Collection Management Guidelines

These refer to the maintenance and management of the collection, that is, selection, acquisition, and evaluation and information management.

Needs addressed:

- The educational and recreational needs of students (400 primary students including prep) who exhibit a wide range of abilities.
- The curriculum support of staff and teacher aides. Be mindful that many teaching resources are now digital.

Collection Vision:
Our Library impacts Every Child, Every Day

Mission:
To equip the school community to learn, thrive and be connected

Contents:

1. Selection and acquisition
2. Collection evaluation
3. Information
4. Library procedures

SELECTION & Acquisition PLAN

All learning resources for use by students and staff at Newtown State School are selected in accordance with this plan, ultimately responsible by the principal.

In selecting new materials for the collection school resource centre staff will ensure that they are aware of:

- resources already existing within the school;
- The Selection Plan of our school resource centre.

In selecting new materials for the collection, staff will ensure that all learning resources:

- support the implementation of the Australian Curriculum and educational philosophy of our school as outlined in our Annual Implementation Plan and School Annual Operational Plan;
- satisfy the following selection criteria:

a) The resource is appropriate to the target audience.

In order to judge the degree to which the resource is appropriate, the following aspects of the resource are considered:

- General analysis: style, pace, point of view, illustrations, relevance
- Use of language in terms of: school community guidelines, value-laden terms and bias, clarity of presentation
- Structures in text
- Issues (especially if controversial) in terms of: Departmental policies especially in the areas of social justice and equity, the treatment/approach, the potential to offend, discriminatory remarks

b) Information is accurate, current and relevant

For example, indigenous resources should not contain derogatory or old-fashioned terms. They should be written by an indigenous person or in collaboration with a group.

c) Curriculum match and relevancy, where the following are considered:

- the degree to which the curriculum is matched
- the breadth of application and appeal
- the estimated length of time the content will be relevant

d) Student outcomes are considered in terms of:

Learner details, that is whether:

- the resource improves student knowledge, skills or engagement
- the learner requires prior knowledge
  - the package encourages the learner to think, question, research, solve problems , interact with others (and to what extent)

Teacher details, that is whether:

- the package enhances the teaching and learning process
- the level of preparation required to use the package effectively
- the teaching/learning styles addressed
- the usefulness for single/groups of students
- inter-activity, if applicable, adds value to the product/program.

The following SELECTION PROCEDURES will apply in our school:

- Donations will be added to the collection only after they are assessed against the selection criteria detailed in this plan.
- Each item must earn its space on the shelf.
- Material on approval from bookstores/sellers should remain in the school for at least a week to allow for satisfactory evaluation.

We will address challenges to our selected learning resources by:

- clarifying the details of the challenge
- alerting the appropriate staff member (teacher-librarian and Principal) of the details of the challenge
- immediately acknowledging that the challenge, either verbally or in writing, is a request for reconsideration of a selected resource
- creating a diary entry or file note of the acknowledgment if the response is verbal;
- seeking resolution of the challenge through discussion
- Individual parents are entitled to request that their child does not have access to certain materials. We are not in the habit of **censorship**.

Collection Evaluation

The guiding principle for maintaining all resources is that each item must earn its place on the shelf. School libraries are not archives, though it might be relevant to store some samples in an archived cupboard for historical purposes, or for critical literacy. Culling is a critical tool to ensure the collection remains current and appealing for all its users.

A. Appraisal

The collection will be regularly appraised to assess its relevance to users and coverage of identified priorities. This can be done by:

(a) collection mapping
(b) surveys
(c) comparisons with published lists of recommended titles
(d) analysis of borrowing patterns.
(e) Analysis of items not loaned for a period of time

B. Deselection/culling

- This is an important means of keeping an up-to-date, attractive, well-used collection. Students are less inclined to even search through, let alone borrow from shelves full of yellowing, dusty books, not matter the quality the literature.
- Should be carried out annually, and is particularly efficient to be done in conjunction with a stock take.
- Criteria for deselection or culling: worn, damaged, out-dated format, inappropriate or dated content or resources that have not been used for a period of time.
- Consider running a search for books never borrowed, or for books not borrowed within the last 10 years for example. Schools are NOT museums!
- Culling is not considered wasteful if it instead helps maintain a collection that is well used because of its currency, appeal and relevance.
- Some culled items are suitable for donations to overseas schools, but are otherwise dumped. Consider removing the pages and placing into the schools recycle bins. The covers are binned.

Information

- The Teacher-Librarian should work co-operatively with classroom teachers to facilitate access to information for both learning and teaching.

- Information skills should be taught in the context of a unit of work undertaken in the classroom. They are not useful when taught in an ad hoc fashion or without context.
- ***Subscriptions for electronic publications*** will remain the responsibility of departments, unless it is for the purpose of reference/research for students (that is, the library will purchase electronic versions of encyclopedia, atlas etc)
- The school is legally obligated to copyright law.
- E books should always be considered in terms of access to all users and Education Queensland provisions. SORA is a great departmental resource, but most loans expire after only 6 days. Some resources are always available and are available in multiple quantities.

Library Procedures

Role of Teacher-Librarian

- Foster a love of literature for recreational purposes
- Collaborative teaching of information literacy skills using resource-based learning experiences.
- Resource and maintain collection
- Management of library facilities, services and budget.
- Providing access to resources.
- Cataloguing resources onto computer system.
- Conduct a stock take of a different collection each year, not at the end of year.

Role of Library Assistant

- Loans and returns of resources.
- Shelving resources.
- Covering books and repair.
- Assist in Stocktaking etc as required

Borrowing

- ***Numbers limit*** for students (1 for Prep/Year 1-2; 2 for Year 3/4; 3 for Year 5/6) , Teachers and Teacher Aides unlimited.
- **Prep** students borrow older books from crates rather than from the shelves. This makes it simple to afford "second" chances for students as they learn. Year 1 students are prevented from borrowing brand new books.
- **Loans over school holidays** are standard, except for the end of year when loans cease 4 weeks before the end.
- **Lost/unreturned/damaged student books** must be followed up after 4 weeks.
    a) First by email once the item is not less than 2 weeks overdue.
    b) At end of term for longer term overdues.
    c) Avoid sending repeated email overdues as this would be construed as harassment. Instead make a phone call to discuss the matter.
    d) Reach a decision with caregiver as to whether they want to replace the book with a payment or a replacement (that they find). Replacement is preferable.
    e) It is also reasonable to write off the item without replacement depending on the circumstances e.g. accident, sudden changes in living circumstances, first time offense in early years (The early years is the area most books are lost/damaged, so that is why Preps & Year 1 borrow the older books)

- ***Loan period*** for students is two weeks, for teachers one Year, with the majority of items returned at end of year.
- ***Instrumental students*** *borrow their book for the entire year, in addition to their allocation.*
- ***All students can borrow one "desk" book.*** *And they must not have any overdues. In fact, no student can borrow if they have an overdue.*