WORK SMARTER

Introduction
Welcome to the online Work Smarter training programme. Participants are being offered an enjoyable and rewarding programme of learning and experience which will lead to a certificate of participation from the School Library Association.

This training is provided by Sarah Pavey, MSc FCLIP. Sarah has a degree in Biochemistry and a Masters in Information Science. She worked as a school librarian for over 15 years in the UK, both in independent and maintained schools. She was formerly librarian at Box Hill School in Surrey and is now working as an independent Library Consultant. Sarah conducts regular training events for CILIP, School Library Association, Special Schools and Academies Trust and International Baccalaureate in both the primary and secondary sectors. She is co-author of *The Innovative School Librarian* (Facet, 2009) and the 2nd edition (Facet 2016) has spoken at numerous library conferences.

Benefits to the participants
The opportunity to gain knowledge and to put it to practical use in your school library. This will result in a deeper understanding of the techniques you can introduce to enable you to work at delivering more impact in a stress free environment.

Benefits to the school
The SLA offers practical training, advice and support to your library co-ordinator. The Work Smarter training will show participants how to tweak their job description in order to make the job less stressful and more purposeful. It will also cover longer term planning to fit with the aims and ethos of the school. Behaviour management is another area which may place library staff under stress and this course will look at the psychology and offer practical solutions to keep this under control. Overall this course is designed to make library staff more visible and valuable to the school community and to enable them to work delivering more impact in a stress free environment.

Who is eligible to apply?
Anyone who has responsibility for a school library.

How much does it cost?
The course costs £50.00 (for SLA members) and £150.00 (for non members). You can pay by BACS, credit card or cheque. We will raise an invoice to cover the amount due as soon as we receive your enrolment form. On receipt of your enrolment form the SLA will confirm login details. Participants are asked not to share their login details with anyone else.

Upon completion, please contact the SLA office to request a certificate of participation which will be issued free-of-charge.

See overleaf for information about what is covered in each module   →   →   →

Module One: Writing an effective job description

This module considers how the role of librarian often changes as a school develops and why job descriptions need to reflect this. This module will cover analysing our role and fitting the tasks required into a meaningful, realistic and achievable job description. This can then be used as a working document and/or discussion document by all, and so support the aims of the school and learning outcomes for students. In Module Two we will see how this structure can be expanded into a strategic development plan.

Module Two: Development planning the SMART way

In this module, we will be using SMART targets to write a plan for your library that fits with the aims and objectives of your school. This will involve practical exercises and business techniques such as SWOT analysis to help you formulate a working document.

Module Three: Dealing with being under pressure

We have seen from Module One the range of tasks that a librarian might have to cover as part of their job and in Module Two we have explored the need for good communication and forward planning as part of a team. Inevitably there will be times when we feel downhearted and frustrated because things are not going well. This module will consider how to minimise these episodes and how to cope with them when they do occur and so reduce our stress levels.

Module Four: Time management, demands and change

In Module Three we discovered what factors can trigger stress to a level such that it impacts on our health and how we might combat it. In this module, we will consider three triggers in more depth – lack of time, excessive or inappropriate demands and change within our own job or the whole school community. These three aspects are known to hold most responsibility for causing stress in the workplace and by learning to keep them under control we can work SMARTer and achieve outcomes we desire.

Module Five: Communication with students

This module considers how we interact with students in the library – either informally at break and lunchtimes or during lessons. Having a more open space can cause issues as students may not be aware of differing boundaries at different times of the day. We will learn about some of the theory behind behaviour management and show how this can be put into practice. We will concentrate on how conflicts can arise and how to handle them because for the majority there will be few difficulties in day to day communication. In the final Module Six we will see how communication skills can be used with effect for adults in our wider school community such as teachers, support staff, senior leaders, governors or parents.

Module Six: Communication with adults in the wider school community

This final module considers our relationships with other adults in the school community such as senior leaders, teachers, support staff, governors and parents. We are part of a team and the way in which we participate and interact to meet the overall needs of the school is important. If this is relationship is positive then the library will be viewed as playing an essential role and is more likely to be supported. We, in turn, will find our SMART targets easier to reach.