**WRITING A SCHOOL LIBRARY CASE STUDY**

**What and Why?**

The School Library Data Group is a sub-group of the Great School Libraries Campaign, a School Library Association (SLA) and CILIP School Libraries Group (SLG) collaboration. It is tasked with collecting both quantitative and qualitative data on school libraries.

The Data Group, via the SLG, is collecting examples and evidence of the **range and scope** of the work that School Librarians do within schools and the **impact** that this has on the **Teaching and Learning** within their school.

This information will then be used as to **raise awareness** with School Managers, educationalists and other library professionals of how Librarians can support the strategic goals of the school

Some of these case studies will be also shared on the SLG website.

**What do I need to do?**

By filling in the form below you can demonstrate how you work with teaching staff and pupils and the outcomes that you are achieving. This could be within the **curriculum in lessons** or **through special projects**. There are detailed notes to guide you through this process and also specialist help if you need more specific advice.

**Finally… THANK YOU** so much for your time and for being willing to share what you do in school.

**Case Study Template:**

**NAME:**

**Job title & School:**

**Contact details: (email or phone)**

**Short description or title of case study:**

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| **WHAT?** Describe your project including what it intends to achieve, how it achieves that and any issues arising. Tell us about your journey.  This is where you should describe your project in detail. Please include what the project is aiming to achieve as well as any hurdles you experienced along the way and how these were overcome. It is important to understand how the project took shape – a bit like showing your workings out in the margins of a maths book. You might choose to use drafts and revisions as well as a final version. For example, if you were planning a library lesson as your project and the purpose of the project was … you might show how you trialled the idea and made amendments following each delivery. |
| **WHY?** How will your project give accountable benefit to your school community, particularly impact on teaching and learning e.g. support for school mission statement, evidence required for Ofsted. Be specific.  Take a look at your school’s mission statement and/or the latest Ofsted or other Inspection Report. What message is the school giving to the wider community and what improvements is it trying to make? How might the project you have done supported this? What impact has it had on teaching and learning? For example you might be able to prove what you have done has helped raise literacy levels, has provided a service for vulnerable groups or has improved research skills. It can be useful to revisit the aims of your project as this section will link with that. |
| **REFERENCE** List the resources on which your project was based e.g. article, conversation (face to face or online), conference paper, book, etc.  The best research evidence is founded upon published work. Maybe you have read something that inspired you or it may have been a conversation with a fellow professional, governor, parent or even a student. This needs to be referenced ideally in Harvard format. This will enable readers to understand your rationale for your work and how you designed your project as a result. You may choose to reference the inspection report or the school website. |
| **OUTCOMES.** What measurable evidence have you gathered to demonstrate impact (ie: the change you are trying to achieve)? e.g. statistics; independent qualitative statements, summative or formative assessment  Examples of evidence could be from pupils’ books, class marks or comments written on work, examples of pupil work, teacher feedback, pupil feedback or parent feedback. The important aspect is that the evidence needs to back up what you claim and should show impact on the issue being addressed. Ideally you need to build in some kind of assessment in the project – this could be done via Survey Monkey or a quiz or via the development in the quality of comments. As well as the evidence above, it is very helpful to have quotes to illustrate/bring the work to life. If there are some useful quotes within the evidence/feedback you have gathered that support the points you are making about impact, please include them here. |
| **LEGACY**. How does your school community intend to sustain/ develop this project?  Once the project has ended it is important that its legacy continues for the impact to be long-lasting. This might mean for a lesson idea to be incorporated into a scheme of work or it might be something you initiated e.g. DEAR becomes part of the school policy. For example, if you initiate a celebration of National Poetry Day as an annual school event, you can show how this supports the new style English GCSE requiring recitation. |
| **ADVICE**. What three pieces of advice would you give to someone tackling a similar project?  As well as evidence of impact, the case studies will be used by others as inspiration to try out initiatives in their own school. What is needed here, from someone who has already undertaken the journey, is advice to people about how best to plan the initiative and any pitfalls to avoid. For example, if you had initiated a project which saved the school money and at the same time gave students inspiration for reading for pleasure by using Skype virtual authors you might advise:   * Have questions prepared beforehand * Check the IT is functioning a minimum of 10 minutes before the start * Ensure students are seated and ready a minimum of 10 minutes before the start   1. 2. 3. |
| **Other comments/details.** |

**Notes to help write your case study**

The boxes are there to help you identify key aspects of your work and to help you reflect on the outcomes achieved. They will guide you through the process.

**Writing style**Although a formal writing style is preferable and appropriate language should be used (for example, schemes of work, attainment targets, etc.), it does not have to be particularly academic. Case studies are individual journeys so the writing will therefore reflect this.

The inclusion of relevant and supporting images, tables, photographs, screenshots, diagrams, etc. is encouraged, as they are particularly suited to the case study format and can be effective in highlighting examples and making points. Where appropriate, headings and sub-headings should be used to break up sections and aid the reader. You can use bullet points rather than prose if you prefer or a mixture of both

**Abstract**

When you submit your case study please include a short overview/abstract. This may be placed on the SLG website to help visitors decide if your case study will be relevant and useful to them.

**SMART Target setting**

Some people choose to use the SMART acronym to help structure a project. The objectives set should be

Specific – make sure you are concise about the purpose of the project eg not raising literacy standards but raising scored reading levels in Year 8 pupil premium students

Measurable – how will you record before and after scores following your intervention. This can be qualitative or quantitative

Achievable – The project needs to have the resources and support you need to hand so you don’t set yourself up to fail

Relevant – The project needs to be something that is needed by the school not just something you think would be fun to do (although it might be both!)

Timed – The project needs to have taken place over a specified time period over which the impact can be measured

We can also make the targets SMARTER by including Evaluation and Reflection on what has been achieved

**What if I can’t fill everything in or I get stuck? Don’t worry!**Please add in as much as you can. Support will be available from SLG. We want to help you to record your achievements.