ALESSANDRO
AGUSTONI
12.11.2026
14:49:51
GMT+01:00

All.1_ domande contenute nelle 5 buste

Busta n. 1

1) Quali azioni trasversali del sistema bibliotecario possono essere utili a promuovere la lettura in famiglia, fin da piccoli?
2) Nell'ambito dei processi partecipativi, come definirebbe il termine "consultazione"? Quali attenzioni metodologiche rendono una consultazione un buon livello di coinvolgimento attivo della cittadinanza? Facendo riferimento alle sue ultime esperienze di lavoro in biblioteca per cosa è come proporre una consultazione degli utenti?
3) Quali sono gli obblighi di trasparenza per un'azienda come CUBI e quali di questi possono essere utilizzati come opportunità di comunicazione?
4) Legga e traduca il brano allegato.
5) Quali ritiene essere le soft skill più preziose per il ruolo oggetto di bando, quali di queste ritiene di possedere e quali no?

Busta n. 2

1) Cosa possono fare le biblioteche per sostenere il ruolo educativo dei genitori?
2) Conosce il termine "patto di collaborazione"? Considera appropriato applicare un patto di collaborazione alla biblioteca di pubblica lettura? Se sì, perché? Se no, perché?
3) Il piano triennale di prevenzione della corruzione e della trasparenza: se ne delineino gli obblighi normativi e se ne commentino le opportunità nel migliorare l'efficacia gestionale dell'azienda.
4) Legga e traduca il brano allegato.
5) Quali ritiene essere le soft skill più preziose per il ruolo oggetto di bando, quali di queste ritiene di possedere e quali no?

Busta n. 3

1) Quali sinergie ricercare per promuovere l'uso delle biblioteche da parte dei bambini fin da piccoli?
2) Scelga una di queste tecniche/metodologie/attività, ne dia una definizione e proponga un suo utilizzo in biblioteca immaginando un target specifico: Open Space Technology / Out-reach / Planning for Real.
3) Quali elementi dovrebbe contenere la sezione amministrazione trasparente di un'azienda come CUBI e quali modelli sceglierebbe per valorizzarne i contenuti?
4) Legga e traduca il brano allegato.
5) Quali ritiene essere le soft skill più preziose per il ruolo oggetto di bando, quali di queste ritiene di possedere e quali no?

All.2_ brani in inglese contenuti nelle 3 buste

Busta n. 1

Ethical standards and values Children's librarians have a responsibility to maintain high ethical standards in their work with children, their families, other members of staff and partner organisations in the community. All children and young adults in the community should be dealt with on an equal basis regardless of their abilities and background. Children's librarians are committed to equal and free access to information, knowledge and services. This is exemplified in the IFLA Global Vision Report Summary. They should demonstrate cultural competence and not allow personal attitudes and opinions to determine which children in the local community are served, which programmes are offered or how materials are selected, displayed and made available for use. The IFLA Code of Ethics and Professional Conduct , endorsed by the IFLA Governing Board in 2012, is offered as a series of ethical propositions for the guidance of individual librarians and other information workers. It applies of course to children's librarians and covers these areas: • Access to information

- Responsibilities towards individuals and society
- Privacy, secrecy and transparency
- Open access and intellectual property
- Neutrality, personal integrity and professional skills
- Colleague and employer/employee relationship
- For examples and more information please view the document

The IFLA Freedom of Access to Information and Freedom of Expression (FAIFE) Advisory Committee has collected more than 60 professional codes of ethics for librarians from around the world. These guidelines customarily are adopted by national library or librarian associations or in some cases implemented by government agencies. The core values of equity of access to recorded knowledge and information and intellectual freedom are embodied in Article 19 of the Universal Declaration of Human Rights and in the core values of IFLA.

Busta n. 2

Public libraries are a crucial partner in the local community because of their widespread and welcoming, accessible infrastructure. Building effective and sustainable partnerships can help to ensure the best facilities, services, and opportunities for children of all abilities in the community. Children's librarians should work collaboratively and develop strong partnerships with other community agencies and stakeholders in lifelong learning and education to achieve the best possible participation and engagement of the communities. Partnerships may be in place at a strategic level, where organisations or 9 agencies have a policy directive to collaborate in order to achieve shared agendas. Librarians have a tradition of collaborating amongst each other and with other practitioners and developing communities of practice. Children's librarians should have a good knowledge of their client groups and work to support the needs of their diverse communities. They are recognized for being good at engaging with 'hard-to-reach' groups, and successfully building partnerships, based on reading and family learning, as well as the expressed needs of the community. Local community characteristics may change over time, but the need for building partnerships and sustaining networks remains a constant. Adopting a community-led approach can help to change the way librarians engage so that planning and decision making is collaborative and participatory. Library staff should have the ability to create partnerships among other groups in the community that address needs of children. Research evidence shows that library service naturally connects to the work of institutions in a community, such as schools, youth work, hospitals (doctors and paediatricians) and other health care centres, social services, local business, cultural and arts groups, the voluntary sector and other non-profit organisations. Collaborating with each of these sectors adds much value, especially when involved in reading promotion activities for children and their families or when addressing barriers to access in the community. Outreach to community partners will expand the reach of the library to connect with new audiences and more potential users. This can lead to the development and provision of new and improved services to help meet the needs of children and families in the community. Involving local community organisations offers the opportunity for children's librarians to:

- Accurately define the profile of children being served
- Identify at the local level the needs and priorities of the linguistically, economically and culturally diverse community members
- Provide promotional opportunities for new and existing programmes, both at the library and the partner organizations
- Be in partnerships that serve all partners well.

Busta n. 3

Children's libraries should provide a variety of developmentally appropriate materials in a variety of formats and to meet the needs of all age groups. There are no universal standards for the size and content of children's library collections. Collections and services should include all types of appropriate media and modern technologies as well as traditional materials. A wide range of opinions, values and views should be reflected in the library stock and online accessible materials. All communities that are served by the public library should have representation in the resources of the children's library. Children and their 10 families should be involved in choosing materials. The collection should be appealing, current, in good condition and organised in a way that is intuitive to children.

The content of materials should be diverse and locally relevant for example,

- Materials in all local languages spoken in the community
- Materials created by local authors and illustrators
- Resources that support local school needs

Diversity should be represented in the resources available by providing materials that:

- Reflect inclusiveness for example, diversity in gender identity, abilities, socioeconomic backgrounds, sexual orientation and family compositions
- Are balanced in their representation of gender and race

One source for collection development, IFLA's The World Through Picture Books provides a selection of picture books from around the world, chosen by librarians. It is important that library collections are reviewed and developed on an ongoing basis to ensure that all children in the community have a choice of high-quality new materials and resources which reflect the local community culture, as well as the world. This will include multicultural materials and resources for children with disabilities, LGBTQ+ children, making friends and anti-bullying. For example, a story with a character with a disability can help a child with a disability see themselves reflected in a positive way and provide all children with insights into life experiences they may not have had.

The following categories of library materials may be provided in a typical children's library, although this list is not exhaustive:

- Fiction and non-fiction to suit all ages
- Reference works
- Resources in the primary language of the community
- Resources in minority languages in the community
- Computer games
- Toys
- Games and puzzles
- Musical instruments
- Study materials
- Audio books
- Sensory materials
- Treasure baskets for babies
- Equipment, tools and materials for Makerspace programming
- Working in partnership with other community organisations, libraries can circulate resources such as developmental learning materials, for example, DVDs in sign language or books in Braille.