**Collection Mission Statement**

The goal of this proposed collection is to build a selection which is up to date, relevant & appealing; a balanced collection with focus on the specific teacher/learner context (Hughes-Hassell & Mancall, 2005).

It would meet the principles of intellectual freedom, representing different and opposing perspectives on controversial issues and differing world views, without prejudice of any nature (Beilharz, 2007).

**How the collection prioritises the teaching and learning agenda of the school**

The collection will support the curriculum whilst reflecting the school context and students cultural background (The Shape of the Australian Curriculum 2.0, 2010, p. 10). It will deliver resources which meet the Special Needs & Behavioural Difficulties programs of the school, and the extra-curricular programs of numeracy/literacy, and VET courses.

It will include popular publications and material relevant to the lives of students to encourage reading for leisure.

It will support the different teaching and learning preferences of users by being multimodal in what it offers, as supported by research such as Jewitt (2008).

**How the collection meets and anticipates the demands of the digital age and provides access to online resources**

The collection will aim to provide an extensive selection of quality online resources. Johnson (2010) is of the opinion that modern school libraries should provide online resources in equal or greater quantities than those of print.

Wireless networking is freely available within the school and computers are available within the library for students use, as well as individual iPads.

All student iPads should be loaded with the chosen e-Reader application, and remote access made available at all times to school e-resources and the library catalogue through the selected e-platform and the School Library Website. The e-platform may also be accessed via standard web log in on any computer or portable device, and items may be downloaded if a suitable program to read them is installed. Other online material included in the collection will
be openly accessible through selected online curation tools such as Pinterest (www.pinterest.com), with related apps also loaded onto student iPads.

Hardware will form part of the collection, with portable storage devices, digital cameras etc. The collection will also include quality editing and presentation software and Apps and provide means for integration of all facets of student work into online sharing outlets.

**Types of resources to be included in the collection**

- **Fiction Books** - print and digital (Including Foreign Language Fiction relevant to elective language subjects)
- **Non Fiction** - print and digital (Including Special Interest and culturally relevant selections as described previously)
- **Reference resources** - print and digital (Items such as dictionaries and encyclopedias which are updated regularly to be acquired in digital formats only, non-immersive books such as atlases and highly graphic reference books to be acquired in traditional print until such a time as online resources can better support these formats).
- **Teachers Reference resources** - print and digital (with a strong print base to meet user needs)
- **Newspapers** - local in print, all others selected for inclusion to be accessed online
- **Applications** - apps that meet all App Selection Criteria (see appendix), to be bulk purchased for all iPads
- **Educational games** - online, apps, and board games
- **Models and realia**
- **Audiovisual**: DVDs, video, audio books (digital files), music (digital files)
- **Graphic novels** - predominantly to be acquired in digital format, with a small print collection
- **Software** - for example Photoshop and video editing software
- **Special needs** - such as large print or colour adjusted texts and audio visual
- **Other online resources**: Databases, websites and periodicals
- **Sheet music**
- **Hardware**: digital cameras, video cameras, USB drives and scanners
The selection of resources

Selection Aids

A range of selection aids will be employed to identify potential resources for inclusion:

- **Suggestions, requests and feedback** on resources from students and teachers will be considered.
- **Popular media** to be considered such as celebrity booklists, which will influence student interest.
- **Recommendations and reviews to be sought from reputable organisations** such as Australian Library Journal (Australian Library and Information Association), Access (Australian Schools Library Association), Reading Time (Children’s Book Council), Magpies, SCAN (New South Wales Department of Education and Training) and SCIS (Schools Catalogue Information Services)
- **Liaison with the related faculty** to assist in determining what is needed.

Selection

All resources will be considered individually for merit & appropriateness for the intended audience. General and Specific criteria for different formats will be consulted (see Appendices A & B). These criteria will be re-assessed annually for currency and relevance to changing student needs.

Resources will be preferred for selection, which offer a significant preview of the item. Where no preview is available, strong reviews must be located from reliable sources.

Device-specific licensed e-resources (such as apps) will only be purchased which are compatible with iPads; all other e-resources must be interoperable, until such a time as a greater fluidity in format transferal and readability exists.

The idea of intellectual freedom will be upheld in selecting resources for the school as per the collection’s mission statement. Principles and reason will be employed, not personal preferences (Oppenheim & Smith, 2004).

Responsibility of selection
The Teacher Librarian will be responsible for all selections, but final approval will be provided by the Principal, with the exception of textbooks which will be selected by relevant teachers or head teachers. To aid teachers in these selections, and in making good suggestions, the selection criteria should be accessible to all via the school website.

**Acquisition of resources**

Only approved suppliers will be used to purchase resources and wherever possible, orders will be placed with local suppliers to encourage community and the local economy. Once initial collection is in place, ‘Just in time’ methods will be employed to directly meet specific user needs and avoid superfluous selections.

**E-resources**

A degree of Patron Driven Acquisition will be employed for online resources via the e-resource platform selected, within a range specified by the TL. The platform selected for e-resources will preferably be one which: has an initial cost and not an ongoing subscription fee, offers a broad range of resources, imparts ongoing ownership of purchased items to the school, and one which allows simultaneous use of purchased items (Sanborn, 2014). It should also allow items purchased/sourced elsewhere to be uploaded to the interface.

Bulk packages will not be purchased unless unwanted resources can be deleted from the discounted list. All items will be selected on an individual basis against the pertinent selection criteria. CPU (Cost per use) will be considered over cost per title (Grigson 2009, p. 63).

**Duplicates**

Only highly requested or popular fiction will be purchased in duplicate.

**Websites/databases**

Links will be provided on the library website as well as on the library catalogue to selected websites and databases. An array of selected web content will also be made available via public curation tools for student use.
Donations

All donated material must be assessed against the relevant criteria, and will only be accepted if there are no conditions of use attached. (Morrisey, 2008)

Copyright

Copyright within the collection will be addressed as per the obligations of the school’s license under the Commonwealth Government's Copyright Act 1968 (as amended 2013). In addition to this, certain resources have their own terms of use or content restrictions which must be adhered to (Mitchell, 2014), and Digital Rights Management (DRM) technology may be embedded in others, physically restricting usage - whether that usage correlates to copyright law or not (Iannella, 2010) and this must not be bypassed.

Wherever possible to do so, Creative Commons material will be used to negate copyright restrictions (see Creative Commons http://www.smartcopying.edu.au/open-education/creative-commons).

Deselection of resources

Deselection within the collection should be employed on an ongoing basis to remove material which is no longer relevant. The following factors should be considered:

Print and e-Resources

Content: Existing materials should be reviewed to determine accuracy, relevance to curriculum, student needs and interests and also to ensure that content has in no way become prejudiced or misleading. Age should be a main consideration for deselection, unless the resource still holds relevance for historical reasons. Care should be taken to maintain a good range for cross referencing and to supply differing views, whilst making sure there is not an overabundance of information on a topic which may impede ease of location (Larson, 2012).

Circulation: Items which have not been borrowed or downloaded for 3 years or more should be high considerations for weeding.

Format: Consideration should be given as to whether new and better formats have become available, and if so the material should be updated into the new format.
Print Only

**Appearance:** Damaged or heavily worn material should be removed. If repair is possible, library staff will restore the item.

**Duplicates:** Items which are no longer in strong circulation may have duplicates removed.

Items which are removed from the collection will be boxed and sent to the local charity bookstore.

**How the collection can be continually evaluated**

Collection mapping is to be implemented in evaluation procedures. This is evaluation which is focused on teacher and student needs using quantitative (objective, data-driven analysis) & qualitative (subjective, feedback driven analysis) measures, which can be presented in a graphic depiction, (Hughes-Hassell & Mancall, 2005). It should be implemented using an automated system, and updated on a regular and ongoing basis to keep a clear view of the collections strengths and weaknesses (Bishop, 2007) in meeting its user’s needs. Combined with surveys and circulation data, this method will provide a clear picture of the collection which will assist in both selection and weeding, and will be presented as part of the annual library report.

Changeable resources such as websites should be frequently visited and re-evaluated against the selection criteria.

**How challenges to resources within or accessed through the collection will be responded to**

If challenges to material within the collection should arise, it is proposed that they are dealt with in the following way:

1. An attempt should be made to resolve the complaint through discussion first, explaining the selection process and aims, the context of the resource and the collection mission statement.
2. A Complaint Form (see Appendix C) should be provided, along with assistance to complete it.
3. The matter should be referred to the Collection Advisory group or a specially convened panel. A final decision will be made by the principal.
4. Complainant should be provided with the decision in writing, along with a report on the considerations of the disputed material at all stages. Decision will be binding, though the complainant will have the right to appeal to the Board of Education.
5. The decision regarding the contended resource will be confidentially recorded for future reference.

No material should be removed until due procedures are followed, unless it is something unrelated to the purpose of the resource, such as an online resource with links to inappropriate content. In such a case the TL may remove the material immediately. Pending a decision on a disputed resource however, access to the resource for the child or children of the complainant may be denied if they wish.

Policy Review

The library collection development policy is to be comprehensively reviewed every 3 years.
References

http://www2.curriculum.edu.au/scis/connections/issue_63/secret_library_business_part_2.html


http://westminsterresearch.wmin.ac.uk/6248/1/Grigson_2009_final_author.pdf


Appendix A

General Selection Criteria

Primary considerations

1. **RELEVANCE**

Will the resource content…

- Meet student’s level of development?
- Meet a variety of student needs?
- Be age appropriate?

2. **CURRICULUM SUPPORT**

Does the resource support…

- The purpose of the work?
- The school curriculum?
- Critical and creative thinking?

3. **ACCURACY & AUTHORITY**

Is the resource…

- Error free and factual/reliable?
- Research based?
- Referenced?
- Created by a professional?

4. **TREATMENT**

Does the resource…

- Avoid stereotypes dealing with race, gender, age, region and socioeconomic level?
- Reflect our diverse society?

5. **ARRANGEMENT AND ORGANISATION**

Is the information…

- Arranged and organised so that students can understand it?
- Organised so that students can easily locate it?

6. **COMPARISON WITH OTHER WORKS**

How might...

- The resource compare with others in the same genre, format or subject?
- My learners/educators use this work?
7. COST
What is the...

• Cost of the Resource?
• Cost in comparison to similar resources?

Secondary Considerations

8. PHYSICAL QUALITY/USABILITY
Do physical elements such as...

• Clarity of images, speech, music, navigation icons, fonts, search functionality, ability to download or print content, support the purpose of the work and the learning styles of my students?

9. AESTHETIC QUALITY
Will the resource...

• Appeal to the aesthetic tastes of my learners?
• Motivate students to want to use it?

10. LITERARY MERIT
How well...

• Does the author, illustrator or producer deal with literary components such as theme, setting, character and style?

The above criteria are adapted from the following resources:


Appendix B

Specific Selection Criteria for Apps

1. CURRICULUM SUPPORT
Does the App Promote…
• Critical and creative thinking?
• Collaboration and idea sharing?

2. RELEVANCE
Is the App…
• Relevant to the purpose of the task?
• Meet the needs of all students?
• Age appropriate?

3. USABILITY
Does the App allow students to…
• Launch and operate it immediately?
• View help info of tutorials?
• Export, email, upload or network share-content?
• Insert sound, music and photos located on the device?
• Import a project from the computer version of software?
• Record using an inbuilt microphone?
• Utilise a web-based version of the tool?

4. ENGAGEMENT
Will students…
• Find the App appealing?
• Be motivated to use it?

5. ACCURACY
Is the App information…
• Error free, factual and reliable?
• Research based?

6. QUALITY
Does the App...
• Load quickly and not crash?
• Contain no advertising?
7. COST

Does the App...

- Cost?
- Require in-app purchases?

The above criteria have been adapted from the following resources:


Appendix C

Reconsideration of resource form

Complainants Details:

Name:
Address:
Contact phone number/s:
Name and year level of child/student:

Details of resource/s being requested for reconsideration:

Type of resource:
Author:
Title:
Publisher/producer:
Publication/copyright date:
Subject matter:

Objections to the resource (Please be specific in noting pages, sections etc.)
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Has the complainant read/viewed/listened to the entire resource? If not, which section have been read/viewed/listened to?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Seth Bell 11541657
What do you believe would be the result of the student/s reading/viewing/listening to this resource?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What would the complainant like the school to do in response to their request?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

The above form was adapted from the following resource: