Glen Eira College

LIBRARY - COLLECTION MANAGEMENT POLICY

Karys McEwen, Librarian
February 2017

Statement of purpose

This policy articulates the procedures followed and the criteria applied in the selection of materials to be included in the Glen Eira College Library.

Aims and objectives

➢ Provide resources that support and complement the Victorian Curriculum, stimulate learning and enquiry.
➢ Provide recreational reading resources that engage the reading interests of our students.
➢ Provide resources which will support further inquiry and the development of literary appreciation.
➢ Provide resources that support the multicultural interests of our school, including the French Language Program.
➢ Provide a wide range of materials on all levels of difficulty to suit the varied learning needs and styles of students.
➢ Provide resources with a diversity of appeal and the presentation of different points of view including those that reflect the lives of students in relation to their culture, ethnicity, language, religion and beliefs, sexual orientation and any other consideration, whilst adhering to the principles of intellectual freedom.
➢ Assist staff in their roles by providing current textbooks, supplementary texts, and alternative texts for professional development.
➢ At the discretion of the Principal and Librarian, support the needs of the wider College community.

Enhancement objectives

In addition to the Collection Management Policy aims and objectives, the following points are intrinsic and of equal importance:

➢ Ensure the employment of qualified, informed, positive and passionate staff.
➢ Provide our students with comprehensive instruction in the proper use of the Library Management System (LMS), Access-it.

- Educate our students in the correct use of the Dewey Decimal Classification System as well as the reasons why multiple collections exist within the main body of the GEC Library (and other libraries). This equips students with the appropriate skills which will enable them to become independent and information literate.
- Promote the philosophy of smart study skills through instruction and in-house and external literature.
- Provide an environment which meets the needs of all of our students based on the principles of inclusion and equality and by placing importance on the wellbeing of the patrons.
- Educate students in respecting the intellectual property of others.

Present status of the collection

Resources encompass a variety of formats to suit varied learning purposes and styles, including:

- Print resources – books, periodicals, newspapers
- Digital resources – online databases and indexes including Clickview

Whilst the bulk of the collection is in print format, electronic and digital resources are critical elements. Based on the gradual introduction of the Chromebook, further priority will be given to complementing the current collection with resources available through new technologies.

However, in recognition of research that demonstrates that the ability to read, interpret and use information on-screen is dependent on a solid foundation of traditional literacy skills developed using print, the print collection will continue to evolve to support these findings.

Note: All GEC students are encouraged to become active members of the State Library of Victoria or their local public library to enable them free access to an additional range of resources.

Responsibility for selection

Members of the Glen Eira College community are encouraged to contribute to the selection of library resources. However, the responsibility for co-ordinating selection and making purchase decisions rests with the Librarian.

Criteria for selection

Resources are considered on the basis of the existing collection and the following criteria:

Authority
- Honest and ethical use of information, storylines or other materials
- Recognised or reputable publisher and/or author
- In the case of online resources, authority of the author or site owner
- Privacy and legal issues are clearly addressed and are in accordance with Australian legislation

Physical Format
- The most suitable medium to present the subject matter
- Access to as many students as practicable at one time
- Sturdy construction which is durable, suitable for multiple usage and easily maintained

Technical Quality
➤ In a format compatible with existing hardware or that intended to purchase

Content
➤ Relevant to curriculum
➤ Relevant to student interest
➤ Provides enrichment of students' personal growth and understanding
➤ Sensitive treatment of controversial topics
➤ A style readable by and suitable for the needs and abilities of students
➤ Does not require students to divulge personal information. Does not harvest information about students nor seeks to own the intellectual property or copyright of their work.
➤ Not a duplication of an already held resource

Arrangement of Material
➤ Attractive, clear presentation with content that is easily navigable
➤ Graphics are appropriate and related to the text
➤ Instructions and support materials are clear, comprehensive and effective

Appropriateness
➤ Concepts, content, language, illustrations and symbols are suitable for the intended user

Currency
➤ Information is up-to-date
➤ In the case of on-line resources, date of creation and latest update are stated

Cost
➤ Value for money
➤ Application across a number of curriculum areas and levels
➤ Greatest access for least cost
➤ Costs are fully understood with no hidden extras that are essential to the effective use of the resource

Availability
➤ Currently, readily and legally available to schools

Copyright Compliance
➤ All resources must comply with the copyright licences which cover Australian schools. (Please refer to Smartcopying, which is the official website for copyright in schools provided by the National Copyright Unit)

Selection aids
➤ Student and staff requests
➤ Literary reviews and awards
➤ Requirements of specific activities (Premiers' Reading Challenge, CBCA Book Week)
➤ Bookseller recommendations and newsletters
➤ Goodreads and other similar websites

Donations
Donations will be gratefully accepted on the condition that they are subject to the same selection criteria as for new resources.

Funding

In accordance with school policy, the Librarian will submit a proposed budget annually to the Business Manager.

Reimbursement for the cost of lost or damaged resources will be sought via means of overdue notices, letters home, telephone call and finally letter plus invoice.

Overdue Items	Action Taken
Item overdue by 4 weeks	Overdue notice/s x 2
Item overdue - extending beyond the Term	Letter/email home/telephone call
Item overdue – extending beyond six months	Letter/email with invoice

Acquisition

Resources will be acquired in alignment with school financial guidelines and procedures, including those purchased online.

Suppliers will need to meet the following criteria:
➢ quality and reliability of service
➢ inspection practices and returns policies
➢ value for money (discounts) and payment options
➢ delivery cost and speed

Where possible, local suppliers will be used but if others provide better service and/or greater discounts they will be used. The Library will not outsource the development of the collection to suppliers such as Australian Standing Orders.

Promotion

New resources will be promoted for use through a variety of means.
➢ Daily Student Bulletin and monthly email sent to all staff
➢ Print flyers promoting new resources
➢ All resources added to the catalogue so their existence and availability is discoverable
➢ Students and teachers who have requested particular resources emailed on receipt of the item. In the case of teachers, the loaned item will be placed in pigeon holes.
➢ New book displays in the Library
➢ Carousel displays and reviews on the OPAC

Collection evaluation and weeding

Collection evaluation is an ongoing process. The following weeding criteria is applied to the collection:
1. Resources in poor condition, dirty, worn or damaged. Popular titles are replaced where possible
2. Currency of information, date of publication and borrowing statistics
3. Resources that no longer support the curriculum or are of limited general interest
4. Superseded content or editions
5. Availability of information in other formats that may better serve the same purpose. For example, we no longer purchase country related print material. Instead we now subscribe to

the A-Z of World Cultures database which is regularly updated so that information is always current and relevant.
6. Duplicate copies or information

Stocktaking

To maintain the integrity of the collection, a complete stocktake will take place annually.

Challenged material

Whilst all care will be taken in the selection of resources, it is recognised that material may on occasion be viewed by a member of the College community as controversial or undesirable. If an objection is made, the Librarian will instigate formal proceedings; requesting that the challenge be submitted in writing (Appendix A) and that a review committee, made up of the College Librarian, Principal/Assistant Principal, a staff member, a parent, and a member of the School Council.

Objections to library resources are an important part of the democratic process and are treated as legitimate. However, challenges must be considered on the understanding that no parents or carers have the right to determine the suitability of learning or recreational matter for students other than their own. It should also be noted that the principles of intellectual freedom form the very foundation of the Australian School Library Association Bill of Rights and The International Federation of Library Associations and Institutions (IFLA) Code of Ethics. Having cited the importance of intellectual freedom and the rejection of all forms of censorship in the selection process, it must be remembered, that part of the selection process also deals with the age appropriateness of resources. If a junior school student wishes to borrow a resource containing mature themes, the Librarian will first write to the parent/guardian requesting permission to borrow (Appendix B).

Policy review

This Collection Management Policy should be reviewed annually by the Librarian to ensure its relevance to the needs of the patrons of the Glen Eira College Library.

Bibliography

Australian Library and Information Association (ALIA). Policies, standards and guidelines. Viewed 2016. Retrieved from: https://www.alia.org.au/open-access-resources/policies-standards-and-guidelines

Australian School Library Association. Bill of Rights (2014). Retrieved from: http://www.asla.org.au/policy/bill-of-rights.aspx

Braxton, B. Sample Selection Policy (2014). Retrieved from: http://500hats.edublogs.org/policies/sample-collection-policy/

International Federation of Library Associations and Institutions (IFLA). Professional Code of Ethics (2016). Retrieved from: http://www.ifla.org/

Kennedy, J. (2006). Collection management: a concise introduction (rev.ed.) Wagga Wagga, NSW: Centre for Information Studies, Charles Sturt University.

Smartcopying: the official guide to copyright issues for Australian schools and TAFE (2014). Retrieved from: www.smartcopying.edu.au

APPENDIX A

REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCES

Reconsideration Requested By :
Contact Details : Telephone: Mobile:
Email: Please indicate preferred method of contact
Student Contact:
Name: Class:
Resource Details:
Author:
Title:
Type of Resource: Book-Fiction   Book-Non Fiction   Periodical   Graphic Novel
Online
Reasons for Reconsideration:
1. What is your objection to this resource? Please be specific, citing sections, pages or illustrations providing examples where appropriate.
2. Have you examined the resource in its entirety to determine whether the objectionable issue is within the context of the whole?
3. If not, to what extent have you examined it?
4. What do you believe to be the purpose/theme/intention of this resource?

5. In your opinion, is there anything of value in this resource for this age group?

6. What do you believe will be the outcome if students use this resource either at home or in the classroom?

7. Are you aware of any literary or educational assessments of this resource?

8. If yes, please cite those sources.

9. How would you like the issue to be resolved?
   Reconsideration of its inclusion in the Library's Collection
   Made unavailable to your child
   Other ….

   Signed: _____ Dated: _____

APPENDIX B

Date

Dear Mr and Mrs Smith,

Two weeks ago, **Matthew** requested that I purchase two books for the College Library:

Title & Author

and

Title & Author

I am always pleased when students request new titles for the Library as this often leads to increased borrowings through peer recommendations. I also welcome and appreciate **Matthew's** input.

Having just received both titles, I thought I should read the books to determine their suitability – whilst I do not support the concept of censorship, I do endeavour to acquire age appropriate resources for the College Library.

Needless to say, I have enjoyed _Title/s_ but, at the same time, need to emphasise the adult content of the novel.

Therefore, as a matter of Library Policy, I need to ask for your permission before lending these books to **Matthew**. He has also told me that you have read the books and are familiar with the subject matter.

Should you have any concerns, please contact me on 95 717 838.

Kind regards,

Karys McEwen

College Librarian

I ....(do/do not) give the College Librarian permission to lend the above resources to **Matthew**.