Collection Development Policy

Parkes High School

Tracy Dawson

2010
Collection Development Policy
Rationale

The function of Parkes High School Library is primarily to support the learning needs of students and the teaching requirements of staff. To do so, it must provide information to support all curriculum areas taught at the school whilst at the same time helping students and teachers to use ever changing, complex technological tools to access the information effectively.

As well, the library has an important role in supporting the recreational needs of students and in providing a safe environment for all students.

The library collection will support the school’s motto Dum Vivo Disco - ‘While I Live I Learn’ and its guiding statement, “Innovation, Inclusion, Inspiration”, by fostering an interest and enjoyment in reading and the pursuit of knowledge.

Parkes High School Library

 mụn Supports the curriculum needs of students;

 mụn Encourages reading as a vital skill for lifelong learning;

 mụn Provides material for entertainment and pleasure;

 mụn Meets the professional needs of staff;

 mụn Provide access to electronic information and services;

 mụn Manages and organises complex and changing information sources for easy access by students and staff;
Provides students with access to learning information literacy skills to find, organise and critically evaluate information;

Encourages the participation and contribution of the school community to the development of the collection and the use of resources;

Promotes collaboration with Parkes Shire Library to maximise limited resources and encourage connections with the wider community;


**Purposes of this Collection Development Policy:**

1. **General Guidelines**

   The Collection Development Policy is a “blueprint” (Jackson 2007) for the future of Parkes High School Library identifying the strengths and weaknesses of the collection in terms of user needs, especially curriculum needs. It is therefore essential to justify funding applications (Kennedy 2005, p16). In turn, it provides accountability for funds spent. The policy also sets out selection guidelines, ensuring the public is aware of how material is selected and providing objective justification for the collection. It should also be seen as a tool not only to inform the community, but to encourage their support of the library in meeting the information needs of their students.
2. Turning over a new leaf.

Another purpose of this policy is to rejuvenate the library at Parkes High School (PHS) as a centre for information and learning by attracting more users to the library and making it the focal point of the school, for staff, students, parents and other community members. As such, it is a “public relations tool” (Kennedy 2005) suggesting approaches to making the library a “source of current, dynamic, curriculum-related information for today’s students’ (Baumbach & Miller 2006, p3), whatever their needs, interests and abilities. This policy is a “living document” (Arizona State Library 2003, Overview, para 2), and will be modified every 12 months, with stakeholder input, to reflect changing needs.

To do this, the policy will focus on:

- strengthening the physical collection;
- managing and collectively organising the digital collection;
- collaborating with teachers for the selection and effective use of resources;
- promoting collaboration with the Parkes Shire Library and other libraries.

**Collection Goals**

The collection aims to address the following user needs identified at PHS:

- to improve School Certificate and Higher School Certificate results
- provision of information seeking skills to students;
- provision of resources for the teaching of the Wiradjuri language;
- provision of literacy support, including for the Peer Tutoring Program;
 provision support for vocational education;
 strengthening of the physical collection;
 increased partnerships, participation and contribution from the wider community;
 ensuring ease of access to appropriate digital resources.

To meet these needs, goals will be organised around them rather than by subject areas as has been the case.

The following areas will be investigated and targeted:

- **Senior studies**: There will be a firm emphasis on building the collection of resources for School Certificate and HSC students across all subject areas. Items will be selected to closely fit study needs of students based on syllabus requirements. These materials will include study guides; critical works on set authors for English; primary source material for Ancient History; items for Chinese and American history; up-to-date Science and Agriculture texts; and perhaps subscriptions to online reference sources, (exploring the possibility of sharing costs with PSL). Online items will be collectively organised by the librarian into subject or assignment categories accessible at school or at home via links on the library webpage. The availability of the ‘Ask a Librarian’ service will be investigated in conjunction with these resources so students studying at home need not be isolated.

- **Information Literacy Skills and Research**: To aid the improvement of IL skills, the existing ‘Information Seekers’ link on the library webpage will be updated
regularly. New resources will be organised collectively for either subject areas or specific assignments in consultation with teachers. Collectively organised information could include websites, blogs, wikis and pathfinders created collaboratively with the classroom teacher, always including tips for information searching. This approach also counters lack of funding.

**Literacy including Peer Tutoring and programs for boys.** In collaboration with the Support Teacher Learning Assistants (STLAs) who run peer tutoring, resources will be purchased to support students with learning difficulties. These resources will also support improved results in the NPLAN test. Boys, who represent a significant portion of reluctant readers, (Pritchard n.d.) will also be targeted with graphic novels, magazines which reflect their interests (commonly, dirt bikes, pig shooting etc!) and the online test for the Learner Driver’s License.

**Wiradjuri Language.** The recent initiative of Wiradjuri language classes and the construction of the new Language Centre will be supported by appropriate resources. This will not only enhance the teaching of skills but engender inclusiveness for the significant Aboriginal population and promote understanding for non-Aboriginal students. Availability of these resources will support literacy initiatives, cement the learning of Wiradjuri as part of the curriculum, and attract students to the library.

**Vocational education.** Greater consideration will be given to resources for vocational education in schools in light of both the Federal Government’s ‘Trade Training in Schools’ program and greater spending on vocational education.
The Physical Collection. Although digital information is increasingly preferred to print sources, there is still a place for authoritative and relevant print texts. Subscriptions to magazines, where many are unread, will be reviewed especially where information is available online. Regular consideration should be given to how physical spaces in the library are arranged and signposted to encourage users and make resources easy to access, with a view to changing the layout of the space in a major way, consolidating computer terminals and creating different spaces or ‘rooms’. Shelves will be clearly signposted accordingly, and perhaps genre labels could be attached to spines of books to attract readers. Links for online resources will be clearly available on the library webpage.

Criteria for Selection

Material will be chosen for inclusion in the library only if it reflects the objectives of the library in:

1. supporting the teaching of the curriculum by providing information for students and teachers;
2. supporting the philosophies of reading for pleasure and information as a lifelong learning tool (Ward; Kearns)
The “most appropriate” rather than “the best” (Hughes-Hassell & Mancall) resources will be purchased, as budget limitations and specific learning needs mean the library cannot afford to buy materials “just in case”, but there is a need to get them “just in time” (ibid).

Selection will be made according to the needs of users, and especially in the case of online resources, will be collated by the TL for ease of use and to ensure that there is information available which has been professionally evaluated.*(Tennant; Johnson)

**Material will be collected according to the following criteria:**

1. Relevance to the current or future curriculum and reflection of learning outcomes developed by the Board of Studies and educational goals of the school.
2. Appropriateness for “subject area, age, emotional development, ability level, learning styles … social development of students” (Trinity) and cultural and socio-economic backgrounds, as well as the professional needs of teachers.
3. Appearance and quality of format. Items should attract users, with images, graphics etc which support the text, and be durable and of good quality.
4. The cost of an item should be considered in terms of value for money, suitability for users and the achievement of its stated aims.
5. Items selected should help students gain “social and cultural awareness and sensitivity” by providing access to “local, regional, national and global ideas,
experiences and opinions” (Trinity) and the points of view and contributions of ethnic Australians to our national heritage (ibid).

6. Accuracy and currency of content. (In regards to online information, the TL will evaluate resources to ensure they are current and accurate, and collate them for ease of use)

7. Authority, reputation and qualifications of the author, producer or publisher.

8. “Scope of the work, adequacy of coverage and level of detail” (CMIS). Is the scope too narrow or too wide for intended users? (PHS CDP)

9. Treatment of the subject in an unbiased way using language accessible to users at varying levels.

10. Arrangement of information is accessible and readable, and organised to promote ease of use.

Responsibility for Selection

Final responsibility for the selection of materials for this collection rests with the Teacher Librarian. However, consultation with all stakeholders, including students, staff and parents, will also influence the collection, and it is hoped that community members will make an increasing contribution to the development of the collection (Pollock 2007; Kennedy 2005; Hughes-Hassel & Mancall 2005).

It is envisaged that a community panel (www.lib.az.us...) will be set up within the next 12 months to discuss selection possibilities. The panel will meet once per term and involve a representative from each school faculty, students and community/parent representatives,
perhaps someone from PSL and possibly ‘guest appearances’ by a representative from the local A&R store.

In keeping with the aim of attracting more users, meetings of the panel will play a valuable role in promoting the library to the school community.

**Selection Aids**

Various methods of selection will be used, including the community selection panel. As well, bookseller’s, publisher’s catalogues and reviews in professional journals such as Scan and newspapers will be accessed. Australian Standing Orders will continue to account for acquisitions, and book lists should be consulted.

Suggestions from students, staff and parents will always be considered, and a suggestion slip will be available at the library desk and in the school newsletter, to be filled in and placed in a suggestion box in the library.

Discussion with other librarians, including listservs will also inform purchasing decisions.

**Donations and gifts**

Gifts and donated items will be gratefully accepted under the following conditions:

- No remuneration will be paid to the donor;
- Items will be subject to the selection criteria and accepted or rejected accordingly;
- Rejected items will be disposed of as described under ‘Weeding’.
Format

The library will collect information in a wide range of formats including:

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<tr>
<th>PRINT</th>
<th>NON-PRINT</th>
<th>DIGITAL</th>
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<tr>
<td>Books, inc novels</td>
<td>Audio CDs</td>
<td>Online reference sources, eg</td>
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<td>graphic novels</td>
<td>DVDs &amp; video cassettes, inc</td>
<td>encyclopedias</td>
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<td>picture books</td>
<td>documentaries</td>
<td>dictionaries</td>
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<td>encyclopedias</td>
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<td>Journals</td>
<td>Audio books</td>
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<td>Magazines</td>
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<td>Song lyrics</td>
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<td>Plays</td>
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<td>Posters</td>
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<td>Examples of student work</td>
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Languages

Languages taught in LOTE (French, German) and the Wiradjuri language classes will be supported by up-to-date, age-appropriate material. These should include audio-visual material and CD-ROMS to attract users for practice and revision.

These items will be available for loan to parents who are interested in learning the basics of a language, perhaps in preparation for an overseas holiday. The purpose of this is three-fold – it will increase value for money of expensive resources, encourage parent participation in their child’s education, and promote the library. The scheme will be advertised in the school’s monthly newsletter.

Duplicate Copies

Because of budget limitations duplicate copies of library materials will not be purchased unless:

- They are particularly useful for the completion of an assignment, as recommended by the teacher;
- They are very popular fiction titles, like the John Marsden, Harry Potter or Twilight series’;
- They are sought after study guides for senior students.

The resources held by the PSL should also be considered when ordering duplicate copies. Generally, the acquisition of new titles will take priority over old items.
The cataloguing of class sets has not traditionally been a PHS library function, however this may change as certain faculties attempt to improve the return rate of text books issued to students (again, a budgeting necessity).

Collection Evaluation

Lost Items
The issue of lost items needs to balance the ability of users to pay fines/be subject to other penalties with the high cost of replacing lost items/limited budget. In terms of promoting the library, a penalty reinforces the value of resources. The following policy will be adopted:

- staff and students will both be subjected to penalties (currently, the cost of replacing the item)
- at the end of each term the TL with the help of students/staff will visit staffrooms to reclaim overdue items
- at the quarterly community panel meeting, the TL will publish a tally of overdue books held by each faculty (no names) and the cost
- a reward (to be investigated) will be established for borrowers with no overdue items each term
- at the end of each term students will be sent an overdue notice with the cost of the overdue item.
It is hoped that these measure will encourage the return of or payment for overdue/lost item’s, although it is realistic to expect that many will be written off.

Weeding

Weeding, or deselection, will be part of a continuous process of collection evaluation conducted by the TL in consultation with the community panel. An appraisal of the collection aided by tools such as collection mapping, surveys and circulation reports should be the basis of decisions to remove items from the collection. Weeding is important to free up space and keep shelves looking attractive to encourage use; and, most importantly, to ensure users have access to the most relevant and up-to-date information – “out of date information is never better than no information” (Baumbach & Miller 2006, p6). Weeding is also a great opportunity to enlist the support of teachers who are most aware of curriculum needs and changes (ibid).

The following factors will be considered when discarding items:

- **Lack of use.** An item will be discarded if it has not been used in 5 years.
  
  However, care should be taken to consult with teachers especially to prevent the disposal of items used in-house, for example the photocopying of pages.

- **Poor physical condition.**

- **Lack of accuracy or relevancy,** eg science, political or history texts may be inaccurate, biased or stereotyped (although for these reasons they may be useful for comparative contextual studies)

- **No longer supports the curriculum.**

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1 About 60% of lost books are currently paid for by students. Staff, however, do not pay although it is part of the Library Policy that they should (see Appendix A).

2 Currently conducted annually during stock take.
Information is available in a more appropriate format, eg CD-ROM, TL-evaluated website.

Superseded by new edition.

(Kennedy 2005; Hughes 2006)

An item will not be discarded if it is:

- “of research value [as part of the curriculum];
- Of local interest or local historical value;
- Contributes to the balance of the collection;
- Is a rare item.” (Hughes 2006, p7)

**Challenged materials**

If an objection is made to an item in the collection, the complainant will be asked to fill out a “Request for consideration of a book” form, (Appendix B). A book will not be withdrawn from the collection on the basis of isolated complaints, but overwhelming objections will be referred to the community panel, and then to the Principal for a final decision. The attention of complainants will be drawn to the ALIA Statement of Free Access to Information. (See page 2 for web address).