

Carinya Library Collection Development Policy

Staff at Carinya is united in their desire for children to develop into mature Christians, lifelong learners, who can discern the difference between good and bad, appropriate and inappropriate, and who will learn to choose the good over the bad.

It is the responsibility of professional staff to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students.

To this end, Carinya Library seeks to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

Books should serve as stimulants for creative and critical thinking.

The resource collections within the Carinya Library have been selected to:

- satisfy the educational needs of all the members of our staff and student body
- ensure every student has access to a variety of quality, relevant and current information resources
- meet the recreational reading needs of our students, reflecting their personal growth and developmental needs
- 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 materials which will enable the acquisition of factual knowledge and the development of literary appreciation, aesthetic values and ethical standards
- provide materials offering a breadth and diversity of viewpoints on various issues so that students may develop their critical thinking skills and make informed judgements
- provide materials representative of religious, ethnic and cultural groups and their contribution to our heritage
- enhance teachers' effectiveness by providing access to recent curriculum and professional development materials
- place principle and reason above personal prejudice in the selection of the highest quality materials to ensure a comprehensive collection suitable for the needs of its users.
- provide materials that will facilitate a teaching and learning environment which fosters love and mutual respect for the dignity and integrity of each person as made in God's image
- provide materials that will enable students to have an understanding of the variety of ideas held by men and women in this world and the lifestyles they develop as a consequence

The Library contains:

- print format collections comprising fiction titles of all genres, magazines, comics, picture books and graphic novels to cater for the students from pre-school to young adult
- print format non-fiction titles to support the curriculum and to extend students' knowledge
- a print format reference collection to provide continuous access to basic knowledge
- an e-Library which contains a number of different e-Book formats, providing access to Fiction and non-Fiction titles for individual borrowing , as well as titles able to be accessed by both whole classes and individuals. This library is accessible within the school and via the Carinya's Library webpage.
- ClickView digital audio-visual collection that is accessible online to students within and outside the school. These titles are used under the provisions of the licenses purchased on behalf of N.S.W. schools by the N.S.W. Department of Education.

Collection Selection Policy

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 the library.

Acting on authority delegated by the principal, the teacher-librarian has the responsibility for the professional co-ordination of the collections, as it is acknowledged that the teacher-librarian 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 selection objectives and criteria.

The following criteria are used as a guide in the selection of resource materials:

- educational significance and curriculum requirements
- leisure and interest reading requirements of our students
- recommendations from reputable sources
- lists of recognised children's literary awards

- reviews in reputable professional journals and publications such as SCAN magazine, Magpies, Book Curator
- favorable recommendations based on preview and examination of materials by professional personnel
- reputation and significance of the author, producer & publisher
- validity, currency and appropriateness of material
- contribution the material makes to breadth of representative viewpoints on controversial issues
- high degree of potential user appeal
- high artistic quality and/or literary style
- value commensurate with cost and/or need
- timeliness or permanence
- integrity
- staff and student requests

General Criteria for Selection

General selection criteria include:

- selecting resources that will foster growth in factual knowledge, literary, aesthetic and cultural appreciation; moral and ethical values and which will aid in daily and future decision-making.
- providing adequate resources at appropriate levels for resource-based and student-centred learning and to meet personal and recreational reading needs of the students
- resourcing new curriculum and interest areas
- ensuring that resources provide optimum value in terms of curriculum relevance, accuracy, authority, reliability and accessibility.
- selecting information resources according to the principles of intellectual freedom and providing students with access to information that represents diverse points of view
- ensuring resources encompass a variety of media and information formats to suit varied learning purposes and styles, including:
- formats to suit varied learning purposes and styles:
 - print resources eg. books (reference, fiction non-fiction), periodicals, pamphlets, ephemera.
 - graphic resources eg. charts, posters, pictures, maps, kits.
 - audio-visual resources eg. CD and DVD
 - electronic resources eg. CD-ROM, DVD.
 - online resources eg. e-Books, internet sites, databases, indexes, other online libraries and scholarly search engines.
- considering students with particular needs, taking into account race, ethnic group, culture, gender, socioeconomic group, physical and intellectual capacity.

- assisting staff in their teaching roles by providing resources and materials for professional development, particularly resources which
 - model best practice
 - provide a variety of teaching strategies and teaching aids
 - reflect current trends in curriculum development and assist in further professional development.

All resources, regardless of format, should demonstrate:

➤ **Authority**

- qualified and/ or experienced author
- reputable sources of information
- recognised publisher/producer
- accurate information

Some resources, which reflect stereotypes and / or bias, may be purchased in order to demonstrate these concepts but they will be clearly marked as such or located in areas for older or more mature students.

➤ **Physical format & technical quality**

- quality materials
- sturdy construction
- attractive presentation and clear reproduction

➤ **Material arranged so that:**

- content is easily accessible.
- resources are located in clearly defined areas depending on the age and nature of the group accessing the materials

➤ **Appropriateness**

- content, language, symbols and concepts are at a suitable level for the intended user.
- Fiction and non-fiction will be classified according to age appropriateness. (See notes on 'Organisation of Resources' in the Library)

➤ **Cost Considerations:**

- value for money
- potential to be used across a number of curriculum areas and levels

- a reasonable distribution of the budget across all sections of the collection although one section or another may be specifically targeted at any one time or in any one year

➤ **Availability**

- currently and readily available to schools at a reasonable cost

➤ **Format**

- the most suitable medium to present the subject matter
- a variety of some resources to present the subject matter in a different format to meet the learning styles of the students

Currency

- information presented must be up-to-date where currency is critical to the topic.

Weeding the Collection

Regular reviews of the library stock (both physical and digital) are carried out to ensure that resources remain relevant and attractive. Culling the resource collection involves the removal and disposal of materials that are no longer suitable for the collection, as well as the canceling of unwanted subscriptions. The following guidelines are employed when weeding the collection:

➤ **Physical condition**

- Torn, scratched or worn out
- Damaged beyond repair
- Unattractive

➤ **Content and form**

- Inaccurate, biased or misleading information
- Dated or obsolete formats
- Stereotyping of race, culture or sex role
- Irrelevant to the curriculum and current teaching and learning methods
- Inappropriate or irrelevant to the needs and interests of users

➤ **Use patterns**

- Declining because interest has waned
- Declining because materials were acquired to meet specific needs which no longer exist

Procedures for dealing with challenged materials

Any member of the school community may challenge learning resources used in the school on the basis of appropriateness.

This procedure is for the purpose of considering the opinions of those persons in the school community who are not directly involved in the selection process.

Request for Informal Reconsideration

The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

Verbal complaints: initial discussion between class teacher or librarian and parent – issue may be resolved here.

Discussion not resolved with the class teacher or librarian will be referred to one of the executive staff (Deputy Principal or Principal)

Request for Formal Reconsideration

Where the issue has not been resolved at an informal level, the questioner may make a **written complaint** to the School Board by way of a **Request for Reconsideration of Learning Resources** form.

Resolution

The School Board shall proceed within these guidelines to:

- examine the challenged resource
- determine professional acceptance by reading critical reviews of the resource
- weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context
- discuss the challenged resource within the context of the educational program and philosophy of the school
- discuss the challenged item with the individual questioner when appropriate
- prepare a written report

Guiding Principles

- Any member of the school community may raise objection to learning resources used in the school's educational program despite the fact that the individuals selecting the resource were duly qualified to make the selection, followed the proper procedure and observed the criteria for selecting learning resources.
- No parent has the right to determine reading, viewing or listening matter for students other than his/her own

- The major criterion for the final decision is the appropriateness of the material for its intended educational use
- A decision to sustain a challenge will not necessarily be interpreted as a judgement of irresponsibility on the part of professionals involved in the original selection and/or use of the material.

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

Initiated by _____

Telephone number _____

Address _____

RESOURCE QUESTIONED:

Title _____

Author _____

- Did you read or view the entire item _____
- If not, what sections did you read or view?

- What aspect of the material did you object to? (please be specific)

- What do you believe is the main idea of this material?

- What, in your opinion, might be the result of a student using this material?

- Is there anything to commend in this material?

- Are you aware of any judgement of this material by professional critics?

- In your opinion, what age group would be most suited to view this material?

- In place of this material, could you recommend any other material that you would consider to be more appropriate and which would serve the same purpose?

- **Other comments:**
