

---

**SHAPER, Sue. *The CILIP Guidelines for Secondary School Libraries*. 3<sup>rd</sup> Ed. London: Facet. 2014.**

**146 pages. ISBN-13 978 1856049696. £44.95**

CILIP – the Chartered Institute of Library and Information Professionals – have constantly argued that teachers should have a better level of training in information skills and that school libraries should have a chartered librarian. Perhaps more importantly they have consistently argued for the importance of a library in every school. Once in place the school library, along with its librarian, should be at the heart of the school and should be an integral part of the development of the curriculum. Having issued a set of guidelines for the school library these have been recently updated to reflect the changing landscape of schools and the continuing impact of technology.

Keeping the librarian at its heart each chapter deals with a point in the guidelines and interweaves it with best practice, using case studies where applicable, technological development and above-all-else clear guidance and support for those involved in the delivery of a school library service. The guidelines are intended to be empowering and indeed could be taken to senior managers in school and used in a case for the development of the library. They provide an advocacy tool and they help school librarians to understand the importance of their continued role.

Beginning with an update since the last edition the first chapter looks at the role of the school librarian understand their role in their structure as well as the senior management, making it clear that the professional librarian can support teaching and learning across the school. Breaking down the elements of each of the points in CILIP's guidelines this chapter and indeed this book provides a strong advocacy tool for development. Marketing tools are not forgotten with advice on undertaking a SWOT analysis featuring alongside suggestions on making partnerships with the wider school community and external organizations. Recommendations for partnerships to develop are suggested and there are groups which some may not be aware of or have considered relevant. For example the International Federation of Library Associations and Institutions is a global group representing librarians and library users whilst the Federation of Children's Book Groups run local events and a national award.

Considering joining one or more of the groups discussed is part of the role of the professional and forward thinking librarian. The proactive school librarian, it is recommended, should be constantly assessing their work, their situation, their initiatives, evaluating their work and their service to ensure best practice at all times. There are appendices with sample job descriptions, model questions and answers for interviews and samples of staff progression tables, budget planning and policy writing.

This is comprehensive book aimed at current practitioners, students of library and information management and school managers wanting guidance. It provides a flexible and considered approach to the work of the secondary school librarian. It encourages them to work and to strive to achieve more whatever their level. An

invaluable resource and source of information this book should be on the professional shelf of every secondary school librarian.

**Louise Ellis-Barrett**  
**Head of Library, St John's School**  
[librarianlouise@gmail.com](mailto:librarianlouise@gmail.com)