**Enfield Public School**

****

**Collection Management Policy**

**February 2012**

**Table of Contents**

1. Rationale
2. Description of Learning Community
3. Collection Goals
4. Funding the Collection
5. Nature of Collection
6. Selection of Resources

a) Copyright

1. Acquisition of Resources
2. Weeding Resources
3. Collection Evaluation
4. Challenged Material
5. Appendices

a) School Library Bill of Rights

b) Statement on Freedom to Read

c) Disputed Resources Form

d) ALIA/ASLA joint statement on library and information services in schools.

e) Evaluation for teachers and students

1. References

**1. Rationale**

This policy outlines the library’s intention to shape and to maintain the collection in accordance with sound management principles. It will be a working document, adaptable to change and innovation. It will be reviewed systematically as the needs of the stakeholders alter. It is has been written in accordance with the DET <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm>

 and ALIA policy statements. <http://www.alia.org.au/policies/services.in.schools.html>

**2. Description of the Learning Community**

This School caters for nearly three hundred K- 6 students, 70% who have language backgrounds other than English. This represents a diversity of information users functioning at various stages of development. The stakeholders value and support the Library program and its initiatives.

**3. Collection Goals.**

* To support the implementation of the School Plan through a core collection
* To strengthen the collection to include current, relevant resources, connected to the curriculum whilst catering for the needs of all stakeholders
* To select appealing fiction and non fiction resources that enhance the breadth of the collection whilst catering for all
* To provide equitable access to stakeholders
* To demonstrate fiscal responsibility
* To uphold the guidelines set down by NSW DET Library Services
* To uphold the values of library services in Australia
* To house the collection in an attractive, welcoming and stimulating environment.

**4. Funding the Collection**

**Responsibility for funding**

One of the most important tasks undertaken by the teacher librarian acting upon the authority of the principal is to develop a sound budget plan, which displays insightful acquisition decisions and provides accountability. The budget is connected to the school plan and must meet the needs of multiple stakeholders. It is an ongoing annual task requiring diligent monitoring and by establishing priorities over spending needs.

Sufficient funding is vital to the success of the collection. Funding is provided by the school through the P & C and through bi annual Book Fairs.

**5. Nature of Collection**

The collection will provide 21st century learners access to a broad assortment of print based, digital and online resources, which support both the information and recreational, needs of its users. Through the library opening hours, the DET portal and the school’s internal network stakeholders have access to parts of the collection via interactive whiteboards and through their portal out of school.

Presently major sections include: non fiction – junior and senior, fiction - senior and junior, and a teacher reference room, whilst a reading resource room houses classroom readers and is selected, acquired and maintained by the school’s literacy team.

In the future the stakeholders will have greater accessibility to multiple resources simultaneously in their rooms via the server, allowing multifunctional programs to operate and tailored to the learning needs of students.

The collection is to be displayed in an attractive, well organised environment which encourages thought and interest amongst its stakeholders.

 **Resources to be collected**

Initially, digitisation of non-fiction resources is to be focal point of the contemporary collection. As issues surrounding e-books is resolved the collection will determine the viability and accessibility of these resources.

Other resources, supporting the curriculum, will be acquired along with resources, such as those recommended by the Children’s Book Council of Australia, and the NSW Premier’s Reading Challenge. All new resources will support the collection goals.

Websites deemed suitable in accordance with the selection criteria will be acquired as a valuable resource to include in the library collection and will include information sites and online learning activities such as web quests and competitions.

Guidelines for the selection of websites can be found on the CMIS Evaluation webpage.
[http://www.det.wa.edu.au/education/cmis/eval/library/selection/sel23.htm#electronic](http://www.det.wa.edu.au/education/cmis/eval/library/selection/sel23.htm%22%20%5Cl%20%22electronic%22%20%5Ct%20%22blank)

(

**6. Selection of Resources**

**Responsibility for Selection**

The teacher librarian acting upon the delegated authority of the principal maintains the core responsibility for selecting materials. The teacher librarian works in collaboration with the appropriate curriculum teams operating in the school to ensure selection pertains to needs. Students and members of the community may make requests and suggestions with the understanding that all acquisitions are considered against the selection criteria.

**Formats incorporated**

The collection will comprise a variety of formats, which include but are not limited to-

* Digital Resources – DVD, Computer software, CD ROMs, Web pages - portal
* Foreign Languages – currently being reassigned to ESL teacher
* Graphic resources – posters, charts, kits, maps, puppets
* Print resources including magazines, pamphlets, brochures.

**Resource selection aides**

Resources are selected by professional staff with a thorough knowledge of the collection, the curriculum and the learning needs of the stakeholders. Professional associations and tools will be used to guide selection. Reputable journals and selection aids will be consulted to identify potential additions to the collection, such as: Online bibliographies professional journals, reputable booksellers /shops, online forums.

These useful online selection tools provide subject listings and general listings.

*SCAN*, <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/index.htm>

DET resources review website. <http://www.schools.nsw.edu.au/resourcereviews/>

<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm>

SCIS Subject Headingsaccessed via [www.curriculum.edu.au/scis](http://www.curriculum.edu.au/scis)

Selection tools directory. <http://www.sldirectory.com/libsf/resf/selection.html#top>

Google Books. <http://books.google.com/>

**Criteria for Selection -**

**Authority -** The author /editor / publisher is recognised as a specialist in their field.

**Appropriateness -** The format for the target audience can easily be viewed and read.

**Accuracy -** The resource is accurate, impartial and current, free of bias and stereotype.

**Cost -**The resource represents value for money and has the potential to be used across stages.

**Format -** The resource requires specialist equipment or operating systems to support its use.

The resource is attractive, durable and appealing to users.

**Limitations -** With technological changes imminent could more economical and accessible format be considered?

**6a) Copyright**

**Responsibility for copyright**

All members of the community have an obligation to adhere to copyright legislation pertaining to resources in the collection or resources utilised on location. The teacher librarian will advocate the principles and responsibilities all stakeholders have to ensure copyright laws are followed. Stakeholders will systematically be alerted to their obligations through communication channels. Our school will not abridge or alter texts for copyright reasons.

There are specific copyright agreements for schools under Part VA of the *Copyright Act 1968*, educational institutions are permitted to copy radio and television broadcasts, including satellite and under the amendments to the Copyright Act 1968 (Copyright Amendment Act 1998) to copy from cable television. There are three conditions of this licence:

* It must be a broadcast originating in Australia
* It must be for educational purposes
* It must carry marking requirements.

Further relevant information is available through:

* Australian Copyright Council <http://www.copyright.org.au/>
* Creative Commons [http://www.smartcopying.edu.au/scw/go/pid/904](http://www.smartcopying.edu.au/scw/go/pid/904%22%20%5Ct%20%22_blank)
* Office of Film and Literature Classification [http://www.classification.gov.au/](http://www.classification.gov.au/%22%20%5Ct%20%22_blank)
* Smartcopying – **a guide for schools and TAFE** [http://www.smartcopying.edu.au/scw/go](http://www.smartcopying.edu.au/scw/go%22%20%5Ct%20%22_blank)

**7. Acquisition of Resources**

**Responsibility for acquisition**

The teacher librarian is responsible for the overall acquisition of library resources, whilst KLA team leaders are responsible for acquiring specific resources, which satisfy KLA curriculum needs.

A range of tools and techniques will be employed to ensure a broad apt selection is made. It will rely on recurrent analysis.

Websites which provide comparison pricing will be used: <http://booko.com.au/>

**Criteria for selecting suppliers include:**

* Resource meets needs
* Value for money
* Reputable company
* Delivery and supply demands
* Preview and returns policies reasonable and efficiently managed.

**Donations**

Donations will be gratefully accepted on the proviso that the item is compatible with the collection development policy, adheres to the selection criteria and enhances or fulfills the collection’s needs

**Lost and damaged items**

Borrowers have a responsibility to care for the item/s borrowed. Items returned damaged through neglect or misuse will incur costs to the borrower and their borrowing rights restricted. Replacement resources which been have lost or damaged will be considered for replacement following the selection criteria.

**8. Weeding of Resources**

**Responsibility for weeding**

The teacher librarian will harbour the main responsibility with the advice from colleagues responsible for curriculum areas. Weeding is a perpetual process ensuring the collection is current. Items weeded, will be offered to classrooms for class libraries, donated to appropriate charities or alternatively, recycled. Weeding items will allow the collection to be more viable and improve the quality and appearance of the resources, over time.

**Criteria for weeding**

**Content**

* Resource no longer meets the needs of its users
* Dated or exceeds target copyright date
* Greater than ten years in age
* Contains misinformation
* Low circulation
* Unnecessary duplicate
* Biased, prejudice, depicts inappropriate stereotypes, inappropriate vocabulary.

**Physical condition of print based or electronic item**

* Beyond economical repair
* Unattractive
* Inappropriate format
* Websites with broken links
* Kits with resources missing which are uneconomical to replace.

**Special resources exempt from weeding, housed in Teacher Resource Room**

* Local history
* Historic information and photographs
* Classic titles, unless newer versions available.

**9. Collection Evaluation**

An ongoing, systematic analysis will be undertaken in order to ascertain the strengths and weaknesses of the collection. The teacher librarian will lead the evaluation process, which will analyse resources, budgets, methods of selection and acquisition. Data gathered and analysed from reviews will allow informed decisions to be determined.

Methods used for evaluation will vary from collection mapping, charting trends checklists, criteria, standards, observation and surveys so that issues of relevance, needs, accessibility and formats can be measured and reported.

**10. Challenges to the Collection**

**Responsibility for Challenged Materials.**

 This policy acknowledges people have a right to challenge resources and to expect their

complaint to be given a fair hearing. The teacher librarian will deal with the initial challenge, citing this policy, on an informal level. However, if the complainant wishes to pursue their complaint the procedure to follow will be explained in plain English.

When considering controversial resources the committee will, in accordance with the Australian Library and Information Association’s ‘Statement on free access to information <http://www.alia.org.au/policies/free.access.html> and the School Library Bill of Rights, <http://www.asla.org.au/policy/p_bor.htm> assess the resource in question. The International Federation of Library Associations and Institutions support the policies. <http://www.ifla.org/>.

The review process will be completed in less than four weeks from the date of the submission of Appendix B: Disputed Materials Form. The complainant will be notified in writing of the outcome whilst a record of the decision made will be filed, judiciously.