

ACTIVITY 3 Meeting learning needs

Divide into groups and look at QI 5.3 Meeting learning needs, looking in particular at the ways in which the school library resource centre provides an appropriate range of tasks, activities and resources for the whole school community.

QI 5.3 Meeting learning needs

This quality indicator is concerned with the following themes:

- **Tasks activities and resources**
- *Identification of learning needs*
- *The roles of teachers and specialist staff*
- *Meeting and implementing the requirements of legislation*

Questions to ask	Why is this important?	Evidence	
<p><i>How well are children and young people motivated and actively involved in their own learning and development, showing increasing skills as learners?</i></p>	<p>The opportunity to make choices motivates learners, as does the recognition of prior achievement and individual social and cultural backgrounds. Children and young people need to feel that they matter. Their views should be sought when developing courses and matching resources to meet their individual needs.</p> <p>It is important to ensure that all young people are challenged and supported at an appropriate level in order to reach their full potential. Differentiation is achieved by providing a range of resources, tasks or outcomes.</p>	Strengths	Areas for improvement

Thinking about your own school library resource centre, start to gather evidence for assessment by asking these questions and discussing them in the group:

Questions to ask	Prompts
1. In what ways do we ensure that all young people are supported	<ul style="list-style-type: none"> • <i>Do you provide options for different learning styles or</i>

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and challenged?	<p><i>abilities?</i></p> <ul style="list-style-type: none"> • <i>Who in the school have you consulted to help you?</i> • <i>What feedback from young people do you have</i>
2. What contributions do we make to cross-curricular learning which support the delivery of <i>Curriculum for Excellence</i> ?	<ul style="list-style-type: none"> • <i>Are you covering all four capacities?</i> • <i>What range of CfE initiative have you been involved in?</i> • <i>Could you extend your involvement and contribute to a richer learning experience for young people?</i> • <i>Is any of the library involvement formally recognised by the school?</i>
3. How well do we ensure that we make provision for the needs of all pupils	<ul style="list-style-type: none"> • <i>How well do you recognise diversity?</i> • <i>What range of tasks, activities and resources do you offer which contribute to skills development?</i> • <i>Do displays, young people's work, posters, stock, etc reflect a range of interests and abilities?</i> • <i>Does the library promote the values to which you aspire?</i> • <i>Do you have appropriate expectations for different groups of learners?</i>
4. How well do we support reading for enjoyment?	<ul style="list-style-type: none"> • <i>What are the barriers to access to reading?</i> • <i>What alternative formats are offered?</i> • <i>Think widely, not just physical but also attitudinal.</i>
5. Do staff demonstrate positive attitudes?	<ul style="list-style-type: none"> • <i>How well do you identify and minimise barriers to learning?</i> • <i>How well do you promote equality and fairness?</i> • <i>How is this reflected in the library environment?</i>
6. How would you assess the quality of the relationships between young people and staff?	<ul style="list-style-type: none"> • <i>What are the levels of interaction?</i> • <i>Do young people choose to use the library outwith timetabled classes?</i> • <i>Do young people and staff have a good relationship based on mutual respect, reflected in the quality of exchanges?</i> • <i>Does the discipline and behaviour of young people in the library reflect the school norms?</i>

Notes for feedback:

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