

Georges Hall Public School

Collection Management Policy



2006

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Georges Hall Public School Collection Management Policy

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1. Statement of Purpose








The purpose of this policy is to establish the procedures to be followed by library staff in managing the collection of Georges Hall Public School (GHPS), as part of the revised Library Policy (2006). This policy has been created in consultation with all library staff and Library Committee. The document should assist with continuity where staffing changes occur and illustrate the selection and deselection procedures in accordance with NSW Department of Education and Training (DET) policies.

The Collection Management Policy is a public document and has the approval of the library staff, library committee, whole school staff, P&C, executive staff and the principal.

2. Goals

The Library Collection Management Policy aims to support and enhance the teaching and learning at GHPS within an information literacy context. The library collection provides a collection to support the curriculum and meet the diverse needs of the school community, including religious, ethnic and cultural diversity. The library's resources support the school's mission of fostering life-long learning. The library aims to provide a welcoming and positive learning environment.




The aim is to provide a balanced collection which:

-  supports the school's priority areas within the annual report
-  supports student welfare
-  supports curriculum needs
-  contains selections from the Children's Book Council's short lists
-  contains selections from the Premier's Reading Challenge booklist and access to online materials
-  reflects the recreational needs of the students (reading for enjoyment)
-  includes a wide range of formats, e.g. books, videos, CD-ROMs, audio tapes, computer programs, internet access, magazines

Georges Hall PS has a purchasing procedure for all book and non-book resources. It is the responsibility of the library staff to manage the library budget and liaise with all Key Learning Area (KLA) coordinators.

3. User Needs

The library supports the needs of its users, which includes school staff, students and to a lesser extent, the broader school community. The Library supports the needs of these three groups, which are:

-  Teaching staff; both with curriculum needs and professional development areas.
-  Students; both educational and recreational reading needs suited at their reading levels ranging from special needs students and non-English speaking backgrounds (NESB) to the gifted and talented students; and
-  Parents and community members.






4. Access to the Collection

All staff and students are to be issued with a user barcode and have borrowing limits according to their year group. The library is open Monday to Friday from 9:00am to 3:15pm for timetabled class groups and it is open Monday to Thursday from 1:30 to 2:00pm (lunchtime) for non-appointment use and borrowing.

A selection of electronic materials is to be accessible online over the internet and intranet (in-school only).

5. Resources Managed

The resources include:

-  Print resources; including books, periodicals, newspapers, pamphlets (in a vertical file);
-  Visual resources; including charts, posters, kits, maps, filmstrips, slides;
-  Audio visual resources; including video cassettes, audio cassettes, audio tapes, CDs and DVD's;
-  Electronic resource; including computer software, CD-ROMs; and
-  Online resources; including internet sites, databases, encyclopaedias.

6. Selection Principles











Appropriate selection and acquisition processes ensure an up-to-date, relevant and easily accessible collection that meets the demands and needs of learners, teachers and the community. The collection should meet the needs of the curriculum, learning styles, collection development and resource selection criteria of the school (ASLA & ALIA 1993, p.29).

6.1 Selection Responsibility

The full-time teacher-librarian has overall responsibility for selection and the management of selection duties. This is to minimise errors, confusion, duplication and over-expenditure.

6.2 Selection Sources and Aids




















The following sources will be used to aid selection:

-  SCAN;
-  Reading Time;
-  Children's Book council booklist;
-  Premier's Reading Challenge online booklists;
-  Standing Orders;
-  SCIS database;
-  Publishers brochures, Booksellers catalogues and blurbs;
-  Board of Studies website: suggested resources for KLA units;
-  Staff and KLA co-ordinators reviews; and
-  Online databases and searches.



Where possible, all potential acquisitions to the collection should be physically evaluated by staff prior to purchase.

6.3 Criteria for selection

Library materials should be in keeping with and support Georges Hall Public School's library policy and goals, as well as those of the NSW DET Handbook for School Libraries. Resources should meet as many of the following principles as possible, including:







-  Demand and potential use;
-  Price and budget limitations;
-  Contemporary and permanent value;
-  Meeting current budget management outcomes and targets;
-  Authority and reputation of the author;
-  Quality of the resource which is a reflection of the reputation and standards of the publisher;
-  Currency of information;
-  Readability and comprehensiveness;
-  Accuracy and reliability of the information;
-  Appropriateness and effectiveness of the format, as it may be better as a AV or book or electronic resource;
-  Importance and suitability of the subject matter;
-  Relation to the existing material in the collection, or filling a gap within the collection;
-  Critical reviews;
-  Availability of materials using an inter-library loan;
-  Local interest to the area and community;
-  Supports the reading program (Premier's Reading Challenge);
-  Hardcover, where available, for durability;
-  Need for duplicate copies; and
-  Space limitations.

For fiction, the principles include:

-  Originality; and
-  Literary quality.

6.4 Non-book Collections

In addition to the above criteria, for websites and electronic media, the selection principles include:

-  Speed of obtaining the information from the site;
-  Presentation, user interface and layout of the site;
-  Use on both Mac and IBM compatible platforms;
-  Security and access;
-  Network capabilities; and
-  Ease-of-use, including: log-in to site; program or interface needed; amount of help-desk support needed; security of the site; and licensing agreement or restrictions.

6.5 Duplicate Copies

Georges Hall PS Library will not, as a general rule, collect duplicate copies of materials. Duplicate copies will only be purchased where the resource is seen to be of outstanding quality and have exceptional demands placed on borrowing, such as some Children's Book Week shortlist titles and Premier's Reading Challenge books. Duplications will generally be limited to two copies within the general collection. These may also be made as resource packs for teachers.

6.6 Donations









Donations and gifts will be received positively and will be subject to the same selection criteria as all other library materials within this policy. Donations and gifts that do not meet the criteria will be withdrawn and disposed of. This policy should be made clear at the time of the donation.

All staff are encouraged to be involved in the process of selection of resources. Their subject expertise and knowledge of learner's learning styles benefit the growth of the collection. Their suggestions are a good indicator of the demand for particular resources, and help with selecting the desired text format level. Critical reviews of resources by the staff give an indication of potential use of the resource.

Students and the community suggest the popular titles, and highlight where interests lie.

6.7 Suppliers

Suppliers used should demonstrate:

-  An ability and willingness to follow the purchasing policy used by the school (ie be paid on invoice by school cheque);
-  Accuracy in filling orders;
-  Accuracy in accounting;
-  Willingness to discount;
-  Speed and reliability of service;
-  Promptness in rectifying mistakes;
-  Speed and accuracy in reporting on the status of items; and
-  A range of supply media.

7. Acquisitions

To minimise errors, prior to order placement the following processes are carried out:

1. Investigation of the title, author and ordering details;
2. Clarification money is in the budget and that it meets budget management outcomes; and
3. Checking the postage and packaging charges and the receiving procedure of the package.

At the time of ordering, the school's protocol is followed. The order form is filed into the "waiting to be received" folder. The status can be determined with the supplier, which is recorded on the file.

On delivery of the order, the teacher-librarian checks all items against the order form, inspects their condition and evaluates the resource against the selection criteria. Any problems are referred to the supplier. The price of each item is checked, and the school pays the order. The order form, which has been compared to the invoice that arrives with the items, is moved from the "waiting on" file to "processed". The items then wait for the cataloguers (either the teacher-librarians or ancillary staff) to add to the collection.

8. Funding

The Library Budget is determined prior to the calendar year and target areas within the library are identified within the school's management plans. Target areas are agreed to by

the whole-staff, and the Library Committee decides on individual allocation of funds within the library budget. The Library budget ensures:

- ☞ Sources of funding (eg global budget, grants or money raised);
- ☞ Sources to specific outcomes;
- ☞ Adherence to the collection management process; and
- ☞ Avoidance of haphazard expenditure.

It is the responsibility of the teacher-librarian to work within the budget and document all expenditure. All purchases are to be made with the approval of the principal, in accordance with the school's Purchasing Procedure.

9. Weeding

Weeding is the process of removing resources from the school's collection when they are no longer relevant to the needs of the users or curriculum (Dillon, 2006 p.27). All resources within the collection, including print, electronic and audiovisual are to be considered for culling on the basis of relevance, currency and integration with other resources (no "dead links"). Weeding is to occur continuously, intermediately and periodically, ensuring all areas of the library are covered throughout the year.

The purpose of weeding includes (Kennedy, 2002 p.99):

- ☞ freeing up space;
- ☞ improving the library learning environment and appearance;
- ☞ removal of obsolete materials;
- ☞ removal of little-used materials; and
- ☞ saving staff time.

9.1 Weeding Criteria

Items to be considered for removal or disposal include:

- ☞ those not identified in the selection procedures;
- ☞ those worn or damaged beyond further repairs;
- ☞ Duplicate copies of seldom used titles;
- ☞ Those from redundant subject areas;
- ☞ Those with poor circulation history;
- ☞ Those with outdated or inaccurate content;
- ☞ Those not congruent with the censorship policy;
- ☞ Those whose scope is eclipsed by another better resource;
- ☞ Those whose format is eclipsed by a more appropriate format; and
- ☞ Superseded editions.

Primarily this is the responsibility of the teacher-librarians, however suggestions from the school community can be taken into consideration in accordance with the appropriate procedure outlined in the "Challenged Materials" section of this document.

10. Disposal

If an item is removed from the collection it is to be withdrawn through OASIS, stamped with "Withdrawn" and the barcode is destroyed. The following options are then considered (in order):

- ☞ Offer to staff for class libraries;
- ☞ Sale at school fair days;
- ☞ Donate to charitable institutions;

- ☞ Recycle if possible; and
- ☞ Dispose at local tip.

11. Collection Evaluation

- ☞ It is critical that the teacher-librarians review the collection in terms of the curriculum and needs of the school community regularly to ensure a current useful collection exists. The purpose of the ongoing evaluation is to obtain the strengths and weaknesses within the collection, and according to Kennedy (2002, p75) and Hart (2003) will also aid in:
 - ☞ The accreditation and approval from governing bodies or associations;
 - ☞ The ability to support new and proposed initiatives (including grant applications);
 - ☞ Funding purposes and allocations of the budget;
 - ☞ Publicity purposes such as how good is the collection (and school);
 - ☞ Facilitating cooperation within the school community;
 - ☞ The development and revision of the collection management policy; and
 - ☞ Weeding and selection processes.

Evaluation falls into two categories (according to Doll & Barran 2002): “the evaluation of the collection itself, usually in terms of numbers, quality, currency, or similar measures, and (perhaps most important) by how well the collection serves the needs of the users.” Therefore, methods used to appraise the collection will include:

- ☞ Checking lists, bibliographies and catalogues to ascertain the collection includes basic titles and recommended sources;
- ☞ Direct examination of the collection;
- ☞ Compilation of statistical data on circulation to determine the size of the collection compared with the size of the school population and resource demand;
- ☞ In-house studies;
- ☞ User surveys; and
- ☞ Curriculum and collection mapping, to divide the collection by classification or subject areas to determine if there are enough adequate resources for curriculum areas.

12. Censorship

The library fully supports the ALIA *Statement on Free Access to Information* (see Appendix 2) and does not believe it is the teacher-librarian’s role to exercise censorship.

13. Challenged Materials

Any member of the community served by the library may lodge a complaint about the material within the collection. An initial complaint will be dealt with on an informal basis with a teacher-librarian. The teacher-librarian is to make available to the complainant the Collection Management Policy selection criteria, ALIA’s *Statement on Free Access to Information* and ASLA’s *School Library Bill of Rights* (see Appendix 2 and 3).

If the complaint remains unresolved, the complainant will be invited to complete the formal document “Disputed materials form” included in this policy in full (see appendix 1). A committee, comprising of the school principal, teacher-librarian, staff member and a representative of the parent body will meet to consider the validity of the complaint. A written decision will be enforced and the complainant notified.



Appendix

1. Disputed materials form: Request for reconsideration of school and library resources
2. Statement on free access to information
3. Policy Statement - School Library Bill of Rights

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GEORGES HALL PUBLIC SCHOOL



“PLAY YOUR PART”

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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 _____

Sample Form from the Handbook for School Libraries (1996) Department of School Education (2005)

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.

Replaces: Free library services to all, Freedom to read

Adopted: 2001

Available at: <http://www.alia.org.au/policies/free.access.html>

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

Available at <http://www.asla.org.au/policy>

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