

St Michael's College Library
Collection Development
Policy

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1. Introduction.

Purpose

Research has shown that students' academic achievements are directly linked to the quality of the information services provided by the school. This document is intended to provide guidance in matters relating to the development of the St Michael's College library collection in order to provide the best possible provision of information services to our school community.

Role and Scope

The collection is being developed to:

- Meet the recreational reading needs of students
- Provide resources in print, audio-visual and electronic formats to support, enrich and enhance the curriculum, taking into consideration the varied learning needs and styles, recreational and study interests and maturity levels of the students.
- Provide teachers and students with a range of opportunities to explore the full spectrum of fact and opinion that surrounds learning situations.

The collection contains:

- Fiction books, including magazines, picture books and novels of all genres catering for students from Prep School to Year 7.
- Non-fiction titles to support the curriculum
- A reference collection to provide access to basic knowledge
- A teacher reference collection to support the curriculum and enhance professional development
- Audio visual and electronic resources to support the above criteria
- A parent library of magazines and non-fiction texts aimed to encourage the relationship between home and school.

2. Collection Users

Students

The student population of St Michael's College is currently comprised of 260 students from Prep School to Year 7. They are characterised by differing socio-economic backgrounds, abilities and information needs.

The special needs of students that must be addressed by the St Michael's College collection include the provision of resources used by the Learning Support staff of the College in regards to Literacy and Numeracy programmes.

Staff

The profile of both the teaching and support staff is characterised by diverse backgrounds. In addition, the range of teaching styles and pedagogical approaches.

Other school community members

The College forms part of the St Michael's Community comprising members of the 1st and 2nd Order of The Confraternity of The Kingdom of Christ, The Abbey Museum and the Church Congregation. Resources from the library collection are available to these members with priority given to the school community.

3. Selection

Context

The selection of quality educational resources that support, extend and enrich the education of students, while providing good value for money, is an important aspect of the collection development process of St Michael's College library. Acting on the authority delegated by the principal, the teacher-librarian has the responsibility for the professional co-ordination of the collection, as it is acknowledged that this person has the best knowledge of existing resources, the overall school curriculum and what is available from the publishers. Staff and students are invited to make suggestions for new purchases to assist in selection, but suggested titles must meet the following selection considerations and criteria.

Considerations

- Curriculum requirements
- Recommendations from sources such as OZTL_NET, LM_NET.
professional journals and publications
- Lists of recognised children's literary awards
- Personal appraisal
- Staff and student requests

Criteria for Selection

Guiding Principle: When considering requests, recommendations and referrals, the guiding principle as to the selection will be the items' contribution to the scope and depth of the collection. This will be considered together with the collection users' needs and requirements, within the budgetary limitations.

* Curriculum Resources

Collaboration between the teacher librarian, classroom teachers, curriculum leader and other staff is to be encouraged when selecting curriculum material to ensure currency, relevance and appropriateness. In general, consideration should be given to:

- Potential use
- Subject
- Scope
- Reliability
- Format and presentation
- Technical quality and durability
- Price

* Fiction items

Fiction items should be selected to reflect current interests and trends in children's literature. The following criteria should be taken into consideration.

- Plot
- Content
- Theme
- Setting
- Characterisation
- Genre
- Language use
- Popularity
- Format

* Electronic Resources

Electronic resources should similarly be selected on the basis of the general principles of collection development as stated in the guiding principle above. In addition, the following concerns will be considered.

- Compatibility with existing hardware and software
- User friendliness and ease of use
- User interface
- Content
- Format
- Licensing
- Support
- Security
- Access

* Purchasing

Resources for purchase can be identified through:

- The use of recognised selection tools – CMIS publications, *Primary Focus*, *Fiction Focus*
- CMIS online resource lists
- Journals – *Scan*, *Magpies*, *Literature Base*, *Access*
- Professional associations – PETA, SLAQ, ASLA
- Items on approval from booksellers
- Suggestions from teachers and students

4. Weeding

Context

Weeding is an ongoing process of removing resources that are worn, outdated, and unattractive, have inappropriate content or are of no further value to users of the collection. Computer generated reports will be prepared at 12 monthly intervals to indicate which resources are not being accessed over a period of time. This will facilitate identification of material that is surplus to the College's requirements. Weeding is a systematic process based on the Collection Development Policy, weeding criteria and an analysis of the collection.

Considerations

Resources are weeded by the Teacher Librarian and other professional staff with knowledge of:

- the curriculum
- learning and teaching styles
- child development
- student achievement levels
- collection development
- weeding selection criteria

Criteria

The decision to weed a resource from the collection will be determined using a combination of the following criteria. Generally, a resource will not be removed from the collection based on meeting only one of the criteria.

- Condition
- Age
- Multiple copies
- Accuracy/currency
- Coverage
- Misleading and/or factually inaccurate
- Superseded
- Irrelevant to user needs

5. Challenged Materials.

Steps for dealing with complaints.

Challenged materials refer to any resource that may be considered controversial or offensive to members of the school community. As part of the overall Collection Development Policy, a Challenge Policy is available here to provide guidelines for dealing with a complaint.

Dealing with complaints is a process involving:

1. Completion of a disputed materials form by the complainant
2. Referring the complainant to the selection criteria contained within the Collection Development Policy.

3. A review of the challenged resource by a committee made up of the Principal, Teacher Librarian, P&F Representative, a Board Member and the complainant
 - The final decision to remove or retain the resource rests with the Principal
 - The item being challenged remains in circulation during the review process
 - A disputed Materials form is included here as Appendix C.

6. Donations.

Resources donated to the St Michael's College library will only be added to the collection if they meet the following criteria.

- They are compatible with the Collection Development Policy
- They adhere to the selection criteria
- They fulfil a need or enhance the curriculum

Donors are informed their donations undergo the same selection process as any other resource under consideration for inclusion in the collection.

APPENDIX A

STATEMENT ON FREE ACCESS TO INFORMATION

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 believe 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.

(ALIA, <http://alia.org.au/policies/free.access.html> 2001)

APPENDIX B
ASLA 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.

(ASLA, http://www.asla.org.au/policy/p_bor.htm re-approved August 2000)

APPENDIX C
DISPUTED MATERIALS FORM

ITEM DETAILS

Author: _____

Title: _____

Publisher: _____

Call Number: _____

Barcode: _____

COMPLAINANT DETAILS

Name: _____

Phone: _____

1. Why do you object to this material? Please be specific by citing sections and page numbers.

2. What do you feel might be the result of using this material?

3. For what age group do you believe this material is intended for?

4. Can you find anything worthwhile about this material?

5. Did you examine the whole item? If not, which parts?

6. Are you aware of the literary/educational assessment of this material?

7. What do you believe is the intention/theme of this material?

8. What would you like the school to do about this material? (tick one)

<input type="checkbox"/>	Reconsider its suitability for inclusion in the collection
<input type="checkbox"/>	Do not allow my child access to this item
<input type="checkbox"/>	Withdraw access to this item for all students

9. If you wish this item to be withdrawn, what would you recommend to replace it in the collection?

Signature of complainant: _____

Date: _____