

Managing the School Library Collection for Ease of Access in the Foundation Phase School Library

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ABSTRACT The purpose of this study is to investigate teachers' views about accessing school library collections used in teaching learner in the foundation phase. A qualitative research method was employed based on the nature of the study. The target population included Foundation Phase teacher librarians. Eight schools were selected purposively from Vhembe District. Eight participants were sampled by virtue of their being teacher librarians serving in the Foundation Phase school libraries. Data were gathered by means of individual interviews and observation. This study revealed that teacher librarian's encounter challenges in as far as managing library collections that are not well-arranged for ease of access by both teachers and learners. As a result, this leads to school library collections not effectively used. The paper recommends that all teacher librarians be trained on all library activities so that they will be able to perform their tasks effectively. The Department of Basic Education (DBE) must develop regular workshops and short courses for teacher librarians to train them on how to arrange books to facilitate ease of access.