Caboolture State School

Enjoy, Learn, Succeed in Harmony

Library Collection Policy- Resource Selection and Selection Criteria

(Adapted from Education Queensland, SAMPLE SELECTION POLICY)

August 2006 Developed by Debbie Orr
Collection Development and Loan Conditions Policy

Purpose
To provide a framework for use and a code of conduct for students and staff of Caboolture State School that will foster fair and equitable access to the resources, facilities and services of the library for academic pursuit.

Loan Conditions
Students are actively encouraged to become regular borrowers of library books. Books can be borrowed and returned during lunch breaks as well as during individual class borrowing sessions.

- A library resource can be borrowed for one week. If a student needs extra time, the resource may be returned and re-dated. Borrowing limits depend on Year level:
  - preschool - Year 5 may borrow two books at a time.
  - years 6-7 may borrow four books at a time.

- Overdue lists are posted weekly to classes via the school’s intranet and any overdue books must be returned prior to further borrowing.

- Students require a library bag to help protect books when they are in their possession.

- Library resources which are lost or damaged will have replacement costs incurred.

Compliance with the Copyright Act - Photocopying, Downloading, Printing and Scanning
Users must abide by the relevant provisions of the Copyright Act. Copyright Notices are displayed near the photocopiers, computers, printers and scanners.

General Conduct
The library, including the computer areas, is a place for quiet independent study and activities. All users should conduct themselves in a manner that is not disruptive to others. Eating and drinking in the library are not permitted.

Book Donation Policy

Criteria for acceptance of donations
Donations are accepted on the condition that the Library has the right to dispose of them if judged not appropriate for the collection, either at the time the items are received or later. Donations are not usually accepted if they have particular conditions relating to location, retention or access attached to them.
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If said donations are additional copies of titles already held in the collection, they will normally only be accepted if existing copies are in heavy demand, or are in poor physical condition.

Material should be in good condition, with no highlighting or annotations, and not require binding or repairs.

Procedures
- People wishing to donate books are requested to contact the Library.
- The Teacher Librarian will send the appropriate letter of acknowledgement to the donor.

Resource Selection Policy

All learning resources purchased for the Library for use by students, parents and staff should be selected in accordance with this policy and approved by the Teacher Librarian, who is in turn responsible to the Principal.

In selecting new materials for the school Library, staff will ensure that they are aware of:

- resources already existing within the school;
- selection tools provided by Education Queensland;
- the Collection Development Policy of our Resource Centre.

In selecting new materials for the collection, staff will ensure that all learning resources:

- support the LEARNING OUTCOMES goals and educational philosophy of our school as outlined in our Whole School Curriculum Plan and Annual Operational Plan;
- satisfy the following four (4) selection criteria:

  *The resource is appropriate to the target audience.*
The following aspects are considered in order to judge the degree to which the resource is appropriate:

**General analysis:**
- style
- pace
- point of view
- illustrations
- relevance

**Use of language in terms of:**
- school community guidelines
- the level of student
- value-laden terms
- clarity of presentation

**Structures in text:**
- are they narrative, expository?
- do they help or hinder the reader?
- are they appropriate for the subject matter?

**Issues (especially if controversial) in terms of:**
- Departmental policies especially the Social Justice and Equity policies
- the treatment/approach
- the potential to offend
- discriminatory remarks

**Information is accurate, current and relevant**

- *Details are accurate, where the following are considered:*
  1. is the information correct?
  2. is the information relevant?
  3. is the information current?
- *Curriculum match and relevancy, where the following are considered:*
  1. how close is the curriculum match?
  2. how wide is its application and appeal?
  3. for how many years will its content be relevant?

**Student outcomes are considered in terms of:**

Learner details, consider whether:

1. the resource improves student knowledge and skills
2. the learner requires prior knowledge
3. the package encourages the learner to:
   - think
Library Collection Policy - Resource Selection and Selection Criteria

- question
- research
- solve problems
- interact with others (and to what extent)

Teacher details, consider:

1. if the package enhances the teaching & learning process;
2. the level of preparation required to use the package effectively;
3. the teaching/learning styles addressed;
4. the usefulness for single/groups of students;
5. whether inter-activity, if applicable, adds value to the product/program.

Technical details, consider whether:

1. adequate help is available on screen and in the manual;
2. the program is easy to learn and reliable to use;
3. the screen display is of an acceptable quality;
4. links between screens are logical;
5. the inter-activity (where applicable) adds value to the medium.

The following SELECTION PROCEDURES will apply in our school:

- Staff will peruse Classroom Resource Reviews (CRR) Internet site as an important step in seeking appropriate resource selection advice: http://crr.qed.qld.gov.au/reviews/webingu5.dll?
- Staff may request the purchase, or inter-library loan, of resources through our Library after ensuring that the collection does not already hold an appropriate resource and understanding that the requested resource will be assessed for appropriateness against the four selection criteria detailed in this policy.
- Donations will be added to the collection only after they are assessed against the four selection criteria detailed in this policy;
- Material on approval from bookstores/sellers must remain in our school for at least a week to allow for satisfactory evaluation.

We will address challenges to our selected learning resources by:

- immediate acknowledgment of the challenge, either verbally or in writing, as a request for reconsideration of a selected resource (see sample Request for Reconsideration of Resources Form);
- clarification of the details of the challenge;
- alerting the appropriate staff member (Teacher Librarian/Principal) of the details of the challenge;
• seeking resolution of the challenge through discussion which includes making the requester aware of our Learning Resources Selection Policy.

SAMPLE
Request for Reconsideration of Resources Form

REQUEST FOR RECONSIDERATION OF RESOURCES

Initiated by ................................................................. Telephone No: .................

Address ................................................................................................................

REPRESENTING

Self .................................

Group (given name) .................................................................

Organisation (given name) .................................................................................

RESOURCE QUESTIONED

Book: Author ......................................................................................

Title ......................................................................................

Publisher ......................................................................................

Copyright Date ......................................................................................

Nonbook: Type of resource .................................................................

(Magazine, video, audio (specify), community resource, Internet site etc)

Title/Name ......................................................................................

Publisher or Producer .................................................................................

Other details

Please respond to the following questions. If insufficient space please attach additional sheets of paper.

1. Did you view the entire item? ................. If no, what sections did you view?

1. To what do you object? Please be specific. ..................................................

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

3. What do you feel might be the result of a student’s use of this material? .......

4. Is there any aspect of this material of which you approve? .........................
5. Are you aware of any reviews of this material by professional critics? ............
6. In your opinion, for what age group would this material be appropriate? .......
7. Could you recommend other similar material that you consider to be more appropriate? ..........................................................

Date: .................................................................. Signed: ..................................................

Please return this form to the school principal.

Adapted from Sample available at: http://crr.qed.qld.gov.au/CrrWelcome/reconsid.doc

In addition to the abovementioned core criteria, the following offers more detailed points to consider depending on type of resource.

Accessed August 2006 from DEST Library Services:

<table>
<thead>
<tr>
<th>Audiovisual criteria</th>
<th>In addition to the core selection criteria, the following points are to be considered when evaluating audiovisual resources.</th>
</tr>
</thead>
</table>
| Attainment of purpose: | • introduce the topic?  
                         • give a summary of information?  
                         • enhance the picture book, print or other resource?  
                         Does it give adequate cues to and repetition of main points? |
| Visuals: | • is the version true to the original?  
           • is the information adequately visual to justify this format?  
           • do sound and picture complement and work well together?  
           • are the illustrations clear and reproductions sharp? |
| Duration: | • is the presentation  
             - too long to maintain interest?  
             - too short to be of value?  
             • consider limited time available in a school day - is it possible to successfully divide the presentation? |
| Content: | • sufficient information to warrant showing  
          • suitable as an overview  
          • useful as an introductory or concluding resource |
| Language: | • appropriate for targeted age group  
          Does pacing allow the visual or audio to be easily digested?  
          Does its treatment accord with current Queensland
<table>
<thead>
<tr>
<th>Audiovisual criteria</th>
<th>educational practice? Are the following components balanced and appropriate?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• script</td>
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<tr>
<td></td>
<td>• visuals</td>
</tr>
<tr>
<td></td>
<td>• narration</td>
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<tr>
<td></td>
<td>• music</td>
</tr>
<tr>
<td></td>
<td>• sound effect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fiction criteria</th>
<th>In addition to the core selection criteria, the following points are to be considered when evaluating fiction resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>• historical</td>
</tr>
<tr>
<td></td>
<td>• adventure</td>
</tr>
<tr>
<td></td>
<td>• romance</td>
</tr>
<tr>
<td></td>
<td>• science fiction, etc.</td>
</tr>
<tr>
<td>Quality of artwork and integration with text:</td>
<td>• relevance of illustrations to text</td>
</tr>
<tr>
<td></td>
<td>• proximity of illustrations to appropriate text</td>
</tr>
<tr>
<td>Effectiveness of:</td>
<td>• characterisation</td>
</tr>
<tr>
<td></td>
<td>• plot development</td>
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<td></td>
<td>• sense of time and place</td>
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<td></td>
<td>• mood and atmosphere</td>
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<tr>
<td></td>
<td>• dialogue</td>
</tr>
<tr>
<td>Specially memorable or useful features:</td>
<td>• flashbacks</td>
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<tr>
<td></td>
<td>• first person narrative</td>
</tr>
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<td></td>
<td>• clarity of writing</td>
</tr>
<tr>
<td>Theme topics in demand and of interest to students.</td>
<td></td>
</tr>
<tr>
<td>Literary qualities:</td>
<td>• depth of perception</td>
</tr>
<tr>
<td></td>
<td>• sensitivity of writing</td>
</tr>
<tr>
<td></td>
<td>• use of humour</td>
</tr>
<tr>
<td></td>
<td>• escapist literature</td>
</tr>
<tr>
<td>Suitability for reading aloud - does it read well?</td>
<td></td>
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<tr>
<td>Presentation:</td>
<td>• overall presentation</td>
</tr>
<tr>
<td></td>
<td>• educational use</td>
</tr>
<tr>
<td></td>
<td>• binding</td>
</tr>
<tr>
<td></td>
<td>• durability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonfiction criteria</th>
<th>In addition to the core selection criteria, the following points are to be considered when evaluating nonfiction resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of information:</td>
<td>• is the information up-to-date?</td>
</tr>
<tr>
<td></td>
<td>• does it stimulate further inquiry?</td>
</tr>
</tbody>
</table>
Library Collection Policy - Resource Selection and Selection Criteria

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- has it the potential to add to understanding of topic?
- is it valid/accurate?

Treatment as it accords with current Queensland educational practice. Be aware of:
- evidence of bias-including
  - political content
  - sexist content
  - racist content
  - discriminatory content

Quality of illustrations:
- informative
- appropriate
- clear
- of adequate size
- placed as close as possible to relevant text
- reflecting a diversity of gender roles and cultures
- not black-and-white where colour would be more useful
- clearly and correctly captioned
- non-discriminatory

Access to information:
- ease of access
- typeface suited to target audience
- effective use of bold face, headings and sub-headings
- text subdivided suitably
- well-constructed index
- useful contents page
- glossary and or immediate definition of new words within text
- summaries at regular intervals
- suggestions for further reading

Presentation:
- overall presentation
- binding
- durability
- educational use

Software criteria
In addition to the core selection criteria, the following points are to be considered when evaluating software. The preparation of a software review can provide teachers and teacher-librarians with factual and evaluative information about using this medium in a classroom.

1. The Description section holds all the factual information. It should outline:
   - what the software/CDROM does;
   - software/CDROM type for example, simulation;
   - word processor or graphics package
### Software criteria

- the booklets/teachers notes accompanying the package

2. **Review** section is the most critical and is the appropriate place for both positive and negative statements. The main issue addressed is the applicability of the product to the curriculum, when used in a class, and all other comments should stem from this. The review should be looked at from four perspectives:
   - the curriculum
   - the learner
   - the teacher
   - technical details

3. **Curriculum** details should consider whether:
   - the program meets curriculum goals
   - the software/CDROM package is the most appropriate way to meet these curriculum goals or is a supplementary resource
   - there is potential for classroom activities to be developed from the package
   - the content is appropriate
   - problems/drawbacks should be outlined if the program is not useful.

4. **Learner** details should consider whether:
   - the resource improves students' knowledge and skills
   - the learner requires prior knowledge
   - the package encourages the learner to:
     - think
     - question
     - research
     - solve problems
     - interact with others (and to what extent)

5. **Teacher** details should consider:
   - whether the package enhances the teaching & learning process
   - the level of preparation required to use the package effectively
   - the teaching/learning styles addressed
   - the usefulness for single/groups of students
   - whether inter-activity, if applicable, adds value to the product/program
### Software criteria

6. **Technical details** should consider whether:
- adequate help is available on screen and in the manual
- the program is easy and reliable to use
- the program is easy to learn
- the screen display is of an acceptable quality
- links between screens are logical
- the inter-activity (where applicable) adds value to the medium.

### Internet Site Criteria

The following criteria should be considered when evaluating **Internet sites** for relevancy to the Queensland curriculum. However, it is not expected that responses to all criteria are included in the final review.

It is imperative to be aware of the Internet as a volatile continually changing environment. World Wide Web (WWW) sites are not always stable and therefore should not be quoted as an ongoing source without constant revision and evaluation.

It is also necessary to apply critical evaluation skills to all information located on the Internet as many sites are the equivalent of 'vanity' publishing. Information may be published on the net without the support and acknowledgment of the respective trade industry, professional body or organisation.

It is important to ascertain if the site at any of the levels checked has links that either:
- contravene the Education Queensland Internet Acceptable Use Policy
- lead to sites that are inappropriate or illegal

Such websites must be logged as soon as possible for blocking with the Managed Internet Service Filtering Officer based at ICTs and Learning, Coorparoo. To request a site be blocked, log into the MIS Portal, [http://mis.eq.edu.au/eq/dt](http://mis.eq.edu.au/eq/dt) (new window), then go to Administration>>Manage School>>Content Filtering. Fill in the details of your request and click the Send button. The form will be submitted to the MIS Filtering Officer who will evaluate your request against a set of criteria. Criteria to be addressed include:

1. **Content / Authority**
   - is the site the original source of information or has the information
| Internet Site Criteria | • been extracted from another WWW site or from a different format such as a print resource, etc?
|                       | • is the information provided fact or opinion?
|                       | • is the site a direct source of information or does it serve as a directory of links to other sites?
|                       | • are the information sources/providers stated?
|                       | • can the information be verified?
|                       | • are spelling and grammar accurate?
|                       | • is the site unique?
|                       | • is the site of a commercial nature? |

2. **Scope**
Consider:
• breadth of subject coverage - is it extensive or is it an overview?
• depth of subject coverage - how much detail is provided?
• does the information have long term usage/relevance or a limited lifespan?

3. **Currency**
Consider:
• date of creation of the web site
• date of modifications
• evidence of ongoing maintenance/regular updates
• currency of information provided (links to other sites, terminology used, etc)

4. **Format**
Consider:
• is the site interesting to look at and explore?
• is the site easy to use and navigate?
• are different versions of the site available to suit differing needs of users?
  - graphics/text only versions
  - ftp access
  - gopher access
  - telnet
• does the site require other software to enable maximum usage? eg.
  - plug-ins
  - shockwave
  - adobe reader
  - audio player
  - coolfusion - avi plug-in
  - quicksilver - graphics viewer
  - etc
| Internet Site Criteria | • does the site load quickly (response time)?  
|                       |    is sound a feature of the site?  
|                       |    is the size of files clearly stated?  
|                       |    is the information available in other formats, print,  
|                       |    CDROM other WWW sites?  
|                       |    Consider the continuum of information on the site as  
|                       |    opposed to the continuum in other formats  
|                       |    does the information have all the features of the original  
|                       |    format (where applicable)  
|                       |    does the appearance of the site add to the value of the  
|                       |    information or distract from it?  
|                       |    is the intent of the site clearly stated?  
|                       |    does the format add value to the information (would it  
|                       |    be better delivered in another format, eg CD ROM, print  
|                       |    etc.)  
|                       |    have concepts of good graphic design/layout been  
|                       |    applied?  
|                       |    have appropriate icons and buttons been used?  
|                       |    is the layout consistent throughout the site?  
|                       |    are fonts and typefaces consistent throughout the site?  
|                       |    is feedback encouraged?  
|                       |    can the site be customised?  
|                       |    restricting information to user level  
|                       |    appearance of site  
| 5. Organisation       |    is the information organised appropriately for the type of  
|                       |    information?  
|                       |    - chronological for historical  
|                       |    - geographical for a regional resource  
|                       |    are menus provided within the site?  
|                       |    is a table of contents or a directory structure in place?  
| 6. Navigation         |    does the site cater for the use of a variety of  
|                       |    browsers/software?  
|                       |    can it be accessed with standard hardware?  
|                       |    is a subscription service applicable?  
|                       |    is a password necessary?  
|                       |    are there network requirements for access to the site?  
|                       |    are any other charges applicable eg. traffic charges?  
|                       |    are navigational icons available on each page?  
|                       |    is an email address provided for the webmaster?  
| 7. Target Audience    |    who are intended users of the site/information provided?
<table>
<thead>
<tr>
<th>Internet Site Criteria</th>
<th>8. Search Tools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• which student year level is the information relevant to?</td>
<td>• is a search engine provided on the site?</td>
<td></td>
</tr>
<tr>
<td>• is text pitched at the intended level?</td>
<td>• how easy is it to retrieve information?</td>
<td></td>
</tr>
<tr>
<td>• is it suitable for users with disabilities?</td>
<td>• are search tips and examples available?</td>
<td></td>
</tr>
<tr>
<td><strong>8. Search Tools</strong></td>
<td>• how effective is the search facility?</td>
<td></td>
</tr>
<tr>
<td>• is a search engine provided on the site?</td>
<td>• is ranking of search results available?</td>
<td></td>
</tr>
<tr>
<td>• how easy is it to retrieve information?</td>
<td>• what does the search engine index?</td>
<td></td>
</tr>
<tr>
<td>• are search tips and examples available?</td>
<td>- all text</td>
<td></td>
</tr>
<tr>
<td>• how effective is the search facility?</td>
<td>- titles</td>
<td></td>
</tr>
<tr>
<td>• is ranking of search results available?</td>
<td>- abstracts etc.</td>
<td></td>
</tr>
<tr>
<td>• what does the search engine index?</td>
<td><strong>9. Hypertext Links</strong></td>
<td></td>
</tr>
<tr>
<td><strong>9. Hypertext Links</strong></td>
<td>• can searching be restricted to nominated fields</td>
<td></td>
</tr>
<tr>
<td>• are the links to other sites appropriate?</td>
<td>• are boolean operators used?</td>
<td></td>
</tr>
<tr>
<td>• do all of the links work?</td>
<td>• is phrase searching supported?</td>
<td></td>
</tr>
<tr>
<td>• are the links supported by an explanation?</td>
<td>• is nested boolean logic supported?</td>
<td></td>
</tr>
<tr>
<td>• could links be provided to other known sites?</td>
<td><strong>10. Interactivity</strong></td>
<td></td>
</tr>
<tr>
<td>• are there too many links?</td>
<td>• does the site have an associated listserv, bulletin board or newsgroup?</td>
<td></td>
</tr>
<tr>
<td>• do the links help or hinder the value of information provided?</td>
<td>• if so is support documentation provided? e.g.</td>
<td></td>
</tr>
<tr>
<td>• does the site have an associated listserv, bulletin board or newsgroup?</td>
<td>- how to subscribe/join</td>
<td></td>
</tr>
<tr>
<td>• if so is support documentation provided? e.g.</td>
<td>- how to unsubscribe</td>
<td></td>
</tr>
<tr>
<td>• are the links supported by an explanation?</td>
<td>- the type of information listed</td>
<td></td>
</tr>
<tr>
<td>• could links be provided to other known sites?</td>
<td>- etiquette of usage</td>
<td></td>
</tr>
<tr>
<td>• are there too many links?</td>
<td><strong>11. Reviews</strong></td>
<td></td>
</tr>
<tr>
<td>• do the links help or hinder the value of information provided?</td>
<td>• has the site been reviewed elsewhere on the net? eg. Excite, Magellan</td>
<td></td>
</tr>
<tr>
<td><strong>11. Reviews</strong></td>
<td>• can other references be provided?</td>
<td></td>
</tr>
<tr>
<td>• has the site been reviewed elsewhere on the net? eg. Excite, Magellan</td>
<td><strong>12. Curriculum Application</strong></td>
<td></td>
</tr>
<tr>
<td>• can other references be provided?</td>
<td>• which National Curriculum Area does the site support?</td>
<td></td>
</tr>
<tr>
<td><strong>12. Curriculum Application</strong></td>
<td>• how does the site support the curriculum?</td>
<td></td>
</tr>
<tr>
<td>• which National Curriculum Area does the site support?</td>
<td>• how can the site be utilised by teachers and/or students to enhance the learning and teaching process</td>
<td></td>
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<tr>
<td>• how does the site support the curriculum?</td>
<td><strong>13. Metadata</strong></td>
<td></td>
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<tr>
<td>• how can the site be utilised by teachers and/or students to enhance the learning and teaching process</td>
<td>• does the source file contain meta-information?</td>
<td></td>
</tr>
<tr>
<td>• does the source file contain meta-information?</td>
<td>• is the meta-information accurate?</td>
<td></td>
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</tbody>
</table>