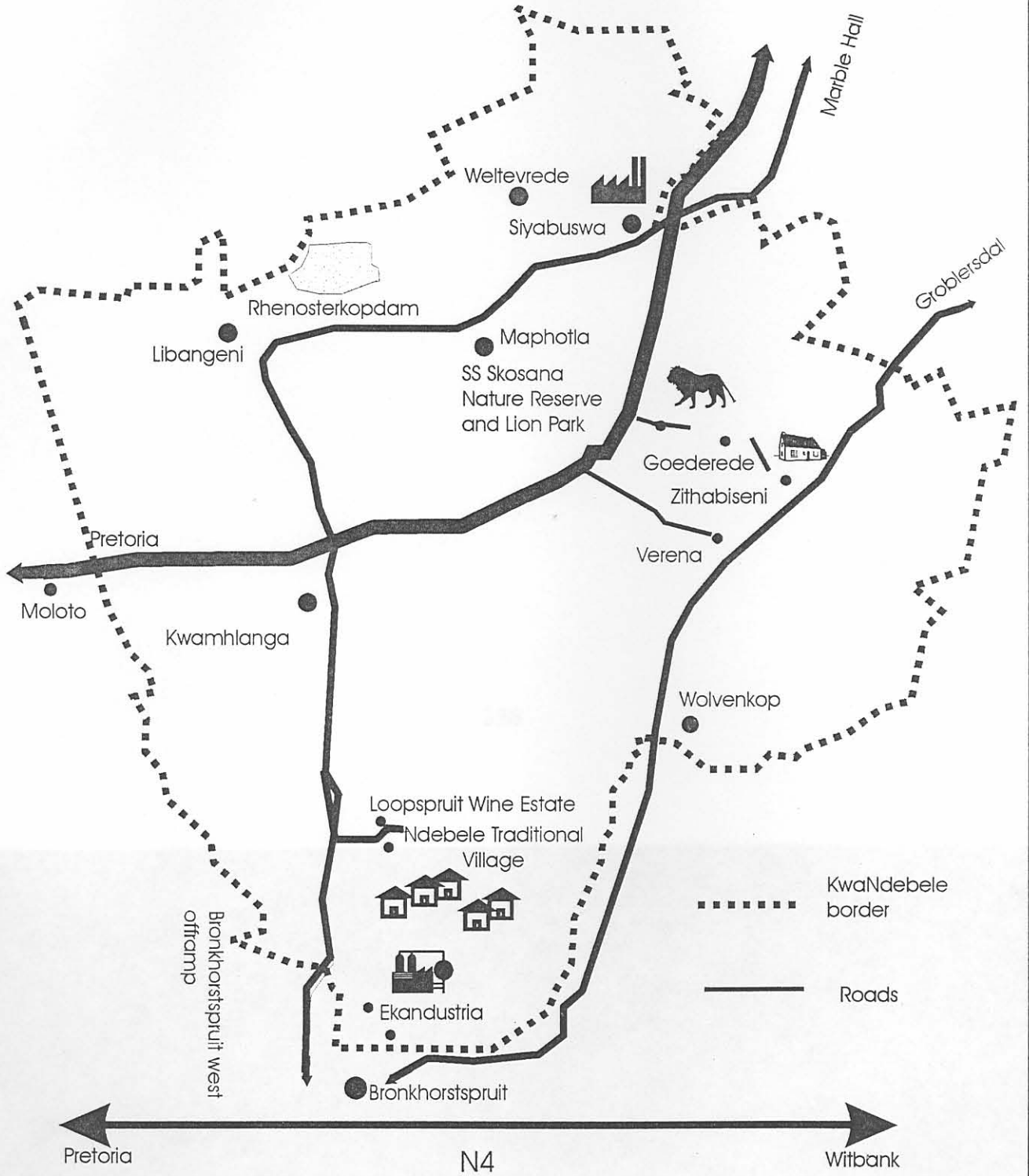


APPENDIX I

Map of KwaNdebele

KwaNdebele







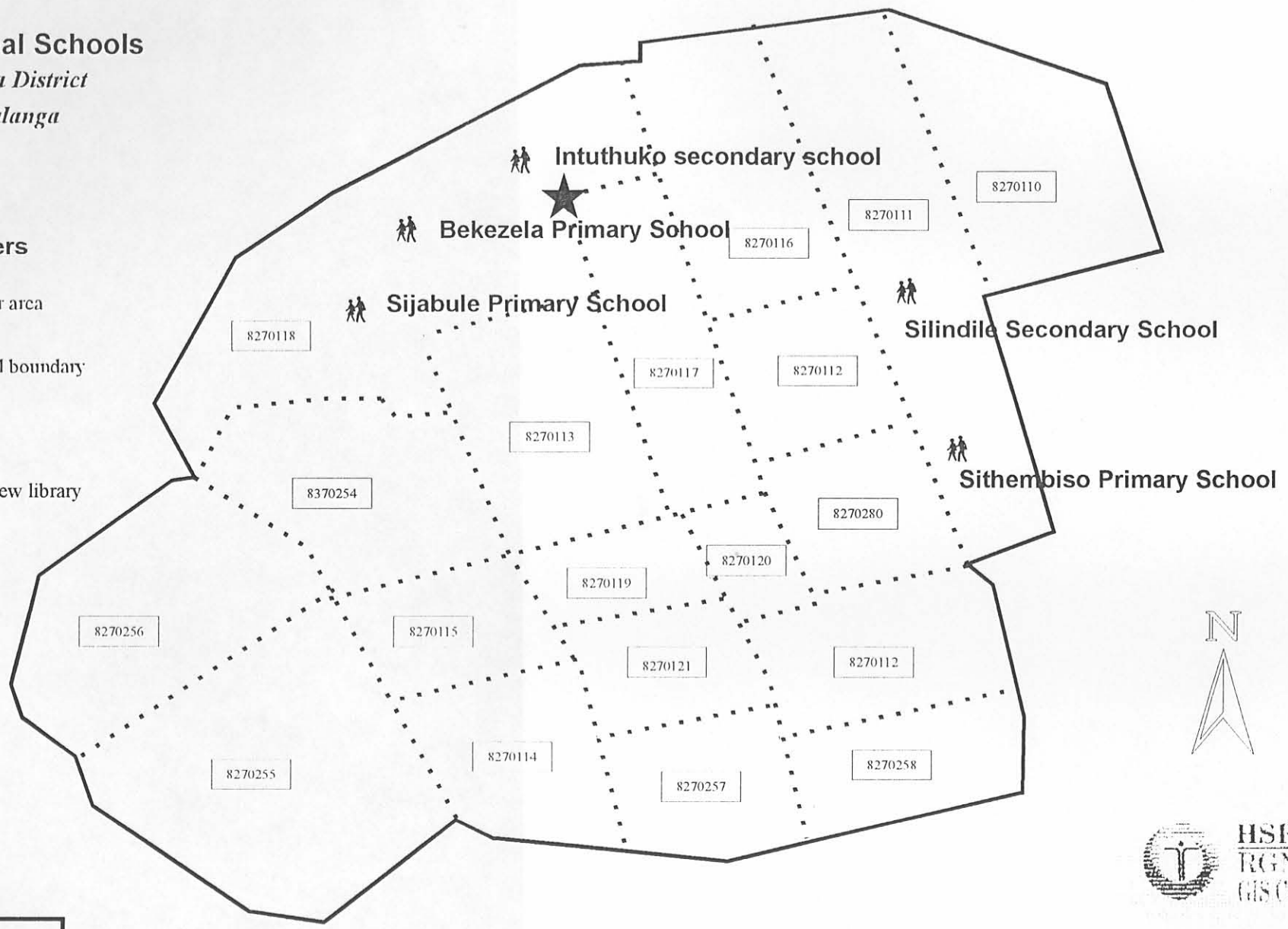
APPENDIX J

Map of Wolwekraal (Maphotla) Schools

Wolwekraal Schools

Mdutjana District
Mpumalanga

- ### Layers
-  Enumerator area
 -  Wolwekraal boundary
 -  Schools
 -  Proposed new library



Appendix J

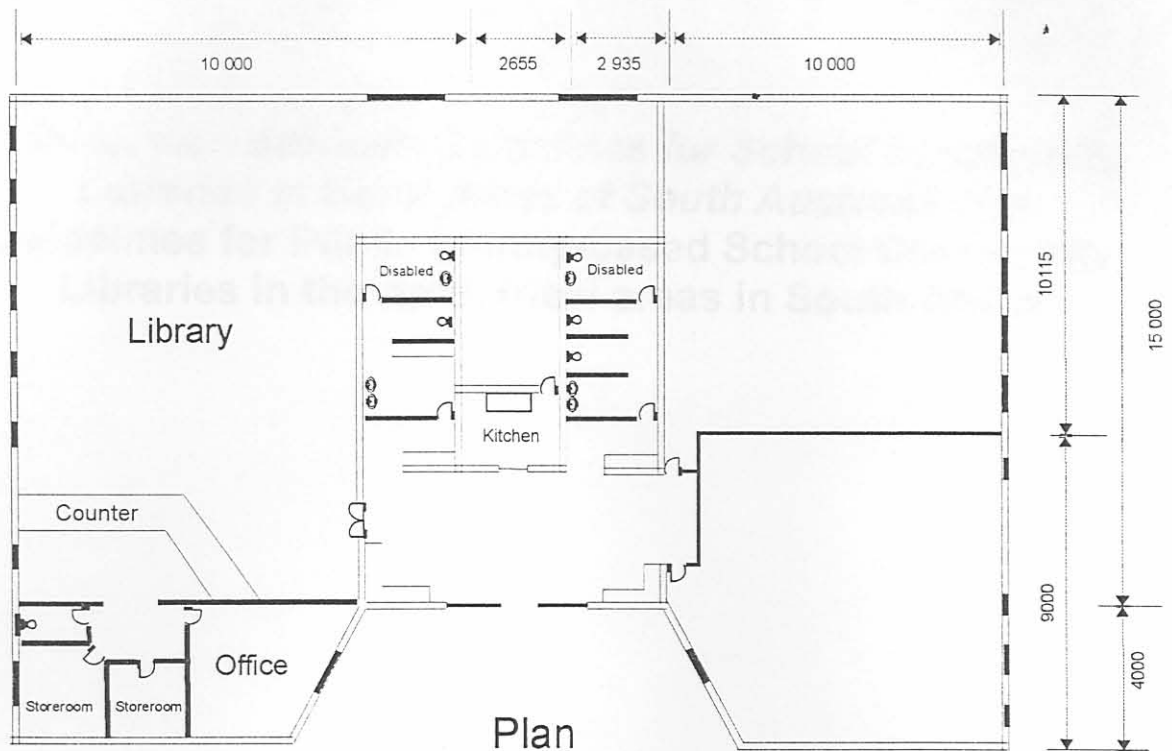


APPENDIX K

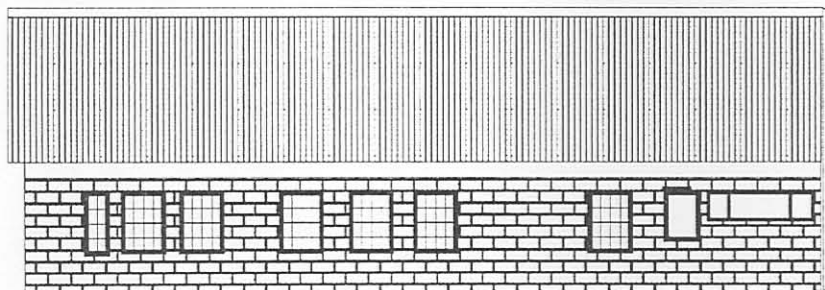
Plan of new Library for Maphotla Community

East Elevation

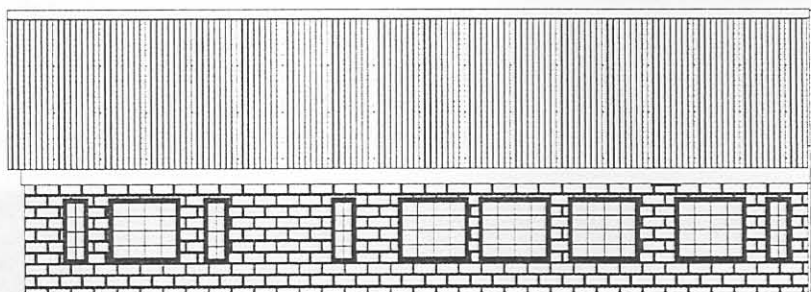
South Elevation



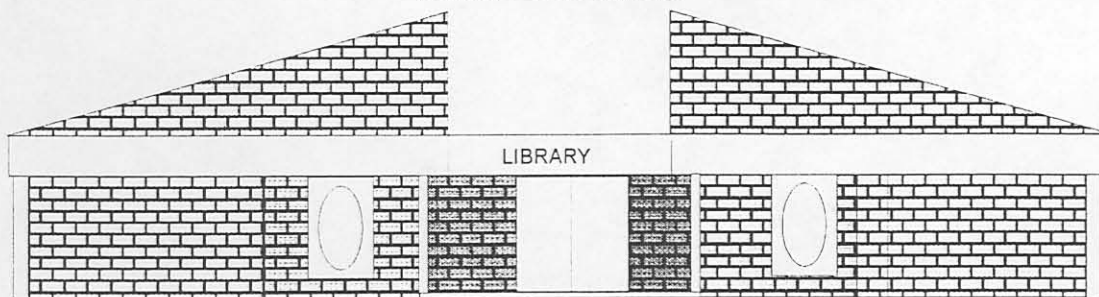
Plan



West Elevation



East Elevation



South Elevation

APPENDIX L

Comparison between *Guidelines for School Community Libraries in Rural Areas of South Australia* and *Guidelines for Public Library-based School Community Libraries in the rural, tribal areas in South-Africa*

Appendix L

Comparison between *Guidelines for school-community libraries in rural areas of South Australia* and *Guidelines for public library-based school-community libraries in rural, tribal areas in South Africa*

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
PLANNING COMMITTEE	During the planning process, a planning committee, representing all the participating bodies and practitioners, should be established before any architect is appointed, to investigate needs and to oversee implementation, taking into account relevant government policies.	During the planning process, a planning committee, representing all stakeholders, should be established to analyse all the details, collected during the information gathering process, and to monitor the implementation, of the library, taking into account the expressed needs of the community and all relevant government policies.
SITE	The site should be easily accessible to all users.	The library should be centrally located within the area of the educational cluster, consisting of primary and secondary schools, and in the residential area.
	The site should be close to other facilities used by the profiled community.	The library should, ideally be grouped with crèches, clinics, adult education centres, and skills training centres.
	Where an education partner is involved, the library should preferably be on the edge of the educational institution so as to be convenient for	All components of the cluster must be within ten minutes walking distance of one another (i.e. within a 750 m periphery, centrally located in the

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
	the community and the institution.	residential area, near important roads, and close to public transport (railway station, bus and taxi routes).
	The site should have direct access to nearby parking for all kinds of vehicles. The building and the parking area should be well-lit for after-hours use of the library by the public.	The entrances of the building and the parking area should be well-lit for after-hours use of the library by the public.
	Good signage is essential, both on site and in the environs.	Good signage is essential, both on site and in the environs.
	Access to buildings should be sheltered. Pathways should be provided.	Pathways to the building should be provided
	Access to the library for wheelchairs and pushers should be provided.	Access to the library for wheelchairs and pushers should be provided.

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
FACILITIES	<p>The combined library and information services should provide the following basic set of facilities:</p> <ul style="list-style-type: none"> • photocopying facilities • seminar, discussion and meeting space • access to computing hardware and software • typewriters and other office equipment, e.g. fax machines, calculators, staplers, laminating equipment • access to resources from the Australian library network through fax facilities • quiet study and work areas. 	<p>The combined library should provide the following basic set of facilities:</p> <ul style="list-style-type: none"> • circulation space • a reference section • an office for staff • storing space • an activity room for pre-schoolers • an area for group activities • table space for group and individual study • an area for the use of audio-visual equipment • a community meeting place • an area for electronic facilities, such as word processing, the transmission of faxes and e-mail, and Internet access to conduct information searches.

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
	<p>A staff workroom is essential. It should:</p> <ul style="list-style-type: none"> • be large enough for the number of staff employed (at least five square metres per person); • be separate from the public areas and screened from public view; • allow some surveillance of public areas; • allow for trolleys to be wheeled in and out. 	<p>A staff workroom is essential. It should:</p> <ul style="list-style-type: none"> • be large enough for the number of staff employed; • be separate from the public areas and screened from public view; • allow some surveillance of public areas; • allow for trolleys to be wheeled in and out.
	<p>A separate staff room with eating/cooking facilities and separate toilet facilities should be provided, of sufficient size for the number of staff employed, particularly for use during after-hours shifts.</p>	<p>A separate staff room with eating/cooking facilities and separate toilet facilities should be provided, of sufficient size for the number of staff employed, particularly for use during after-hours shifts.</p>
	<p>Toilets for the public and the disabled should be available close to the library, with adequate after-hours access.</p>	<p>Toilets for the public and the disabled should be available close to the library, with adequate after-hours access</p>
	<p>A child-care restroom should also be available within close proximity of the library.</p>	<p>A child-care restroom should also be available within close proximity of the library.</p>
	<p>A direct telephone line is essential.</p>	<p>A direct telephone line is essential.</p>

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
	A pay telephone should be available close by.	A pay telephone should be available close by.
	A secure, fireproof, after-hours return receptacle of suitable size should be provided.	A secure, fireproof, after-hours return receptacle of suitable size should be provided.
	There should be loading access for mobile or home extension services vehicles.	There should be loading access for mobile library vehicles.
	There should be an outside seating/activities area.	There should be an outside seating/activities area.
DESIGN OF LIBRARY	The building must comply with occupational health and safety acts, fire, safety, sanitary, and other state or local bylaws and regulations. It should provide appropriate access for disabled staff and users.	The building must comply with occupational health and safety acts, fire, safety, sanitary, and other state or local bylaws and regulations. It should provide appropriate access for disabled staff and users.
	The library space should be sufficient for at least five years' growth of all existing resources, including the addition of new technologies, taking into account regular rationalisation and weeding of the collection.	The size of the library should be determined after a complete community survey has been conducted. The library must be large enough to provide for the programmes and services required by the schools and the community. Provision has to be made for one or two separate rooms for information literacy education classes. These classrooms have to be large enough to accommodate whole classes from the cluster schools, and have outside doors

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
		in order to be accessible outside of school and public library hours. These rooms could double as study rooms and meeting rooms in the evening for community groups.
	The design should be flexible enough to adapt to changing circumstances.	The building plan has to be flexible enough to accommodate provision for additions in the building, in case of an expansion of services or an increase in the population.
	Lighting should be suitable for a variety of purposes, including shelving, study, reading, and viewing. This must be flexible enough to allow the re-arrangement of physical spaces. Natural lighting should be optimised. Glare on screens should be avoided.	Lighting should be suitable for a variety of purposes, including shelving, study, reading, and viewing. This must be flexible enough to allow the re-arrangement of physical spaces. Natural lighting should be optimised. Glare on screens should be avoided.
	There should be adequate open space for the movement of people and materials.	There should be adequate open space for the movement of people and materials.
	Space must be arranged in such a way that users can be assisted and supervised by staff.	Space must be arranged in such a way that users can be assisted and supervised by staff.
	Reading and study areas should be sound-proofed against noise generated in busy areas.	Reading and study areas should be sound-proofed against noise generated in busy areas.

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
	Additional shelving will be required for non-school stock.	Shelving must be sufficient for public and school library stock.
	Adequate seating space should be provided for expected number of potential users.	Adequate seating space should be provided for expected number of potential users.
	Furnishings should be attractive, durable and comfortable, and should attempt to accommodate the whole range of potential users.	Furnishings should be attractive, durable and comfortable, and should attempt to accommodate the whole range of potential users.
	Desk space should be provided for public access terminals.	Desk space should be provided for public access terminals.
	There should be a separate room for audio-visual use.	There should be a separate room for audio-visual use.
	Clear sign posting and shelf marking should be provided within the library to enable users to find particular material.	Clear sign posting and shelf marking should be provided within the library to enable users to find particular material. Provision must be made for the needs of non- and newly-literature users.
	Where the library is on more than one level, lift or ramp access should be provided. Split levels should be avoided.	Not applicable

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
	All entrances and exits should be secure. The number of entrances and exits should be not too numerous to manage securely.	All entrances and exits should be secure. The number of entrances and exits should be not too numerous to manage securely.
	Sufficient well-distributed power points, to accommodate the wiring for audio-visual equipment and computer systems, and the necessary telephone lines (including at least one direct line for modem use) should be provided.	Sufficient well-distributed power points, to accommodate the wiring for audio-visual equipment and computer systems, and the necessary telephone lines (including at least one direct line for modem use) should be provided.
	Temperature and humidity should be controlled for the benefit of users, staff and library materials.	There should be good air circulation in the library.
	The building should be carpeted.	The story-hour area should be carpeted.
	The circulation area should be designed to accommodate staff, equipment, stationery and materials, including reserved items. The design should incorporate the ergonomic use of equipment. An area should be provided for returns separate from the area for loans.	The circulation area should be designed to accommodate staff, equipment, stationery and materials, including reserved items. The design should incorporate the ergonomic use of equipment. An area should be provided for returns separate from the area for loans.
	Secure accommodation should be provided for material at risk.	Secure accommodation should be provided for material at risk.

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
FUNDING	School-community libraries are funded by the state government and by the local government authority. The state government contribution is made through the Department for Education and Children's Services (DECS) and through the Libraries Board of South Australia.	Public library-based school-community libraries are funded by the provincial LIS and provincial PED with contributions from the community and parents.
	The DECS provides the library facility, the teacher-librarian and some additional staff time determined by population size, as well as stock appropriate for a school library.	The PED provides the library facility, the public library stock, and the salary for the librarian in charge if the local council does not have the means to pay for that. The SGBs of the cluster schools budget for the school library stock.
	The Libraries Board meets the cost of providing materials to the library at a monetary amount per head of population served.	The provincial LIS develops the resource collection of the library. Different practices are followed when allocating resources. The formula used for determining the allocation could take into account factors, such as redress, accelerated development, and also performance indicators. A grading system could be used to determine the allocation of funds for resources.
	The state, through the Libraries Board, meets the full cost of the provision of centralised services, including acquisition, cataloguing and central collections of specialised materials. The most significant contribution is the provision of	The provincial LIS provides central support, such as professional advisory services, e.g. a cataloguing, classification and processing service; a collection appraisal and development service; guidance with respect to organising

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
	the state-wide Public Libraries Automated Information Network (PLAIN).	collections, database design, user surveys, information needs assessment, and questionnaire development. Other services could include: an abstracting and indexing, or clipping service; support for literature searching, repackaging of information, and the rendering of a government information services; as well as library management services.
	In areas with no fully operative local government authority, the Libraries Board also meets the cost that would have otherwise been met by the local government authority.	In areas with no fully operative local government authority, the provincial LIS meets the cost that would have otherwise been met by the local government authority.
	The local government authority contributes a minimum financial amount per thousand (or part thereof) of population in the council area (\$3,500 per thousand of population (or part thereof) in 1992-1993). This money may be used for funding, e.g. extra staffing, professional development, programmes or resources. Some councils choose to make contributions at greater than the minimum levels and/or contribute to special projects and provide non-financial support to the school-community library.	The local government authority contributes a minimum financial amount to the library as agreed upon in the joint-use agreement.

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
	the state-wide Public Libraries Automated Information Network (PLAIN).	collections, database design, user surveys, information needs assessment, and questionnaire development. Other services could include: an abstracting and indexing, or clipping service; support for literature searching, repackaging of information, and the rendering of a government information services; as well as library management services.
	In areas with no fully operative local government authority, the Libraries Board also meets the cost that would have otherwise been met by the local government authority.	In areas with no fully operative local government authority, the provincial LIS meets the cost that would have otherwise been met by the local government authority.
	The local government authority contributes a minimum financial amount per thousand (or part thereof) of population in the council area (\$3,500 per thousand of population (or part thereof) in 1992-1993). This money may be used for funding, e.g. extra staffing, professional development, programmes or resources. Some councils choose to make contributions at greater than the minimum levels and/or contribute to special projects and provide non-financial support to the school-community library.	The local government authority contributes a minimum financial amount to the library as agreed upon in the joint-use agreement.

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
PUBLIC LIBRARY STOCK	The allocation of the book stock and other materials provided to the public library by the state library is determined by the annual <i>per capita</i> materials allocation established by the Libraries Board.	Not applicable
MAINTENANCE COSTS	The costs for lighting, heating, cleaning and building repairs, are borne by the DECS.	The costs for lighting, heating, cleaning and minor building repairs, are borne by the local council unless the provincial LIS has agreed to bear the costs.
STAFFING	<p>The DECS is responsible for the appointment and salary of additional support staff according to the following formula:</p> <ul style="list-style-type: none"> • a base of ten hours per week, plus • ten hours per week for the first eighteen hundred of population served or part thereof, plus • ten hours per week for the next eighteen hundred of population served of part thereof, to a maximum of 3,600, with an additional 	The local government would normally pay the salary of the librarian in charge.

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
	<ul style="list-style-type: none"> • one hour per week for every hour, in excess of six hours, that the library is open to the public after 18h00, or at weekends. 	
	<p>The DECS pays teacher-librarian time in accordance with the DECS's teacher-librarian staffing formula for the size and type of school housing the school-community library, but with a minimum of 0.5 of a post in primary schools, and 1.0 post in high schools.</p>	<p>The PED pays the salaries of the teachers whose services are assigned on a part-time basis to the library. The staff hours assigned to the library by each school will be determined by the SMTs and SGBs of the cluster schools and must be sufficient to provide for the services to the learners and teachers of each school and for the instruction of information literacy for all classes of the cluster schools.</p>
	<p>The school provides school support officer (SSO) time to the school-community library in addition to the community library assistant. The SSOs are allocated to schools according to a formula. Their deployment is the responsibility of the principal.</p>	<p>The local community pays for the salaries of the library assistants, and will, alternatively, provide volunteer staffing to the library.</p>

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
ROLES AND RESPONSIBILITIES	Teacher-librarians play a key role in the development of information skills. Their principal role is to assist learners to become information literate by developing and facilitating learning and teaching strategies to achieve this aim.	Teacher-librarians play a key role in the development of information skills. Their principal role is to assist learners to become information literate by developing and facilitating learning and teaching strategies to achieve this aim.
	<p>Within the school context, teacher-librarians</p> <ul style="list-style-type: none"> • promote, teach and utilise information literacy by <ul style="list-style-type: none"> ➤ planning units of work in collaboration with classroom teachers to enable learners to become information literate; ➤ team teaching and by evaluating the planned units of work; • provide for resource and information service needs of staff and learners; • utilise current and emerging information technologies to provide the widest possible range of information sources for the school community. 	<p>Within the school context, teacher-librarians</p> <ul style="list-style-type: none"> • promote, teach and utilise information literacy by <ul style="list-style-type: none"> ➤ planning units of work in collaboration with classroom teachers to enable learners to become information literate; ➤ team teaching and by evaluating the planned units of work; • provide for resource and information service needs of staff and learners; • utilise current and emerging information technologies to provide the widest possible range of information sources for the school community.

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
	<p>Within the school-community library context, teacher-librarians also</p> <ul style="list-style-type: none"> • manage the collection of information resources in response to the community's needs; • introduce the community to new and emerging information technologies, and assist them in utilising these technologies to meet their needs; • contribute to the cultural ethos of the community; • act on the recommendations of the Library Board of Management; • promote the school-community library and the activities of the local council to the local community; • participate in the state-wide public libraries network. 	<p>Within the school-community library context, the teachers or teacher-librarians also assists the librarian to</p> <ul style="list-style-type: none"> • manage the collection of information resources in response to the community's needs; • introduce the community to new and emerging information technologies, and assist them in utilising these technologies to meet their needs; • contribute to the cultural ethos of the community; • act on the recommendations of the library management body; • promote the school-community library and the activities of the local council to the local community;

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
	<p>Principals of schools incorporating school-community libraries should:</p> <ul style="list-style-type: none"> • manage the performance of all library staff; • contribute to the operation of the Library Board of Management; • understand, support and promote the unique service provided through the school-community library. 	<p>Principals of schools incorporating school-community libraries should:</p> <ul style="list-style-type: none"> • manage the performance of all library staff; • contribute to the operation of the library management body, e.g. the Library Committee; • understand, support and promote the unique service provided through the school-community library.
	<p>Support staff in school-community libraries work under the direction of the teacher-librarian to</p> <ul style="list-style-type: none"> • assist users in the selection and use of resources; • participate in the selection and maintenance of the information resources; • assist in the presentation and promotion of the school-community library. 	<p>Support staff in school-community libraries work under the direction of the librarian to</p> <ul style="list-style-type: none"> • assist users in the selection and use of resources; • participate in the selection and maintenance of the information resources; • assist in the presentation and promotion of the school-community library in the community.

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
AGREEMENTS	<p>The combined library must be managed in accordance with a formal agreement between the co-operating authorities. The agreement has to include:</p> <ul style="list-style-type: none"> • funding arrangements, covering initial capital and establishment costs, replacement costs, and recurrent costs. All parties' responsibilities and commitments, in relation to both initial and ongoing expenditure, have to be clearly defined. The agreement should be regularly reviewed and evaluated; • details relating to the establishment, structure and powers of the Library Board of Management; • matters relating to the building, e.g. the size, which should, at least, be the sum of the floor areas of the separate facilities; and the need for spaces and equipment for different uses by different groups; • the conditions of ownership of land, buildings and materials; • responsibility for insurance and maintenance; 	<ul style="list-style-type: none"> • The combined library must be managed in accordance with a formal agreement between the co-operating authorities. The agreement has to include: • funding arrangements, covering initial capital and establishment costs, replacement costs, and recurrent costs. All parties' responsibilities and commitments, in relation to both initial and ongoing expenditure, have to be clearly defined. The agreement should be regularly reviewed and evaluated; • details relating to the establishment, structure and powers of the Library Committee or Board of Management; • matters relating to the building, e.g. the size, which should, at least, be the sum of the floor areas of the separate facilities; and the need for spaces and equipment for different uses by different groups; • the conditions of ownership of land, buildings and materials; • responsibility for insurance and maintenance;

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
	<ul style="list-style-type: none"> • the process for resolving conflict within the the means for identifying the total staffing needs and the contributions of each partner; the process for evaluation of the services; • the process for changing or terminating the agreement; • the arrangements for the disposal or alternative use of the venue; • details of the land and plans, attached as a schedule (if the joint-use library and information service involves a new building). 	<ul style="list-style-type: none"> • the process for resolving conflict within the the means for identifying the total staffing needs and the contributions of each partner; • the process for evaluation of the services; • the process for changing or terminating the agreement; • the arrangements for the disposal or alternative use of the venue; • details of the land and plans, attached as a schedule (if the joint-use library and information service involves a new building).
MANAGEMENT BODY	The school-community library is administered at the local level by a Library Board of Management, which develops ongoing policy for its operation, determines goals and budget priorities, and manages its affairs within the Guidelines.	The school-community library is administered at the local level by a Library Committee or Board of Management, which develops ongoing policy for its operation, determines goals and budget priorities, and manages its affairs according to government policy and local needs.
	The local Library Board of Management should operate under a formal constitution based on the model provided by the School Community Libraries Committee.	The local Library Board of Management should operate under a formal constitution.

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
	The Library Board of Management should determine policy rather than become involved in administration.	The Library Board of Management should determine policy rather than become involved in day-to-day administration.
	The Board has a responsibility to develop, maintain and monitor a strategic plan which reflects the relevant priorities of the local government authority and the school.	The Board has a responsibility to develop, maintain and monitor a strategic plan which reflects the relevant priorities of the local government and the needs of the schools and the community.
	The Board should ensure that the community has a co-ordinated and focused plan, relating to information provision, there needs to be full and continuing consultation between all the bodies represented on the Board.	The Board should ensure that the community has a co-ordinated and focused plan, relating to information provision, there needs to be full and continuing consultation between all the bodies represented on the Board.
	The composition of the Library Board of Management must include the school principal (or his nominee), and the teacher-librarian, as executive officer, together with members of the school community and nominees of local government. Any library staff, including teacher-librarians, may attend Board meetings, but only in an <i>ex-officio</i> , non-voting capacity.	The composition of the Library Board of Management must include the school principals of the cluster schools (or their nominees), and librarian, as executive officer, together with members of the school and general community and nominees of local government. Any library staff, including teacher-librarians, may attend Board meetings, but only in an <i>ex-officio</i> , non-voting capacity.

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
	The local Board of Management elects its own chairperson, but it is recommended that the chairperson not be an employee of either DECS or of the local council involved.	The local Board of Management elects its own chairperson, but it is recommended that the chairperson not be an employee of either the PED or of the local council involved.
	Duration of office for elected or nominated members of the Library Board of Management should be for definite periods as determined locally.	Duration of office for elected or nominated members of the Library Board of Management should be for definite periods as determined locally.
FUNCTIONS OF MANAGING BODY	<p>The Board in consultation with the teacher-librarian</p> <ul style="list-style-type: none"> • determines the hours of public use; • monitors the staffing requirements for the library and makes recommendations for additional staff to DECS; • is represented on the interviewing panel for the employment of the community library assistant(s); • promotes the library in the community; • determines the library needs of the local community and makes appropriate decisions about the library service; • determines and manages the library's 	<p>The Board in consultation with the librarian</p> <ul style="list-style-type: none"> • determines the hours of public use; • monitors the staffing requirements for the library and makes recommendations for additional staff to the PED, provincial LIS and the local council; • is represented on the interviewing panel for the employment of the community library assistant(s); • promotes the library in the community; • determines the library needs of the local community and makes appropriate decisions about the library service; • determines and manages the library's

MANAGEMENT AREAS	GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA	GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA
	<p>operating budget;</p> <ul style="list-style-type: none"> • provides for community access to information; • submits audited statements of expenditure to the Libraries Board and local government authority annually; • provides statistical reports to the Libraries Board and local government authority as required; • meets regularly, at least once per school term, to consider the business of the school-community library and to plan for future development; • reviews annually the operation of the library and implements changes as required within the framework of the Guidelines; • consults with and reports back to the bodies which they represent. 	<p>operating budget;</p> <ul style="list-style-type: none"> • provides for community access to information; • submits audited statements of expenditure to the provincial LIS and local government authority annually; • provides statistical reports to the provincial LIS and local government authority as required; • meets regularly, at least once per school term, to consider the business of the school-community library and to plan for future development; • reviews annually the operation of the library and implements changes as required. • consults with and reports back to the bodies which they represent.
LINES OF AUTHORITY	The teacher-librarian is responsible to the local Library Board of Management and to the principal of the school for different aspects of the management of the library.	The librarian is responsible to the local Library Board of Management and to the local council or provincial LIS for different aspects of the management of the library.

MANAGEMENT AREAS	<i>GUIDELINES FOR SCHOOL-COMMUNITY LIBRARIES IN RURAL AREAS OF SOUTH AUSTRALIA</i>	<i>GUIDELINES FOR PUBLIC LIBRARY-BASED SCHOOL-COMMUNITY LIBRARIES IN RURAL, TRIBAL AREAS IN SOUTH AFRICA</i>
	There should be direct two-way communication between the teacher-librarian in charge and PLAIN Central Services (the body which acts for the Libraries Board of South Australia).	There should be direct two-way communication between the librarian in charge and the provincial LIS.
	The community library assistant is responsible to the teacher-librarian for carrying out the policy of the library in relation to the public.	The community library assistants are responsible to the librarian for carrying out the policy of the library in relation to the public,
	The library's school support officer is responsible to the teacher-librarian for carrying out the policy of the library in relation to the school community.	Not applicable
ADMINISTRATION AND ORGANISATION	A school-community library policy and procedures manual, ratified by staff and the Board and presented to the local government authority, should be maintained.	A school-community library policy and procedures manual, ratified by staff and the Board and presented to the local government authority, should be maintained.
	School library stock should be supplied and maintained as for a normal school library. The school principal, on the advice of the teacher-librarian, will be responsible for determining the level of availability to the public of school materials, including determining whether parts of the school library stock will temporarily be	School library stock should be supplied and maintained as for a normal school library. The school principals, on the advice of the teacher-librarians, will be responsible for determining the level of availability to the public of school materials, including determining whether parts of the school library stock will temporarily be

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	unavailable or available only for short term loan.	unavailable or available only for short term loan.
	The teacher-librarian will be responsible for exercising normal professional discretion in issuing adult books to children.	The librarian will be responsible for exercising normal professional discretion in issuing adult books to children.
SELECTION OF PUBLIC LIBRARY MATERIALS	Library materials are selected, according to a purchasing budget determined by the funding arrangements, by each school-community library from the collated and annotated publication information which is prepared by staff at PLAIN Central Services and made available on PLAIN. The librarian ensures a balanced selection, taking into account local needs.	Library materials for the community are selected, according to a purchasing budget, in consultation with the provincial LIS. The librarian ensures a balanced selection, taking into account local needs.
COLLECTION DEVELOPMENT	Funding provided by the Libraries Board is primarily designed to enable the acquisition of materials not represented in the normal age group for the school, i.e. it is not intended to replace the provision of regular materials for the school's normal curriculum requirements.	Information resources provided by the provincial LIS is primarily for the age group not represented in the normal age group for the school, i.e. it is not intended to replace the provision of regular materials for the school's normal curriculum
	The Libraries Board annually determines a percentage of the library's financial allocation which may be used for local purchase of library materials at the discretion of the librarian.	Not applicable

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	<p>These materials are for local use and for meeting immediate needs. Newspapers, periodicals and audio cassettes (other than talking books) are not available through the centralised purchase service on PLAIN.</p>	
CATALOGUING	<p>Selected materials for stock to be catalogued are compiled into central orders and acquired and paid for by PLAIN Central Services. The cataloguing records are verified or created centrally, and cataloguing products are provided to the library.</p>	<p>Materials selected for the community are catalogued and processed are by the provincial LIS. The cataloguing records are verified or created centrally, and cataloguing products are provided to the library.</p>
HOURS OF OPENING	<p>Hours of opening for the public, outside of school hours, will be decided by the local Library Board of Management. School-community libraries will be accessible to the public during normal school hours and for an additional six hour per week (minimum) at times which will ensure community accessibility to the library.</p>	<p>Hours of opening for the community and the school learners and teachers will be decided by the local Library Board of Management and will ensure community accessibility to the library.</p>
	<p>The opening times should meet the needs of the local community.</p>	<p>The opening times should meet the needs of the local community.</p>
LIBRARY MEMBERSHIP	<p>In general, there would be no restriction on membership of a school-community library, but the local Library Board of Management would</p>	<p>In general, there would be no restriction on membership of a school-community library, but the local Library Board of Management would</p>

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	have the right to cancel membership if the regulations under the Libraries Act, 1982, are infringed.	have the right to cancel membership if the regulations of the library are infringed.
USER FEES	Membership will be without charge, but, where in the opinion of the local Library Board of Management it is necessary, charges may be made for additional services.	Membership will be without charge, but, where in the opinion of the local Library Board of Management it is necessary, charges may be made for additional services.
LOST MATERIALS	Borrowers would be held responsible, by the local Library Board of Management, for library materials lost or damaged.	Borrowers would be held responsible, by the local Library Board of Management, for library materials lost or damaged.
INTERLIBRARY LOANS	Materials acquired through PLAIN Central Services are placed on PLAIN and are available to all public libraries in South Australia. The school-community library is expected to respond to requests for interlibrary loans, or in the case of the State Library, document delivery, from its collection, in accordance with the Chief Librarians Association of South Australia Inter-Library Loans Policy.	Materials acquired through the provincial LIS are available to all public libraries in the relevant province. The school-community library is expected to respond to requests for interlibrary loans.
	The school-community library has the right to access the collections of all public libraries in the state, including the State Library, and may request interlibrary loans.	The school-community library has the right to access the collections of all public libraries in the province or country and may request interlibrary loans.