# Bankstown Senior College

# Collection Management Policy

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(Modified 2016)

# 1. Purpose of the collection management policy

The purpose of the collection management policy is to ensure that the collections systematically and flexibly meet the present and future needs of students, teachers, administrators and the community through information, guidance, promotion, selection, acquisition, budgeting, weeding and evaluation.

The purpose of the library collections is to encourage learning, teaching, decision-making and recreation through the provision of a variety of resources that support the curriculum, meet the diverse needs of the students, teachers, administrators and the community, and develop information literacy.

(NSW DET, 1987; ALIA/ASLA, 2004)

# 2. Goals

To collaboratively and systematically develop and maintain a range of resources that meet the various present and future information, learning, teaching, decision-making, programmatic and recreational needs of the whole school and the community.

The resources selected accord with principles set out in the ALIA Statement on the free access to information, and ASLA School Library Bill of Rights.

(NSW DET, 1996, p. 24; ALIA, 2007; ASLA 2000).

# 2a. Present goals

The present or day-to-day collection goals include collaboratively and systematically:

- Making available to students, teachers and the community a range of resources, including print, audio/visual and ICTs that support, supplement and enrich the curriculum and school programs.
- Providing materials in a variety of formats, including print, audio/visual and digital that support students', and teachers' teaching and learning needs and meet the widest range of learning styles, interests and abilities.
- Implimenting educational policies and curriculum priorities, that include the need for students, teachers and the community to be information literate
- Weeding and maintaining the collections to ensure that they are current, accurate and relevant in order to meet the needs of all users.
- Providing a variety of resources that encourage and promote a love of reading, such as those recommended for use by the Children's Book Council of Australia.

(Hughes-Hassell & Mancall, 2005; pp. 19-22; Bishop, 2007, pp. 42-43; NSW DET, 1987)

**2b. Future goals**

The future collection goals include collaboratively and systematically:

- Developing further  the multicultural, online and digital collections so as to effectively support and enhance the school's curriculum, programs and diversity.
- Addressing emerging trends in curriculum development, teaching and learning strategies, and ICTs, including more reliance on digital alternatives to print materials.

(Kennedy, 2006; pp. 154-158; Boon, 2008; NSW DET, 1996, p. 24)

**3. Nature of the collection**

The collection will contain resources in a range of formats approved by the Principal, Head Teacher and students.  Print resources will increasingly be replaced with digital resources based on a number of criteria – increased demand, cost, improved levels of student engagement; and improvements to the teaching and learning of the curriculum and school programs.

(Bishop, 2007, pp. 63-65)

**4. Types of resources**

The school's ability to deliver a dynamic and responsive collection of information resources is facilitated by a variety of types of resources.  The types of resources in the collection consist of:

- 'In-house collections' – fiction, non-fiction, picture books, pictures, languages, reference, teacher reference, magazines, exam papers, periodicals, journals, newspapers, yearbooks, DVDs, CD-Roms, computer software, computer games, kits, board games, school/class/sporting photographs, charts, maps, school trophies and pennants.
- 'Online resources' - websites, online teacher reference tools, newspapers, and periodicals, learning objects, reference sources, databases.
-  Digital resources, TFL, EDNA, Trove, Picture Australia, Google Books, 'Clickview'.

(ASLA/ALIA, 2001, pp. 25-26; Gray, 2010, pp. 22-24)

## 5. Access to be provided to digital and online resources

Access will be provided to digital and online resources through a whole school resource management system, maintained by the teacher librarian and library staff in collaboration with the school ICT staff. These resources will be catalogued for retrieval and accessible via existing school hardware and software through-out the school and outside the school via the library catalogue and school intranet.

(Bond, 2008; Carter, 2002; Church, 2007)

## 6. Copyright

The school library will conform to all copyright laws and regulations as set out in the *New South Wales Handbook for School Libraries*. A summary of educational allowances for schools is attached as an appendix to this document and a copy will be posted in staff areas. For a full explanation of copyright requirements see www.smartcopying.edu.au.

(NSW DET, 1996, pp.33-38)

## 7. Funding the collection

To ensure that the collection is adequately funded, systems of financial accounting, expenditure and documentation will be maintained by the Teacher Librarian. A record of library finances will be made available to the whole school and community via school publications. As well, a number of steps will be pursued by the Teacher Librarian in consultation with the Principal, Head Teacher and students.

- A program budget will be prepared by the Teacher Librarian and submitted to the school finance committee. The budget will link financial requests to curriculum outcomes and the needs of students, teachers and the wider community.
- Community sources of funding the collection will be pursued, such as donations and fundraising events.

(Cox, 2008; Lamb and Johnson, 2004-2010; Debowski,, 2001a, pp. 319-320)

## 8. The selection of resources

The effective and accurate selection of resources is essential to ensuring that the collection meets the various needs of the curriculum, school programs, students, teachers and the local community.

(Kennedy, 2006, pp. 33-34)

**8a. Responsibility for selection**

Resources to be included in the collection will be selected by the Teacher Librarian after consultation with the Head Teacher and students as authorised by the Principal.

(ALSA/ALIA, 2001, p. 27)

**8b. Selection aids**

A number of selection aids will be used to identify the most effective and available resources to meet the needs of the users of the collection:

- Reviewing journals, such as Scan, Magpies Magazine and ACCESS.
- NSW DET online teaching resources.
- Bibliographies, such as Libraries Australia, SCIS OPAC, NSW DET 'core collection list'., EDNA, and the Premier's Reading Challenge.
- Digital repositories and databases, such as, Tumble books or Magshop.
- Project Gutenburg, Bibliomania, and the Children's Book of the Year awards.
- Visits to bookshops and showrooms.
- Publishers' catalogues.
- Suggestions from teachers, staff and students.

(Bishop, 2007, pp. 50-55)

**8c. General selection criteria**

To be selected for inclusion in the collection, the potential acquisition must meet a number of criteria. The resource must:

- Address the needs of the curriculum, staff professional learning and school programs.
- Match the reading level, interests, and learning styles of students.
- Contain reliable, up-to-date and unbiased information.
- Be assessed for authority and reputation of the author(s), producer(s) or publish(s).
- Be of an appropriate format and scope.
- Fall within budget parameters or be accessible from partners.

(Hughes-Hassell & Mancall, 2005, p. 34)

**8d Specific selection criteria**

Fictional materials will be selected based on the following criteria: style, characterisation, format, theme, plot, multicultural uses, illustrations quality, language use, popularity and support.

(Debowski, 2001b, p. 130)

## 8e. Digital selection criteria

Online and digital resources will be selected based on general selection criteria and the following criteria: compatibility with existing hardware and software, user friendliness and ease of use, availability of support materials, user security, copyright and accuracy, cost and licencing.

(Kennedy, 2006, pp. 38-42)

## 9. Acquisition of resources

The Teacher Librarian will be responsible for ensuring that all bibliographic, cost price and licencing information is acquired and appropriate suppliers identified before orders are placed.  The Teacher Librarian will also be responsible for placing orders and ensuring that appropriate purchase and payment documentation is filled out and filed correctly and submitted to the office for payment.  The school library support staff will be responsible for:

- Checking the items received against the invoice(s) to ensure that they are the ones ordered and that the school will be paying for.
- Checking that items are in good condition.
- Beginning the processing of the item which will formally make it part of the collection.

## 9a. Suppliers

Suppliers will be selected based on criteria set out in the *NSW Handbook for School Libraries*, as well as copyright and licencing criteria.  Suppliers will be preferred that can supply a range of resources, in a range of formats, with acceptable terms and conditions, to cater to the needs of the curriculum, students, teachers and the local community.  The types of suppliers include:

- Online booksellers
- Newsagents
- Ebook providers
- Publishers
- Travelling suppliers
- NSW DET

(NSW DET, 1996, pp. 29-31; BSC Teacher Librarian practice)

**9b. Donations**

Gifts and exchanges presented to the library will be accepted on the condition that direct payment is not required and that the Teacher Librarian will dispose of the item at the teacher librarian's discretion.

(Kennedy, 2006, pp. 79-80; Stephens & Franklin, 2007, pp. 149-150)

**10. Weeding of resources**

In consultation with the Head Teacher, students and the Principal, weeding of the collection will be ongoing and systematic.

**10a. Criteria**

To ensure assessment of the entire collection, different areas of the collection will be weeded throughout the year based on a number of criteria:

- Age – Yellowed, damaged, outdated or obsolete material, hardware and software.
- Difficulty – More appropriate to university or IEC students.
- Changes to the curriculum and emerging trends in the provision of resources.
- Amount of use: Consistently unused and dusty materials.
- Space – To relieve crowding and make space available for new materials.
- Accuracy and bias.
- Changes to online resources including links that have become inoperative or changed in an undesirable way.

(Stephens & Franklin, 2007, pp. 145-146; Hughes-Hassell and Mancall, 2005, pp. 43-48)

**10b. Disposal**

Weeded resources will be noted on Oliver and the barcode crossed out.  Materials will be disposed of depending on the reason for removal, for example: materials with historic value or local community interest will be archived; materials that are inaccurate or biased will be permanently disposed of.  Options for the disposal of resources include:

- Offering items to students and teachers.
- Sending to charities, such as Vinnies, the Salvos or local Rotary club.
- Recycling.

Digital hardware that is no longer operable will be disposed of permanently through waste removal.  Online resources, such as websites, that have been deselected will be removed from the library catalogue and school intranet.

(Kennedy, 2006, pp. 128-131; Beilharz, 2007)

## 11. Evaluation of the collection

The collection will be evaluated every three years by the Teacher Librarian in consultation with the Principal, teachers and students in order to assess the effectiveness of the collection in meeting the range of needs of the various users of the collection. The evaluation will enable an identification of strengths and weaknesses of the collection, growth and decline rates in various parts of the collection, and weeding of the collection.

A number of methods and information sources will be used on an annual basis, as follows:
- Mapping of the collection.
- Observation of user behaviours.
- Data on curriculum and local community needs.
- Surveys of users.
- Checking of ICTs, including websites and links.

(NLA, 2010.; Kennedy, 2006, pp. 96-102; Bishop, 2007, pp. 145-157)

## 12. Challenges to resources

If a challenge to library resources is made a number of steps must be followed:
- The complainant must be listened to calmly and courteously by the teacher and/or Teacher Librarian in the first instance.
- The Teacher Librarian and/or teacher must try to resolve the issue informally by explaining the selection criteria used for inclusion of materials in the collection and discussing the educational uses of the questionable materials. Head teachers may be called upon to offer their opinion on the inclusion of the resource in the collection.
- If the complainant desires to proceed, the complainant must be provided with a copy
- of  the Disputed Materials Form (see Appendix 1) and the Principal informed.
- On return of the form, the matter will be referred on to a review panel composed of members of  the Teacher Librarian, the Deputy Principal, representatives from each KLA, parent representatives, and student (or SRC) representatives.
- Once the decision has been made the complainant will receive notification of the outcome.
- If the complainant is dissatisfied with the decision, then the matter will be forwarded to the Principal for final judgement and filed.

(Hoffman & Wood, 2007; Debowski, 2001b, p. 136)

# Appendix 1

Disputed Materials Form from the *NSW Department of Education Handbook for School Libraries (1996)*

# 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 _____

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Office use only

Follow up action: _____

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Principal or delegate _____ Date _____

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