



# LIBRARY COLLECTION POLICY

## *Our Vision*

*We seek to build a learning community, enriched by diversity and united in faith for today, tomorrow and into the future. Therefore our mission is to build a community that celebrates faith, learning and diversity.*

**Strategic Goal:** To implement quality school curriculum programs that support and encourage life long learning roles

**Goal:** To develop human and material resources to support learners and learning.

**School Motto:** United in Faith

### **Four Pillars**

- Faith: We celebrate our FAITH by living Gospel Values
- Diversity: We celebrate DIVERSITY by embracing each person's unique identity and giftedness
- Learning: We celebrate LEARNING by striving for excellence in a student-centred environment
- Community: We celebrate COMMUNITY by promoting a spirit of togetherness

## **Introduction**

We are committed to creating a vibrant Catholic community, acknowledging and celebrating diversity, enriched by and united in faith. Our policy documents are based on our deep understanding of the vision and mission of Jesus, and our core purpose of building the kingdom of God. This policy is also informed by our understanding of the importance of providing quality educational resources for learners to support learning. This policy is also informed by our understanding of building a quality library collection.

## **Rationale**

At Our Lady of the Way we work together as a community of teachers, students and parents toward quality learning for all students. We value opportunities for students to experience learning across all Key Learning Areas.

We believe we are all lifelong learners and that all learners need access to a diverse range of materials to support them in building knowledge, understanding and skill as learners.

At Our Lady of the Way School we endeavour to provide rich and engaging learning resources for all students. Resources will be chosen using a thorough and discerning process outlined in further detail in this document. It is the responsibility of everyone in the community to strive to make this happen.

## **DEVELOPMENT AND MAINTENANCE OF THE RESOURCE COLLECTION**

An optimum collection of quality resources is needed to stimulate child-centred learning.

In relation to this statement of policy, the term “ learning resources” will refer to any person(s) or any material with instructional content or function that is used for formal or informal learning/teaching situations.

Learning resources may include books, charts, pictures, informational material (booklets, brochures, reports and assorted free materials of an informational, nature), filmstrips, educational games, kits, files, maps, models, periodicals, videocassettes, DVDs, sound recordings (CDs, audiocassettes), computer software and other machine readable data, the Internet and realia.

Emphasis will be placed on the selection of Australian resource materials where appropriate, provided they satisfy the criteria for selection. These include print and non-print materials by or about Australian persons, regions, events and the multicultural aspects of Australian being either published or produced in Australia.

## Collection Development Objectives

The primary goal of learning resources is to support, enrich and help to implement the curriculum at Our Lady of the Way through the interaction of professional personnel and other members of the school community. It is therefore the duty of professional staff 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.

Our resource collection will –

- (i) support the teaching and learning for students and teachers in the nine Key Learning Areas.
  - **Religious Education**
  - **English**
  - **Mathematics**
  - **The Arts**
  - **Studies of Society and the Environment ( SOSE)**
  - **Science**
  - **Technology**
  - **Health and Physical Education**
  - **Cultural Literacy ( which includes Languages Other than English –LOTE)**
- (ii) provide resources to support those teaching and learning programs which focus on specific student needs.
  - **Individual Student Education Programs ( IEPs)**
  - **Literature-Based reading as an element of English**
  - **Personal Development Education Program**
- (iii) develop a basic<sup>1</sup> collection in support of the school's extra curricula activities and in accommodation of students recreational and special interests.
- (iv) provide a wide variety of examples of the literature and communication forms of our own, Indigenous Australians and other cultures for student enjoyment, relaxation as well as for curriculum support.

## Criteria for Resource Selection

The Collection will be developed in a co-operative and consultative manner by the Teacher-Librarian, Principal, Curriculum Support, key teachers in the Key learning Areas, Specialist

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<sup>1</sup> **Minimal** – very few items

**Basic** – a selective collection which serves to introduce and define the varieties of information available elsewhere.

**Target** – a collection which provides an enriched level of information and information formats.

teachers, other teaching staff and students. The responsibility for the implementation of selection criteria rests primarily with the Teacher-Librarian.

**It is the responsibility of the Teacher-Librarian, in consultation with relevant personnel to aim to provide resources that will**

- support and enrich the curriculum, at the same time taking into account the varied interests, and the diversities in culture, gender, special learning needs, socio-economic backgrounds, learning styles, maturity levels and abilities of the students.
- meet a high standard of quality, factual content, artistic, and literary value, and presentation. NOTE an occasional resource will not be culled despite its failure to meet this criteria if it fulfils a user need and it can not be replaced
- stimulate growth in literary appreciation, factual knowledge, aesthetic values and societal standards
- be unbiased. Resources are selected if the perspectives on a topic are balanced and the achievements of minority groups are recognized in a variety of cultural contexts.
- have language that is appropriate, accurate and inclusive.
- be representative of Indigenous Australians, other ethnic, cultural and religious groups, intellectually and physically impaired and the elderly and their contributions to our Australian heritage as well as the world community.
- support professional development of the staff.
- be selected for their strengths rather than be rejected for their weaknesses.
- contain materials which fosters the development of positive attitudes of social and environmental responsibility, justice and respect on personal, national and international levels.
- contain materials both fictional and non-fictional which respectfully portrays the historical and contemporary place of social, religious, racial and ability groups within our society. Some negative examples may be included for specific application. Children will have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives.
- recognize all types of endeavor and promote the development of personal talents and identity.

Library staff will set principle above personal opinion and reason above prejudice the in selection of materials to ensure a comprehensive collection appropriate to our school community.

## **The materials in the collection**

- will be of technical and literary quality and aesthetic appeal. Every effort will be made to maintain the collection in these aspects.
- will be selected via reviewing guides, journals and other evaluative sources.
- will be in a physical format and appearance that is suitable for their intended use.
- be chosen with regard to the validity, currency, and appropriateness of material.
- will value the reputation and significance of the author, producer, and publisher.
- be compliant as much as possible with the protocols necessary for the purchase of Aboriginal and Torres Strait Islander resources.

**Resources not satisfying the above criteria are culled from the collection. The recommended timing for general culling/weeding of the collection is every 5 years.**

## **DONATIONS**

Donated materials will be judged by the same criteria applied to purchased material. The Resource Centre will at all times reserve the right to decline any gifts of resource materials which do not meet these criteria.

### **Formal Donations**

The Teacher-Librarian and/or Key Learning Area key teachers will arrange for items to be presented to the Resource Centre for donation from pre-selected displays or recommended lists. These items will be considered to be highly appropriate and acceptable for addition to the resource collection.

### **Informal Donations**

Items presented to the Resource Centre by parents, students, community members or organizations, without prior consultation as to their educational value will be considered to be in need of review. The teacher-librarian will have the option to accept or reject them. This option, along with the Resource Center's selection criteria should be made available to the donor of the materials, with due respect for the spirit of the donation.

Donations will be acknowledged through a statement of recognition placed inside the donated item unless otherwise requested by the donor.

## **Participating in Resource-Sharing Networks**

It is the policy of Our Lady of the Way to participate in local and regional lending schemes since each school resource centre is an integral part of the Brisbane Catholic Education library system and is not an entity in itself.

Responsibility for the care and safety of borrowed resources rests with the borrowing school. Restitution will be made for damaged to or loss of borrowed resources.

## **CHALLENGED MATERIALS**

Every endeavour shall be made to resolve issues regarding a learning resource in **an informal way**.

The Principal, Teacher-Librarian or other appropriate staff members will explain to the complainant the school's selection procedure, criteria and qualifications of those selecting the resource.

The Principal, Teacher-Librarian or other appropriate staff member will

- explain the particular place the questioned resource occupies in the educational or recreation reading program of Our Lady of the Way
- explain its intended educational usefulness, and
  
- provide additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.

## **REQUEST FOR FORMAL CONSIDERATION**

In the event of a challenge to the value or appropriateness of a resource item, the management process is a consultative one, and a small group convenes as needed for this purpose.

The Challenged Materials Consultative Group draws its membership from the staff and community members as appropriate. The Committee always includes the Principal and the teacher-librarian and the APRE.

Generally, the materials subject to challenge will remain available for loan on application by individuals to the teacher-librarian.

The complainant should receive:

- a copy of the Resource Selection Criteria;
- an opportunity to express their objection and their perceived solution/action in writing on the Challenged Materials Form, and verbally with the Consultative Committee;
- an explanation of the Consultative Committee's decision;

- an opportunity to respond.

The fully considered decision of the Consultative Committee is final, allowing that the complainant, should this be a parent, is able to request that the item be made unavailable to their own child.

Request forms for **Reconsideration of Instructional Material** will be kept in hand and made available when necessary.

## **ACQUISITION POLICY**

Learning resources shall be purchased from the least expensive source where knowledge of price variations is known. Sometimes a resource may be acquired at a slightly higher price because it is needed urgently by a teacher.

Resources will be acquired within the budget limitations.

After teacher –in-service or changes to the curriculum new resources may be required to implement new teaching\learning programs.

Preference will be given to using representatives of book dealers who have provided efficient, prompt and reliable service.

The teacher-librarian may use library funds to make purchases of appropriate books for the library collection from suburban and city bookstores.

Where donations of money received for a memorial gift in memory of a student or family are concerned, the teacher-librarian may use the funds to make the purchase of appropriate book titles at a suburban or city bookstore or via a book representative.

Audio-visual materials may be obtained through direct contact with producers and suppliers.

Pamphlets and brochures may be obtained through direct contact with publishers.

Acquisitions should be made after consultation with appropriate reviewing journals. eg. Magpies

Staff and pupils will be consulted often. Their requests and suggestions will be considered and judged by the Criteria for Resource Selection

DRAFT COPY OF:

DEVELOPMENT AND MAINTENANCE OF

THE RESOURCE COLLECTION FOR

*OUR LADY OF THE WAY PRIMARY*

*SCHOOL PETRIE      APRIL 2007*

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## APPENDIX 1

### The Challenged Materials Consultative Committee

Upon receipt of a request for formal reconsideration of a learning resource, the Principal is responsible for:

- a) forming the Challenged Materials Consultative Committee. When appropriate, membership should include:
  - one member of Brisbane Catholic Education chosen by the D.E.O.
  - one member of the school teaching staff chosen by the school staff;
  - the teacher-librarian
  - one member of All Saints' Parents and Friends Association.
- b) naming the convener of the Challenged Materials Consultative Committee;
- c) establishing a meeting date as soon as possible after the complaint is received.

The Challenged Materials Consultative Committee may choose to consult curriculum support staff and/or community members with related professional knowledge.

The Challenged Materials Consultative Committee shall review the challenged resources and judge whether it conforms to the principles of selection outlined in **All Saints' Criteria for Resource Selection**.

### COMMITTEE GUIDELINES

1. The Challenged Materials Consultative Committee shall proceed within these guidelines:
  - a) Examine the challenged resource;
  - b) Decide on professional acceptance of the resource by reading relevant critical reviews;
  - c) Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
  - d) Discuss the challenged resource in the context of the educational program;
  - e) Discuss the challenged resource with the individual questioner when appropriate;
  - f) Prepare a written report.
2. The written report shall be discussed with the individual questioner if requested.
3. The written report shall be retained by the school principal with copies forwarded to the D.E.O. and the Curriculum Advisor. A minority report may also be filed.
4. Written reports once filed are confidential and available for examination by appropriate personnel only.
5. The decision of the Challenged Materials Consultative Committee is binding for the individual school.

APPENDIX 2

**Reading Materials Review Sheet**

**AUTHOR** \_\_\_\_\_

**TITLE** \_\_\_\_\_

**COMPLAINTS INITIATED BY** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

**COMPLAINT REPRESENTS INITIATOR ONLY?**

**NAMED ORGANISATION**

\_\_\_\_\_

**1. To what in the book do you object?  
(Please be specific, cite pages.)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. What do you feel might be the result of reading this book?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. For what age group would you recommend this book?**

\_\_\_\_\_

**4. Is there anything good about this book?**

\_\_\_\_\_  
\_\_\_\_\_

**5. Did you read the entire book? \_\_\_\_\_  
What parts? \_\_\_\_\_**

\_\_\_\_\_

**6. Are you aware of the judgment of this book by literary critics?**

\_\_\_\_\_

**7. What do you believe is the theme of this book?**

\_\_\_\_\_  
\_\_\_\_\_

**8. What would you like your school to do about this book?**

- a) Do not assign it to my child.
- b) Withdraw it from all students as well as from my child.

**Further comments** \_\_\_\_\_

\_\_\_\_\_

**Signed** \_\_\_\_\_

**APPENDIX 3**  
**CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL -**  
**NON-FICTION**

**AUTHOR** \_\_\_\_\_

**TITLE** \_\_\_\_\_

**A. Purpose**

1. What is the overall purpose of the material?

\_\_\_\_\_

\_\_\_\_\_

2. Is this purpose accomplished? Yes      No

**B. Authenticity**

1. Is the author competent and qualified in the field? Yes      No

Details of the author's competence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Is the material up to date? Yes      No

3. Are information sources well documented? Yes      No

4. Are translations and retellings faithful to the original? Yes      No

**C. Appropriateness**

1. Does the material promote the educational goals and objectives of the curricula of the school? Yes      No

2. Is it appropriate to the level of instruction intended? Yes      No

3. Are the illustrations appropriate to the subject and age levels? Yes      No

**D. Content**

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? Yes      No

2. Does this material present information not otherwise available? Yes      No

3. Does this material give a new dimension or direction to its subject? Yes      No

**CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL -  
NON-FICTION (cont'd)**

**E. Reviews**

1. Source of review \_\_\_\_\_

Favourably reviewed

Unfavourably reviewed

2. Does this title appear in any reputable selection aids?

Yes

No

If yes, list titles of publications \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**F. Additional comments**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**G. Recommendations of Challenged Materials Consultative**

**Committee**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Convenor

\_\_\_\_\_

On behalf of Challenged Materials Consultative Committee

**APPENDIX 4**  
**CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL-**  
**FICTION**

AUTHOR \_\_\_\_\_

TITLE \_\_\_\_\_

**A. Purpose**

1. What is the purpose, theme or message of the material?

How well does the author accomplish this purpose?

\_\_\_\_\_

2. If the story is a fantasy does it have imaginative appeal and is it suitable for children?

Yes

No

If no, for what age group would you recommend it? \_\_\_\_\_

3. Will the reading, viewing or listening to the material result in more compassionate understanding of human beings?

Yes

No

4. Are any questionable elements in the story an integral part of a worthwhile them or message?

Yes

No

If yes, explain \_\_\_\_\_

**B. Content**

1. Does a story about modern times give a realistic picture of life?

Yes

No

2. When factual information is part of the story, is it presented accurately?

Yes

No

3. Is prejudicial appeal readily identifiable by the potential reader?

Yes

No

4. Are concepts presented appropriate to the ability and maturity of the potential readers?

Yes

No

5. Do characters speak in a language true to the setting of the story?  
Yes                      No
6. Does the material offend in any way the sensibilities of any group of people?  
Yes                      No
7. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behaviour that would make this material inappropriate for children?  
Yes                      No
8. If there is use of offensive language, is it appropriate to the purpose of the text for children?  
Yes                      No
9. Is the material well written or produced?  
Yes                      No
10. Does the material make a significant contribution to the history of literature?  
Yes                      No
11. Are the illustrations appropriate?  
Yes                      No

**C. Reviews**

1. Source of review \_\_\_\_\_

Favourably reviewed

Unfavourably reviewed

**D. Additional comments**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E. Recommendations of Challenged Materials Consultative Committee**

\_\_\_\_\_  
\_\_\_\_\_

Signature of convener

\_\_\_\_\_