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Collection Management Policy Statement

Kennedy (2006) states that a collection management policy is a 'document which sets out the library's collecting philosophy and goals, describes in some detail the type of materials it holds and collects and outlines policy on other matters relating to the collection'. This collection management policy sets out the guidelines used by Bidwill Public School Library in the selection, acquisitions, weeding management and maintenance of the resources held within the library.

Bidwill Public School Library

BPS library is located downstairs in an open plan shared building with Bidwill High School (BHS) library, which is located upstairs. BPS library collection consists of 18500 resources from a variety of different formats catering for both students and teaching staff.

The library contains the school's computer lab of 32 computers for whole class lessons. The library also has a bank of 6 computers to support individual student research and 3 computers for students to use for catalogue research.

The library is a quiet, supportive environment for the students' learning, research and recreation. The library is opened before school from 8.30am, both lunch breaks and after school till 3.30pm five days a week.

Mission Statement

The mission of BPS library is to provide an accessible, varied, interesting and current resource collection for all the users.

It is important for the library to support the students' needs, learning styles, social and cultural backgrounds and develop the students' life learning skills.

The library will provide a positive friendly environment which encourages students' enjoyment and love for reading and literature.

The teaching staff will be supported with resources and collaborative programs that are relevant for the curriculum being taught in the classrooms.

Library Users

The Library provides resources for the following groups:

- Students of BPS are provided with a range of resources to cater for their educational needs. They are also supported with resources for their recreational use including a selection of resources for the Premier's Reading Challenge.
- Teachers and other staff members of BPS are provided with resources to support their teaching of the school curriculum. They are also supported with resources for their professional development.

Collection Goals

BPS library collection goals follow the principles set out by the Australian School Library Bill of Rights (Appendix A)

- Provide a variety of resources that will support the curriculum being taught in the classrooms.
- Provide a variety of appropriate resources for the student's ability levels, learning styles and interests.
- Provide resources to support the programs being taught in the school such as the English as second language (ESL), reading recovery, guided reading program and the Connected Outcome Groups (COGS)
- Provide resources for the students' recreational use and to encourage their appreciation and love of literature.
- Provide resources representative of religions, ethnic and cultural groups.

Resources

BPS provide the following range of resources for the users' needs:

- Fiction – organised in three categories for the different reading ability levels (picture, junior and senior fiction)
- Non-fiction texts
- Reference materials
- Teachers resources and kits
- Videos and DVDs
- Charts and Posters
- Computer software
- General interest magazines and comics

Resourcing the Curriculum

As detailed by ASLA/ALIA – Learning for the Future (2005) effective resourcing the curriculum ensures that

- every student has equitable access to a variety of quality, relevant, accurate and current information resources
- the students' personal growth is supported by resources that meet their developmental needs and interests
- the teachers' effectiveness is enhanced by access to recent curriculum and professional development materials,

It's important to consider these three points when creating selection criteria and acquiring resources for BPS library.

Selection Aids

Primarily the selection of resources for the BPS library is done by examination and previews before purchase. Selection aids have been chosen due to their reliability to suggest resources that have educational soundness, authority and suitability.

The selection aids used are

- SCAN reviews
- Booksellers and publishers visits
- Booksellers and publishers catalogues
- Premier's Reading Challenge lists
- Children's Book Council of Australia
- Educational bookstores
- Teaching staff and students recommendations
- Department of Education and Training consultants recommendations
- Resource lists in KLA units of works or COGs units of works

Responsibility for Selection

Selection of resources is primarily the responsibility of the teacher librarian who acts on behalf of the principal.

Suggestions and recommendations can be made by the other teaching staff and students at BPS to ensure the resources are current and relevant for the classroom teaching and students recreation.

Each Key Learning Area (KLA) supervisor also has their own budget to select and acquire resources for their KLA and the resources are added to the library resources upon purchase.

Selection Criteria for Print Resources

A BPS selection criteria for print resources was modified from the general criteria developed by Hughes-Hassell and Mancall (2005) and the Western Australian Department of Education and Training (n.d.)

Educational Soundness

- Does the resource support the outcomes from the curriculum being taught?
- Is the resource supporting the needs of the students?

Accuracy

- Is the resource up to date and accurate?
- Are the sources credible?

Suitability

- Does the resource cater for the levels of abilities and learning styles of the students?
- Does the resource match the student's social development and cultural backgrounds?

Physical format / Technical quality

- Is the resource in a variety of different formats to cater for different learning styles?
- Is the resource presented in an attractive manner for the student's interest?

Arrangement

- Is the information in the resource set out so the students will understand and locate it easily?
- Will the resource appeal to the students?

Authority

- Have the creators of the resource obtained appropriate qualifications?
- What is the reputation of the creators?
- Have the creators used or cited credible sources?

Cost

- Is this resource value for money?

- Can the resource be used in future years and in other key learning areas?

Selection Criteria for Electronic Resources

BPS selection criteria for electronic resources was modified from the general criteria developed by Herring (2004) and Alexander & Tate (1999)

Educational

- Is the resource related to and useful for the curriculum being taught?
- Is the resource relevant for the student's abilities and needs?

Technical

- Does the resource load quickly?
- Does the resource need to be upgraded?

Reliability and Accuracy

- Has the author or organisation created a reliable source of information?
- Does the resource have current unbiased information?

Authority

- Have the creators of the resource obtained appropriate qualifications?
- What is the reputation of the creators?

Coverage

- Does the resource cater for more than one user at one time?

Acquisition

Acquisition of library resources is the responsibility of the teacher librarian. The acquisition of resources depends on the allocated funds from the yearly budget. The teacher librarian manages the library budget. As each KLA leader also has their own budget for teacher's resources they are responsible for their own acquisitions with the collaboration of their KLA team.

Using the selection criteria and the selection aids the teacher librarian will acquire resources giving preference to the material needed for the current curriculum. Visiting booksellers need to make an appointment with the teacher librarian at a suitable time. Booksellers who provide quick and discounted services will be given preference.

Duplicate Copies

BPS library will provide duplicate copies of resources when the resource is in high demand. These include:

- Titles from the Premier's Reading Challenge.
- Popular fiction.
- Teaching resources for several classes at one time.
- Reference resources including atlases and dictionaries.

Donations/ Gifts

Donations and gifts of resources are welcomed to the collection in BPS library providing the resources meet the selection criteria set out in this collection management policy.

If the resources are deemed unsuitable for BPS library then the teacher librarian will forward the resources to a more relevant collection or dispose of the resource as set out in the weeding criteria of this collection management policy.

Lost or Damaged Resources

In the event that a resource is lost or damaged the student or teacher will need to replace the resource by either

- Buying another copy of the same resource
- Buying another resource of equal value or
- Pay the library with a gold coin donation.

In the situation where the students are experiencing financial difficulties and are unable to provide the library with a replacement a mutual agreement can be reached between the student and the Teacher Librarian.

Weeding

Weeding resources from the BPS library collection is a necessary procedure to keep the collection current. The teacher librarian is primarily responsible for weeding the collection with assistance from the library aide. Weeding will occur over a 2 year period. Fiction and non fiction print resources in one year and teacher's resources the following year. Weeding of the teacher resource collection will need to be completed by the collaboration of the teacher librarian and the individual KLA committees

BPS uses the following weeding criteria:

- Print resources that are damaged and worn beyond repair.
- Resources that have irrelevant or out of date information
- Any resources that are no longer relevant to the school curriculum.
- Any resource that presents a discriminating bias of any race, gender, religion, disability, cultural identity, language or socioeconomic status.
- Resources that are no longer borrowed or used by the students and staff at BPS.

A new identical or similar resource will be purchased if a resource was weeded due to damage but is still needed in the collection.

Disposal

Once the resource has been weeded from the collection disposal of the resource will depend on the reason for weeding.

- Recycling bin – resources that are damaged or have inappropriate information.
- Donated to classrooms for class libraries – books that are still readable and not too damaged or are no longer borrowed from the library.
- Donated to schools in third world countries. (Papua New Guinea Fund)

Challenged Resources

BPS library respects the opinions and values of its users. BPS library also reserves the right to provide a variety of resources as set out by the *Australian School Library Bill of Rights*. (Appendix A) and the *Statement on free access to information* (Appendix B). If a student, teacher, other staff member or parent finds any resource to be unsuitable for the library collection they have a right to challenge the resource for its removal or restriction.

The following action plan will take place to solve the dispute quickly and amicably.

- An informal discussion between the teacher librarian and the complainant begins to see if a quick resolution can be reached.
- If further action needs to take place the complainant will need to fill out a *Disputed Materials Request for Consideration of Resources*. (Appendix C)
- The resource is removed from circulation for examination by the committee.
- A review committee (the teacher librarian, the library assistant, an executive, a classroom teacher and a parent and community (P&C) member) discuss the complaint and examine the resource under dispute.
- The discussion and examination of the resource will be recorded and a copy will be provided to the complainant and a copy will be filed with the *Disputed Materials Request for Consideration of Resources* form for future reference.
- The complainant will be notified of the result from one member of the committee (either the teacher librarian or the executive representative)
- If the result is that the resource will not be removed from the collection BPS library will respect the parents' right for the resource not to be borrowed or viewed by their child or children.

Collection Evaluation

It's important for the BPS teacher librarian to carry out a collection evaluation of the resources regularly. The teacher librarian will work in collaboration with other BPS teaching staff and executive members in a committee to evaluate the current library situation and create an accessible, varied, interesting and current resource collection for all the users. The evaluation needs to reflect the goals and selection criteria set out previously in the policy.

- Are the resources in the collection meeting all the present needs of the staff and students in the school community?
- What are the strengths and weaknesses of the collection and what will BPS need to purchase to close the gaps in the collection?
- What is needed for the library for the future and what are the priorities for the next library budget?

Appendix A

Australian School Library Association Bill of Rights
http://www.asla.org.au/policy/p_bor.htm

Policy Statement - School Library Bill of Rights

School libraries are concerned with generating understanding of freedom and with the preservation of this freedom through the development of informed and responsible citizens. The responsibility of the school library is:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
- To provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values and ethical standards.
- To provide a background of information which will enable pupils to make intelligent judgements in their daily life.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
- To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our heritage.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the users of the library.

Re-approved: August 2000

Appendix B

Australian Library and Information Association Statement on free access to information <http://www.alia.org.au/policies/free.access.html>

Statement on free access to information

ALIA objects addressed

To promote the free flow of information and ideas in the interests of all Australians and a thriving culture and democracy.

Principle

Freedom can be protected in a democratic society only if its citizens have unrestricted access to information and ideas.

Statement

There are several different levels at which the free flow of ideas can be impeded. At the societal level, legislative bodies of all kinds are expected to consider the legal and regulatory frameworks they put in place to support the free flow of information and ideas about the interests and concerns of citizens. At the institutional level, library and information services are expected to encourage the free flow of information and ideas within the scope of their roles and responsibilities. At the individual level, citizens are expected to make informed decisions in exercising their rights and responsibilities.

The Australian Library and Information Association believes that library and information services have particular responsibilities in supporting and sustaining the free flow of information and ideas including:

1. asserting the equal and equitable rights of citizens to information regardless of age, race, gender, religion, disability, cultural identity, language, socioeconomic status, lifestyle choice, political allegiance or social viewpoint;
2. adopting an inclusive approach in developing and implementing policies regarding access to information and ideas that are relevant to the library and information service concerned, irrespective of the controversial nature of the information or ideas;
3. ensuring that their clients have access to information from a variety of sources and agencies to meet their needs and that a citizen's information needs are met independently of location and an ability to pay;
4. catering for interest in contemporary issues without promoting or suppressing particular beliefs and ideas;
5. protecting the confidential relationships that exist between the library and information service and its clients;

6. resisting attempts by individuals or groups within their communities to restrict access to information and ideas while at the same time recognising that powers of censorship are legally vested in state and federal governments;
7. observing laws and regulations governing access to information and ideas but working towards the amendment of those laws and regulations which inhibit library and information services in meeting the obligations and responsibilities outlined in this Statement.

Appendix C

Handbook for school libraries, (1996) NSW Department of Education and Training, updated 2005

Disputed Materials Request for Reconsideration of 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 separate page if necessary.

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

2. What do you feels 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 assessment 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 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 the teacher support only.
 - ☐ Withdraw it from all students as well as 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 _____

Committee use only
Follow up action

Principal or delegate _____ Date _____

Policy References

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