



School Library

Collection Policy Guidelines

Heaton Public School

Policy Created: January 2018 – Emma Christensen



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1.0 Introduction

This policy is intended to inform school library users and the community about the types of resources in the library, funding, access, selection, acquisition, weeding, evaluation and challenges to resources. It is designed to outline the decisions made within the school library and who makes these decisions. It justifies the decisions made and should act as a reference for school library management and procedures.

(Debowski, 2001a)

1.1 Library Vision

To instill in our students the joy of reading, the love of learning and the quest for knowledge.

1.2 Library Mission

Heaton Public School Library provides a well-resourced and welcoming learning hub, which promotes a love of literature and fosters the development of information skills for life-long learning. It supports teachers' professional development and curriculum needs by supplying and maintaining relevant resources.

1.3 Library Lessons

Each week, every class has the opportunity to take part in library lessons. During these lessons, students are able to:

- Borrow and return books
- Develop a love of reading and discover new literature
- Study authors and illustrators
- Develop research skills and information literacy (being able to find, use, create and share information)
- Learn about copyright, navigate books and websites to find information, use key words to answer questions and make notes.



1.4 Staff Roles

The school library is currently entitled to a qualified teacher-librarian 2 days per week. The library is opened for students at least two lunchtimes each week, excluding wet-weather days. Teachers have access to the collection at all times during the week.

Teacher Librarian – Miss Emma Christensen

The role of the teacher librarian includes the following:

- Teaching and learning – information skills
- Curriculum support (including collaboration, curriculum planning and program development)
- Literature promotion
- Library management including
 - library budgeting
 - selection and culling
 - ordering and acquisitions
 - cataloguing and classification using the Schools Catalogue Information Service
 - processing of materials
 - circulation
 - stock control

(NSW DET, 2016; Doonside Public School, 2016)

Library Assistant – Mrs Kylie Majer

The role of the library assistant includes the following:

- Assisting the teacher librarian to complete various management tasks including
 - selection and culling
 - ordering and acquisitions
 - cataloguing and classification using the Schools Catalogue Information Service
 - processing of materials
 - circulation



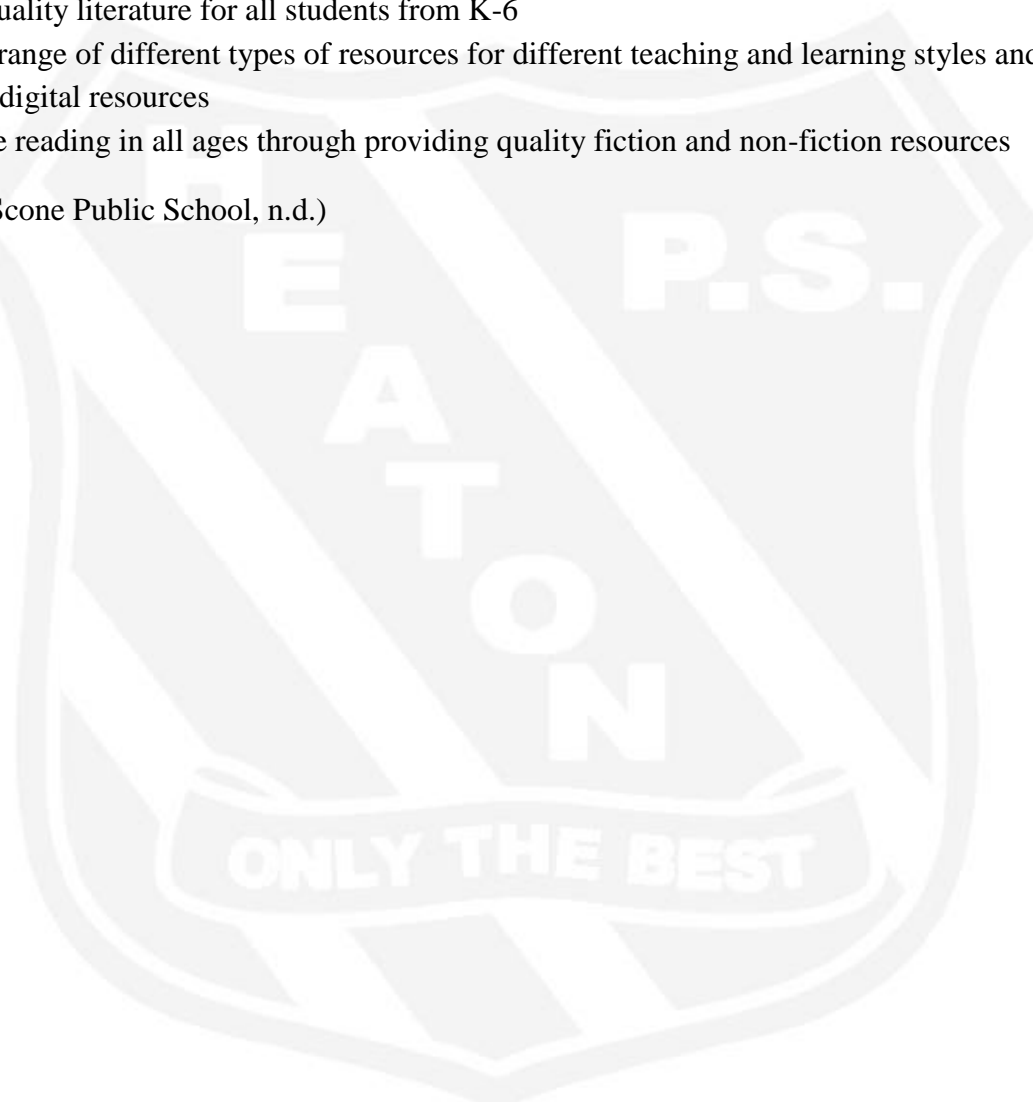
2.0 Purposes and goals of the collection

The school library collection is intended to support students and staff with teaching and learning.

The collection should

- Cater for all student abilities
- Provide teachers and students with resources to support effective teaching and learning across the K-6 NSW DET curriculum including curriculum based units of work
- Contain quality literature for all students from K-6
- Include a range of different types of resources for different teaching and learning styles and activities including digital resources
- Encourage reading in all ages through providing quality fiction and non-fiction resources

(Dawson, 2010; Scone Public School, n.d.)



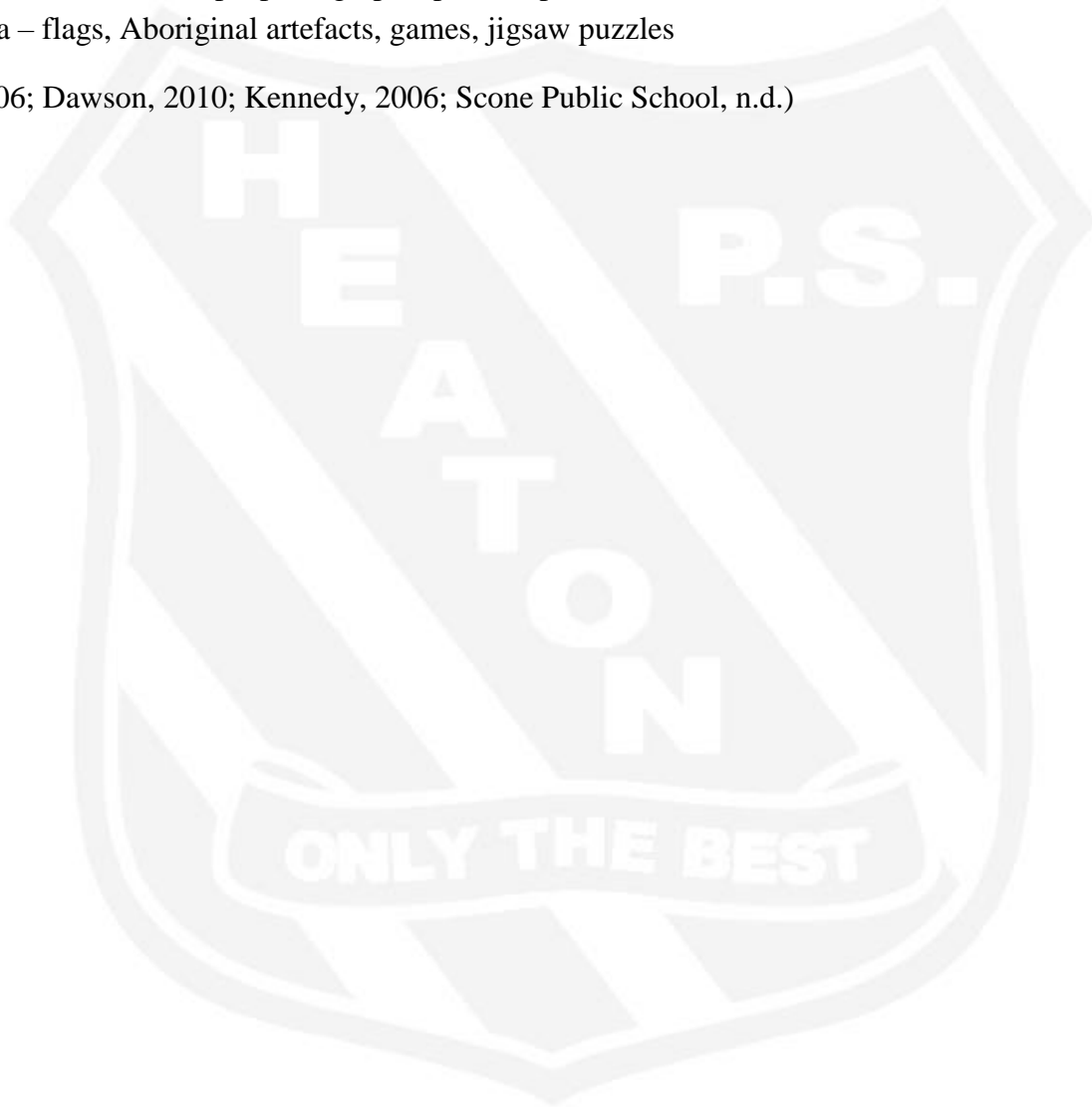


3.0 Types of resources and nature of the collection

The collection should contain a variety of different types of resources to cater for the wide range of teaching and learning styles and activities.

- Print: junior and senior picture books, junior and senior fiction books, non-fiction books, reference books, teacher reference books, big books
- Digital: e-books, websites, DVDs, audio CDs, CD-ROMs
- Graphic resources: maps, photographs, posters, pictures, charts
- Realia – flags, Aboriginal artefacts, games, jigsaw puzzles

(Credaro, 2006; Dawson, 2010; Kennedy, 2006; Scone Public School, n.d.)





4.0 Access to digital and online resources

Access will be provided to digital and online resources through the school intranet and/or the library website. Students can access these resources through their own personal or school logins. Digital resources such as CD-ROMs will only be available for use at school under supervision due to their delicate nature and cost to replace. Access to World Book Online and Storybox Library will be online through school login and password.

(Credaro, 2006; Koehn & Hawamdeh, 2010; Pomerantz, 2010)





5.0 Funding the Collection

Sufficient funding is vital to the success of the school library collection. Funds are allocated from the school budget according to the principal's discretion. Where possible, funds may also come from other sources – such as P&C or available grants.

(Wall & Ryan, 2010)

5.1 Budget responsibility

The school library collection budget is the responsibility of the teacher librarian due to their knowledge of the resources required in the library. The principal is required to approve of proposed budget allocations and review budget spending each year.

(Debowski, 2001b; Enfield Public School, 2012)

5.2 Budget reporting

A proposed budget should be prepared and given to the principal by the end of November each year. The budget request will be developed based on gaps in the collection that need to be filled in order to allow teachers and students to adequately access the curriculum. Budgets should outline specific needs of each area through a program budget format. This will highlight the expected number of resources required in each area and the subsequent expected cost. Projected budgets for future years should also be developed, including per-pupil expenditure. What has been spent from the budget throughout the year should be reported each term to the principal for review.

(Debowski, 2001b; Lamb & Johnson, 2007; Wall & Ryan, 2010)



6.0 Selection

6.1 Selection responsibility

The teacher librarian (TL), as the information and technology specialist within the school, is ultimately responsible for the selection of new resources in the library. The TL has extensive knowledge of the curriculum, existing resources in the collection, and relevant resources that are available through suppliers. The TL will consult and take suggestions from teachers, students and the school community. A request form is available (see Appendix B) to allow a resource to be given consideration for purchase.

(Credaro, 2006; Dawson, 2010; Kennedy, 2006)

6.2 Selection criteria

Selection criteria are used by the teacher librarian to make selection decisions. The selection criteria are based on the goals and purposes of the school library collection. The following are general selection criteria and will be used to assess the suitability of an item for inclusion in the collection. Additional criteria may be referred to when selecting resources in a particular format, such as websites and digital resources. An item does not need to meet every requirement.

- Relevance to the current/future curriculum
- Price – the resource should provide value for money, and potentially be a long-term collection item
- Suitability of format for intended use, including the age group
- Currency of information
- Fills an identified need in the collection
- Quality of the resource – physical as well as accuracy and reliability of information
- Popular demand
- Reputation of author
- Appropriate reading level and/or subject matter for intended audience
- Accessibility of the resource (particularly for digital resources)
- Teacher resources which support best practice and professional development

(Credaro, 2006; Dawson, 2010; Doran, n.d.; Hughes-Hassell & Mancall, 2005; Kennedy, 2006; Scone Public School, n.d.)

6.3 Selection aids

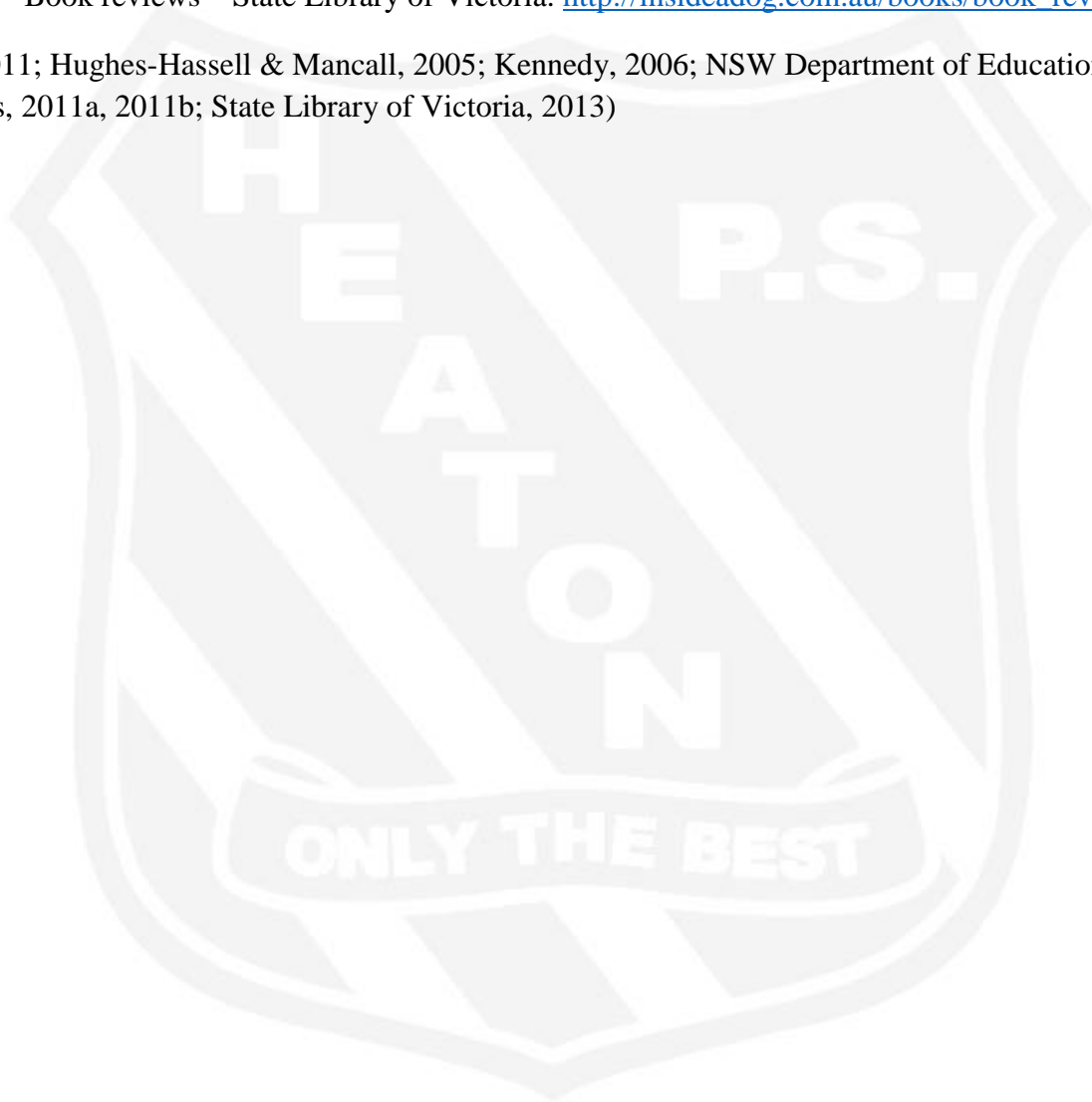
Various methods of selection will be utilised to ensure that an appropriate range of quality resources are added to the collection. These selection aids will be used to find quality resources that can then be assessed against the selection criteria and the teacher librarian's judgement.

- Suggestions and requests from staff, students and parents
- Lists of children's literary awards, including Children's Book of the Year Awards
- Bookseller listings
- Publisher's catalogues
- Reviews in professional journals (eg. Scan) and newspapers



- Standing orders
- Curriculum requirements
- Premier's Reading Challenge
- Online selection tools provide subject listings and general listings, including:
 - DET resources review website. <http://www.schools.nsw.edu.au/resourcereviews/>
 - Selection tools directory. <http://www.sldirectory.com/libsf/resf/selection.html#to>
 - SCAN. <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/index.htm>
 - Book reviews – State Library of Victoria. http://insideadog.com.au/books/book_reviews.php

(Bertland, 2011; Hughes-Hassell & Mancall, 2005; Kennedy, 2006; NSW Department of Education and Communities, 2011a, 2011b; State Library of Victoria, 2013)





7.0 Acquisition

Resources will only be acquired if they meet selection criteria and the goals of the collection. Wherever possible, the item will be physically examined prior to purchase. Funds must be available before a purchase is made. Websites will be added to the school library website by the teacher librarian.

(Debowski, 2001b; Doran, n.d.)

7.1 Suppliers

Only approved suppliers will be used for library purchases. The supplier will need to demonstrate reliability, quality resources, reasonable delivery time and good customer service. Each new supplier will be checked against these criteria before being included as an approved supplier. Different suppliers will be used to ensure that quality resources are purchased at a reasonable price. Websites such as <http://booko.com.au/> will be used to assist with pricing.

(Debowski, 2001b; Doran, n.d.; Kennedy, 2006; Scone Public School, n.d.; Unknown, n.d.)

7.2 Donations & Gifts

Gifts and donated items will be gratefully accepted under the following conditions:

- The item will be subjected to selection criteria (5.2) in the collection policy. From this it will either be accepted or rejected.
- The Teacher Librarian has the authority to reject the item if it is deemed unfit for the collection as per weeding criteria (7.1) in the collection policy.

(Debowski, 2001a; Enfield Public School, 2012)

7.3 Lost/damaged items

All users, including teachers who lose or damage a library item beyond repair will be subject to penalties. They will be notified and charged accordingly - a total replacement cost for items under 5 years old, or 50% of the cost for items over 5 years old. If an item is lost from a bulk loan to a teacher for class use, the teacher will not be held responsible for payment.

(Dawson, 2010; Debowski, 2001a; Scone Public School, n.d.)



8.0 Weeding

Weeding, or deselection, will be undertaken on a rotational basis, with the teacher librarian responsible for final decisions on items to be weeded. It will be conducted regularly and this review of resources ensures that the collection is kept user-friendly, up to date, relevant, accurate and looking attractive to encourage use.

(Baumbach & Miller, 2006)

8.1 Weeding criteria

Weeding criteria are essential to ensure that the quality of the library collection is maintained. The following are reasons why a resource would be weeded from the collection.

- Obsolete and/or contains inaccurate information
- Torn or damaged beyond repair
- No longer supports curriculum or is irrelevant
- Lack of use – if an item has not been in circulation for 5 years. Exceptions may be made upon considering in-house use, or if the item is considered rare, of historical or classical value, or if the item contributes to the balance of the collection
- Inappropriate to students
- Superseded by new editions

(Dawson, 2010; Hughes-Hassell & Mancall, 2005; Kennedy, 2006)

8.2 Disposal of weeded material

Different methods of disposing of the weeded materials will be implemented, depending on the item to be disposed of. Some will be destroyed, while some may be suitable for donation to charitable organisations. Others may be placed in storage if they are not expected to be required frequently, but may be needed in the future. Websites with links that no longer work will be deleted from the collection.

(Baumbach & Miller, 2006; Kennedy, 2006)

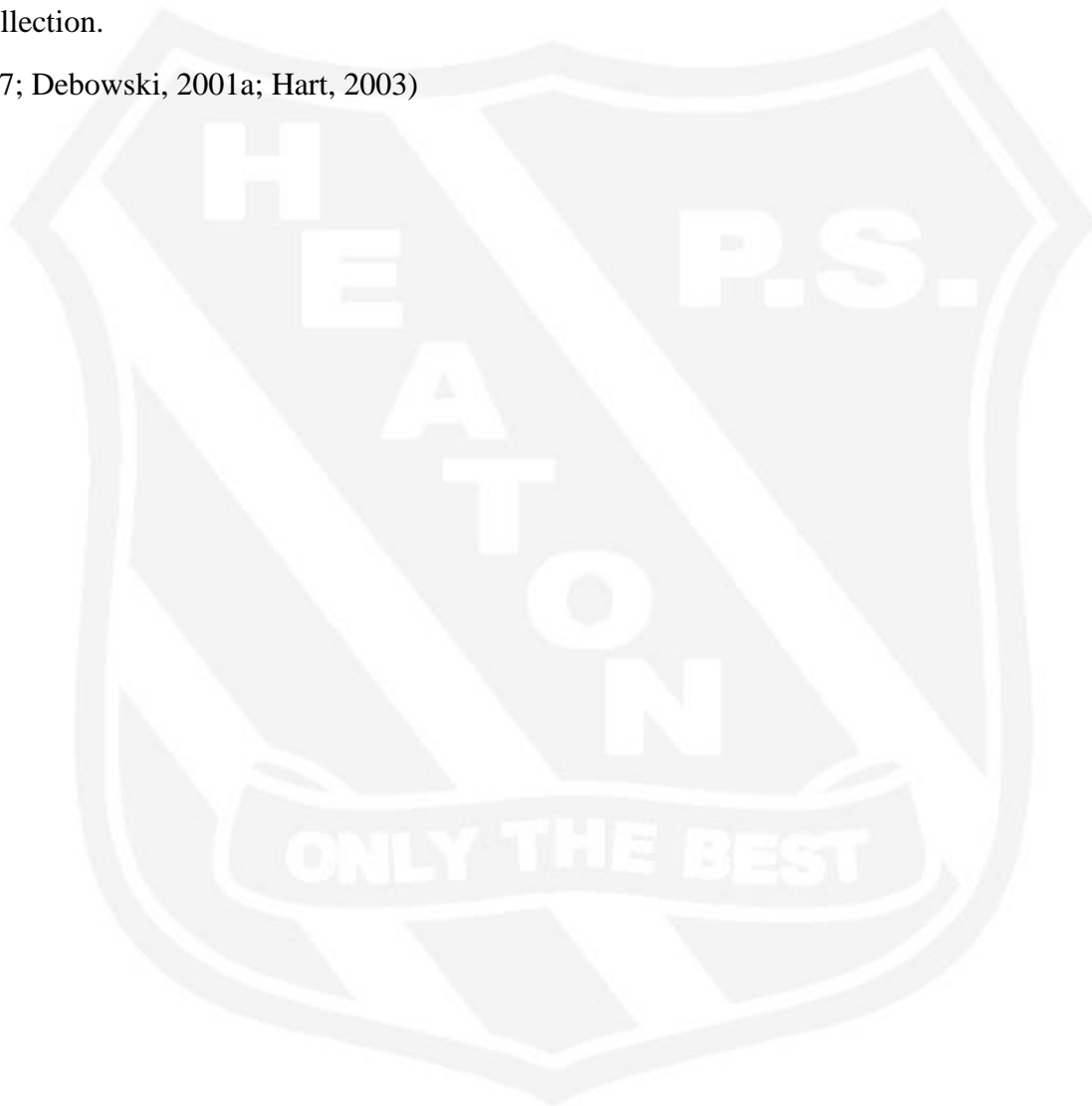


9.0 Evaluation of the collection

Regular and ongoing evaluation of the collection is essential to ensure that the collection is meeting its intended goals and the needs of the users. This will be undertaken by the teacher librarian and other staff members where possible.

An analysis of the collection will be undertaken using the following methods: collection mapping (including age analysis), user surveys, analysis of usage patterns, comparisons with published lists and other methods as required. These results will be used to inform future budgets and identify specific strengths and weaknesses within the collection.

(Bishop, 2007; Debowski, 2001a; Hart, 2003)





10.0 Challenges to resources within or accessed through the collection

The Heaton Public School Library has an obligation under the ASLA School Library Bill of Rights (found at <http://www.asla.org.au/policy/bill-of-rights.aspx>) and the ALIA Statement on Free access to information (found at <https://www.alia.org.au/about-alia/policies-standards-and-guidelines/statement-free-access-information>) to provide access to resources that promote the free flow of information. These resources should expose users to varying opinions and information which will stimulate growth in knowledge and thinking.

It is acknowledged that the school community have the right to object to materials in the library collection and that they see as controversial, inappropriate or offensive. They also have the right to be treated with respect and courtesy in the event of challenging material within the collection.

(ALIA, 2007; ASLA, 2012; Scone Public School, n.d.)

10.1 Procedures

The following procedures are to be followed in the event of a challenge being made to a resource within Heaton Public School Library collection.

- 1) After an initial challenge to a resource, there should be an informal discussion to resolve any potential misunderstandings.
- 2) If the challenge is to continue, the challenger will be given a copy of the 'Disputed Materials' form (see Appendix A) and the selection criteria for resources in the collection (see Section 5.2). They will be required to become familiar with the selection criteria and fill in the 'Disputed Materials' form.
- 3) When a 'Disputed Materials' form is received, a committee is formed to address the challenge. The committee consists of the principal (or a nominee who is a member of the school executive), the teacher librarian and one other staff member.
- 4) The challenged material will remain in the collection during the review process.
- 5) The principal and the challenger will be notified of the results within 2 weeks of the 'Disputed Materials' form being submitted.
- 6) A copy of the final decision will be kept on file.
- 7) If there is an objection to the result, the principal's decision is final.

(Doran, n.d.; Scone Public School, n.d.; Unknown, 2013)



Appendix A: Disputed Materials Form

REQUEST FOR RECONSIDERATION OF SCHOOL AND LIBRARY RESOURCES

Author _____

Title _____

Publisher (if known) _____

Request initiated by _____ Telephone _____

Complainant represents:

- Self
- Organisation (please name) _____
- Other group (please identify) _____

Please answer Questions 1–10 in spaces provided or on a separate page if necessary.

1. What do you object to in this material? (please be specific: cite sections/pages)

2. What do you feel might be the result of using this material?

3. For what age group would you recommend this material?

4. Is there anything worthwhile about this material?

5. Did you examine the whole item?

If not, what parts?

6. Are you aware of the educational/literary assessments of this material?



7. Are you aware of Department commitments to values and equity in education?

8. What do you believe is the intention/theme of this material and its place in the curriculum?

9. What would you like your school to do about this material? (please indicate)

- Reconsider its suitability for inclusion in the school library.
- Reconsider its suitability for inclusion in the teaching program.
- Do not give it to my child.
- Use it with teacher support only.
- Withdraw it from all students as well as from my child.

10. If you wish it to be withdrawn, what item would you recommend to replace it in the collection?

Signature of complainant _____ Date _____

Office use only

Follow up action: _____

Principal or delegate _____ Date _____

Developed from: *Handbook for School Libraries*(1996), 2005, Curriculum K-12 Directorate, NSW Dept of Education and Training, Sydney , Appendix 7.



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