and supporting teachers in provision of good research skills, knowledge of plagiarism and effective use of information.

That students graduating from Kylemore College will be capable library users with adequate information skills to make the transition to further education.

That students will have had the opportunity to experience a wide range of cultural activities.

To promote reading for pleasure as a core concept in student engagement with reading, understanding that intrinsic motivation is the key factor to maintaining student engagement with reading during these critical teen years when historically it diminishes.

Objectives

Provide relevant reading material for all reading abilities and interests.

Initiate, promote and run a variety of strategies to support the aims of JCSP.

Ensure resources are available to support the curriculum.

Provide resources for teachers to support their teaching, with special regard given to areas supporting disadvantage and additional needs amongst our student body.

Promote parental or guardian involvement, as it is recognised that the home environment is crucial to achieving and maintaining our goals.

Provide access to digital library resources for all of our students.

Provide a working online catalogue for students to find resource material.

Allow students to borrow reading materials without restrictions.

Encourage social responsibility.

Develop links with other literacy and cultural programmes and agencies, whether in the school or outside.

Improve student interaction with the curriculum.

Assist in promoting a positive experience of school life.

Allow students to develop their reader and cultural selves through a wide variety of activities.

Library Scope

The librarian must liaise with the school management to ensure the library policies and plans are complementary to those of the school.

The librarian must liaise with the JCSP co-ordinator to enable the project to maximise its potential within the school.

The librarian is responsible for managing the library budget and ensuring financial returns are accurate and on time.

To develop the use of online platforms to borrow digital materials, whether books or audiobooks, as well as using online catalogues.

The cultural life of our students will be enriched through promotion of literature and the arts, such as creative writing, art projects, as well as through our Reading Patron, visiting artists, and creative writing workshops.

Students

All enrolled students are members of the library in Kylemore College, they have accounts with both our physical library and our digital library and are free to borrow materials without restriction or penalties.

Students are made aware that the library is part of a wider group of JCSP Libraries and is part of the JCSP in the school.

It is part of our remit to improve student literacy and to this end we test students over the course of the Junior Cycle. It is still a necessary part of the program that students are tested, though this must be done safely and in accordance with regulations. The Star Reading test is regarded as a placement test for the Accelerated Reader programme and is not used as a formal result in any way other than as an indication of student reading level.

All Junior Cycle students can participate in our literacy programmes. Teachers in conjunction with the school management decide on a class by class basis which programmes are most suitable for their group and whether to use the library to implement their literacy programme. The Accelerated Reader programme which allows us access diagnostic and statistical information about their reading levels and highlights areas of concern is available to all Junior Cycle students if required.

It is a stated target that all Junior Cycle students will read for 20 minutes daily. This is given as homework. It is the basis for all of our reading targets. It is printed into each homework page of the student diary.

There are two further targets for reading: to read at an appropriate level to their ability and score on average 85% in Accelerated Reader quizzes. These are targets within the Accelerated Reader programme and are linked to research that shows student improvement.

Students are required to record and monitor their library reading and their progress towards reading targets in pages provided in the student diary. The diagnostic aspects of the Accelerated Reader programme are used to monitor these targets.

There is a declaration in the student journal stating simply that “I want to be a better reader” with a space for the student to sign. Such declarations are shown by research to impact student engagement. They are asked to sign this declaration at the beginning of each academic year. It is particularly important for students receiving extra reading support through our SEN that they make this declaration.

English teachers and form tutors are kept apprised by the librarian of student progress and of any areas for concern. This is done through monitoring of the student diary and through diagnostic reporting using the software of the Accelerated Reader programme.

Students of concern, based on standardised testing, are given particular assistance through these reading programmes.

Students have a username and password for our JCSP digital library, Sora, and are encouraged to learn how to use it and to borrow materials online to foster digital literacy.

Students are encouraged to participate in the library, developing its stock, its materials and how it can serve their needs.

Student library mentors are active in promoting the library and how it can be used most effectively through the school year.

Student mental health is a crucial area and the library supports wellbeing in all of our students through a bibliotherapy project, Read Your Mind, as well as being an active supporter of the school’s Wellbeing policy and activities.

The stock of the library is acquired, maintained and issued to students in accordance with the remit of a JCSP library, to redress elements of disadvantage experienced by our students.

The stock of the library reflects the interests, community, lives and experiences of our students.

The stock of the library reflects the aims and objectives of the wider JCSP project.

Services

The library is a non-sectarian, non-discriminatory, multi-cultural space open to all of our students. The library will promote these ideals throughout the school and use its influence to develop tolerance and cultural awareness amongst the students through a diverse book stock and the many activities it runs.

The library will support English teachers during their literacy teaching times.

Lunch time opening is an important aspect of library provision as it allows students to engage with their library in their own time, following their own interests, and helps them develop a positive sense of the library as a support for their time in school. The library is also open in the mornings and is available for after school study and clubs if required.

The librarian is responsible for the maintenance of the library space, the furniture, equipment and library stock. A stock list of equipment is maintained and supplied to management. The library catalogue, available to all, lists the book stock.

The library is offered as a space to the Kylemore Music College when not in use for other school activities so that it can be used for concerts, in this way fostering good relations throughout the school community. It can also be used as an auditorium when no other venue is available for school talks, visits or even teacher training.

Lending

Students may borrow books for leisure reading, for school work or for their families. There are no restrictions on the numbers of items they can borrow in this way.

It is a school JCSP policy that students will have a book in their school bag at all times, whether that is physical book, digital or audio book.

The resources of the library are available to all staff, teaching, SNA, administration, management and maintenance. All staff are encouraged to borrow for themselves, not only for curricular use but also for their own pleasure and their own families, especially their children.

Teacher resources and equipment are primarily for teacher use. Teachers are encouraged to request materials, including e-resources, to support their curriculum subjects.

All books/DVDs/CDs/videos/games/equipment must be issued by the librarian using the Library Management System. This is important for statistical purposes to be used in research, forward planning and evaluation.

Teachers may borrow as many books as they require, however once borrowed it is the teacher's responsibility that they are used safely and returned in good order to the library.

There is a Teacher Resource area. The resources are focused on areas of interest that teachers have requested, books that teachers suggest, and materials that teachers believe to be useful for their professional development. The stock has been built up in conjunction with the SEN department.

Electronic equipment, such as tablets and e-readers, are available for use and loan.

Returns

Books for return are to be left in the returns box on the library trolley or on the librarian's desk.

Students are encouraged to return a book before borrowing a replacement, in this way the maximum stock can be kept in circulation.

Fines are not imposed for late return of books. This is a JCSP Library policy.

Students are expected to honour return requests to ensure that books are made available to other students.

All borrowers are responsible for the books in their care and are expected to return books in good condition. A report of items not returned and either lost or unavailable after borrowing is provided to the principal so that management are aware of the impact of non-returned items on the library budget.

Lost/Damaged Books

Students are encouraged to report lost or damaged books so that stock can be replaced and the Library Management System kept up to date. They are not expected to pay the costs of the loss or damage, though a serious incident of wilful damage would be brought to the attention of school management.

Teachers should note if an item they have borrowed is no longer in their classroom. In this way stock can be kept up to date and if necessary replaced.

Non-Class use

Students are free to use the library in non-class times, such as mornings and lunch times. They are encouraged to use this time to become familiar with the library rules and resources, to borrow freely, and return stock promptly. The school rules apply during these times.

Students who leave class to come to the library are expected to have a note from a teacher explaining their absence from class and why they need the library.

Photocopying and copyright

Students are encouraged to learn correct procedure for photocopying and/or printing and the rules regarding copyright when doing so.

ICT

The school has an internet usage policy in line with the CDETb policy. The library operates within this policy.

The library printer is for librarian use and student use primarily. Students use the printing facility only with the permission of the librarian.

The use of tablets, such as iPads and other tablets and e-readers, facilitates student access of digital content.

Reporting

The librarian is to liaise with the Library Project management for the purposes of furthering research, i.e. to issue reports, test students as required and attend project meetings and training.

A monthly report is required by the JCSP management team and it is the responsibility of the librarian to send this report in on time. The monthly report follows the template issued by the management team. A copy is sent to the school principal and shared with the JCSP coordinator.

An annual report is written and sent to the management team at the end of the academic term. It follows the template issued by the JCSP management team. A copy is sent to the principal.

Statistical reports are run from the library management system and in accordance with the requirements of the JCSP project. They are available to the JCSP management team as and when needed, as well as to the school management.

The library is part of a wider project and it is important that reporting and statistical information is up to date and accurate.

In the event of a report or some other requested information for the project management being required, it is possible that the librarian may feel it necessary to cancel classes to meet a deadline. The promotion of JCSP Libraries is critical to the ongoing success of the project and the librarian will assist this in any way possible.

Collaboration

JCSP Co-Ordinator

A weekly meeting between librarian and co-ordinator is considered best practice as it keeps the programme at the forefront of activities in the school and helps circulate information to all staff.

While the co-ordinator has full responsibility for the administration of JCSP initiatives and the profiling of students, the library and librarian are a source of funding and assistance.

The librarian can offer suggestions for initiatives and strategies to be used with JCSP classes and to encourage staff to contribute positively to future strategies for students most at risk.

SEN

The library supports the goals and needs of the Special Education Teaching team.

HSCL

The HSCL links with other schools in the. If required the library will support any HSCL home or community literacy programmes.

SCP

The school completion officer is a vital link to primary schools and to parents. We work closely with the SCP coordinator and run programmes, offer supports, awards and encouragement through the school year in collaborations.

Parental links and involvement

All parents are encouraged to take an interest in their child's participation in library and literacy classes. They are asked to sign their child's reading log in the student journal each month for our first year students.

Staff

All staff are members of the library and entitled to borrow.

Teaching staff are encouraged to request materials for their subject areas and classrooms to provide a wider range of reading material for all student abilities.

A teacher resource area is available for all teaching and SNA staff.

Special Needs Assistants (SNA's) are encouraged to use the library with the same facility as teaching staff.

Staff are encouraged to maintain their own reading for pleasure.

Public Relations

The Librarian will endeavour to highlight student participation in library events through submission of articles and photos to school and library newsletters, and to the CDETB and JCSP newsletters. This will be done in conjunction with Kylemore College PR officer.

JCSP Initiatives

The library is the focal point for many of the literacy initiatives, and as such it is the librarian who submits applications and evaluations of these initiatives.

The JCSP co-ordinator has responsibility for other initiatives and advises teachers on what is available and encourages their participation. The library will assist with all initiatives as is required, either through direct funding, provision of materials, provision of the library space and assistance to any teachers involved in initiatives as and when needed.

Programme of Work

Each JCSP student is entitled to literacy instruction and intervention, as well as reading promotion. This is done during their literacy time, which takes place during one of their English timetabled classes.

Senior classes can have the same access to reading materials as Junior Cycle students, however they are not given literacy time and must interact with the library in their own time, unless their teacher chooses to use an English class to promote reading for pleasure, and the library will accommodate them to do so if the timetable allows.

Health and Safety

The Librarian is responsible for ensuring the library is a safe working environment for students and staff. The school's Health and Safety policy will be adhered to at all times. The librarian completes risk assessment forms in line with school policy for the library space.

The national and school Child Protection Policy will be the source of all guidelines with regard to interaction with students both in class time and during other library opening times. It will be noted to all visitors that these guidelines are in place. All visitors must be Garda Vetted. The librarian is up to date with the necessary training on CPP as required by school management. The librarian must also be compliant with GDPR regulations and training requirements.

The School's Anti-bullying policy is an important aspect of the expected behaviour of students when attending the library, whether in class time and supervised, or during other opening times. Any breaches are reported to school management in writing.

Positive Behaviour Messages and Strategies/Discipline

Student progress in reading will be acknowledged by the librarian. Student achievement is acknowledged through stickers, certificates and rewards.

The Librarian will work at building positive relationships with all JCSP students by getting to know their likes and interests and using these to direct the students to books that will reflect those interests, whether these are accessed as audio books, digital books or physical books.

The disciplinary policy of the school is supported by the librarian.

Administration

The library management system is available through the school website. Students and teachers are made aware of its uses and availability through any internet connected device.

Selected library assistants are trained to use these systems during their library class times.

The library management system is used to record statistical information on usage and borrowing in the library.

Signs, Displays and Guides

The library location is clearly signposted in the school. The library has clear guides on entry to help students navigate to areas of interest, as well as staff (librarian and library assistants) to offer help if required.

Popular books will be displayed digitally through the library OPAC, the online Kylemore College library management system.

Newly acquired books are displayed and available to view by all students on the library display shelves.

Displays of themed reading are shown at various times, such as World Book Day, International Women's Day or Banned Books Week, so that students are exposed to the wide variety of material during the school year.

A written guide for teachers to access and use the Accelerated Reader is available on the staff shared network.

Environment

Physical

The library is set up as a comfortable space to encourage reading for pleasure. There are desks and seating for a full class of twenty four students, as well as comfortable seating, and these are interspersed with shelving for the book stock. The library is not a classroom and when needed the librarian will give information and research classes to the students in their base rooms.

The book stock is selected primarily with the interests and reading levels of the JCSP students in mind. It is a varied stock, with equal attention paid to fiction and non-fiction material. The stock is maintained at a level suitable for the numbers in the school.

Intellectual

Reading materials are selected primarily to encourage reading amongst those reluctant to read or with reading difficulties. Graded readers and targeted special interest reading material is a significant part of the stock. Readers are colour coded and stocked separately to allow for easy access and use.

Fiction stock is available by genre and organized for ease of access. There is also a bibliotherapy area, Read Your Mind, a collection promoted by Jigsaw, a mental health organization.

Non-fiction stock is organized by Dewey decimal system and there are clear signs for students to be guided to subject areas.

It is also the goal of the library to have a stock of diverse books, from other cultures and traditions, to reflect the student body in their religions, ethnicities and sexual orientation, as well as fostering inter-cultural understanding through reading. Non-English language reading material has been purchased with the support of Post-Primary Languages Ireland as part of their Home Languages development. This allows students who speak another language at home to access reading material in that language for themselves and their families.

The library has a role in fostering cultural development and will continue to promote creative activities.

The librarian will endeavour to run clubs, for creative writing, book awards and any others that teachers may wish to do, such as chess club.

Pedagogical

The library has a teacher resource area. This is stocked with material relating to additional needs in particular, but it does reflect the interests of the teachers themselves. Teachers are encouraged to ask for material to be included. Resources on behaviour, class management as well as course preparation and workbooks are supplied.

If the opportunity arises the librarian will promote programmes to the wider educational, arts and library communities through conference submissions.

The resource stock reflects the curriculum taught in the school. The schemes of work that each teacher prepares at the start of the year are used to enhance the library and to complement the project work that students will be asked to complete in the course of the year.

The library is expected to aid the learning needs of the students and to assist teachers in achieving their teaching goals.