



# LAUNCH



Australian Library and  
Information Association



# A MANUAL FOR DEVELOPING POLICIES AND PROCEDURES IN AUSTRALIAN SCHOOL LIBRARY RESOURCE CENTRES

2<sup>nd</sup> edition

An initiative of Australian Library and Information  
Association Schools and Victorian Catholic Teacher Librarians



Australian Library and  
Information Association

## WORKING PARTY

The 2016-17 joint working party consisted of:

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Suzanne Groetch	Australian Library and Information Association (ALIA) Schools
Pru Mitchell	ALIA Schools
Sandra Ryan	ALIA Schools and convenor of the joint working party
Tilly Sloove	VCTL

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A Manual for Developing Policies and Procedures in Australian School Library Resource Centres, 2nd edition.

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## **Launch**

*A manual for developing policies and procedures for Australian school library resource centres, 2<sup>nd</sup> ed.*

# Launch

- collaboration between ALIA Schools and Victoria Catholic Teacher Librarian [VCTL]
  - first edition 2007
  - Working Party, equal representation
  - duration two years
  - voluntary capacity

# Launch

- Working Party:
  - Eileen Cooney [VCTL]
  - Maree Galvin [VCTL]
  - Susanne Graetsch [ALIA]
  - Pru Mitchell [ALIA] [proofreader/editor]
  - Sandra Ryan [ALIA] [Convenor]
  - Tilly Stoove [VCTL]

# Access

- ALIA Schools website, Monday 17 March
  - Manual [text and photos]
  - Manual [text only]
  - Manual [template]

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## DIFFERENCES BETWEEN THE 2007 AND THE 2017 EDITIONS

The changes made in this edition reflect the rapid development in technology and its impact on the nature of the provision of information services.

### COLLECTION DEVELOPMENT

There has been a change in terminology when describing resources used throughout this edition. It became apparent that an analysis of the collection was more productive when a distinction was made between physical and networked resources. A definition follows:

Physical resources are those which include:

- Print: books (reference, fiction, nonfiction), periodicals, newspapers, pamphlets, ephemera
- Graphic: posters, pictures, maps, models, realia, kits
- Digital: stand-alone DVDs, CDs, CD-ROMS, not stored on a network

Networked resources are digital resources that are available on the school's network or the web and are accessed concurrently by many users such as full-text databases of journals/newspapers, online encyclopaedias, websites, Web 2.0 tools and resources.

Wall, J. & Ryan, S. (2010). *Resourcing for Curriculum Innovation, Learning in a Changing World series*. ACER Press, Camberwell, p. 15

### ACCESS AND CIRCULATION

A change of name was required for the circulation section. Since the school library has a collection containing both physical and networked resources, it is necessary to broaden the concept of circulation to cover access to hosted digital resources.

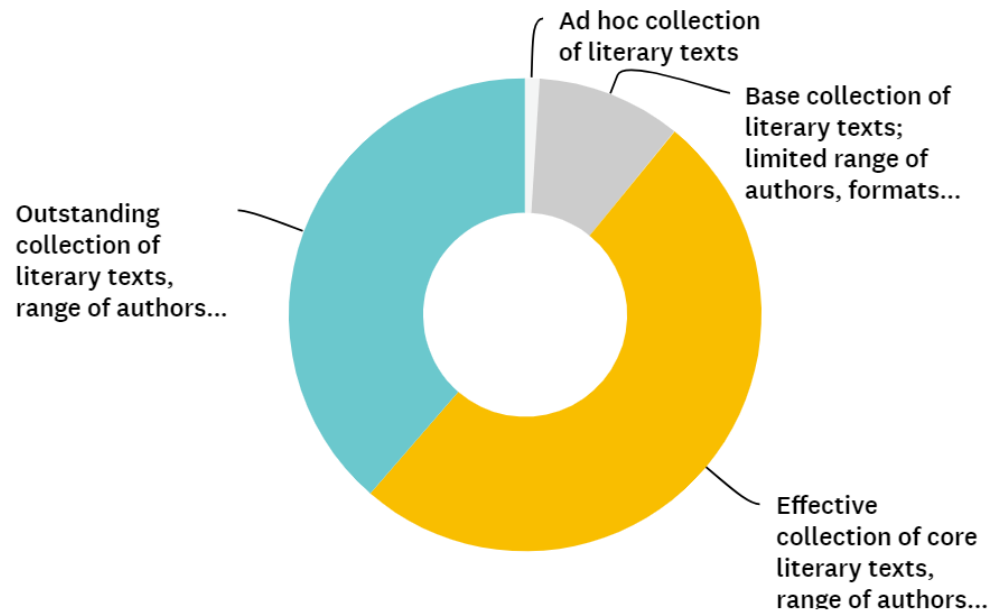
### COLLECTION ANALYSIS AND EVALUATION

It is no longer appropriate to give precedence to collection size and age when evaluating the suitability of a collection for its users.

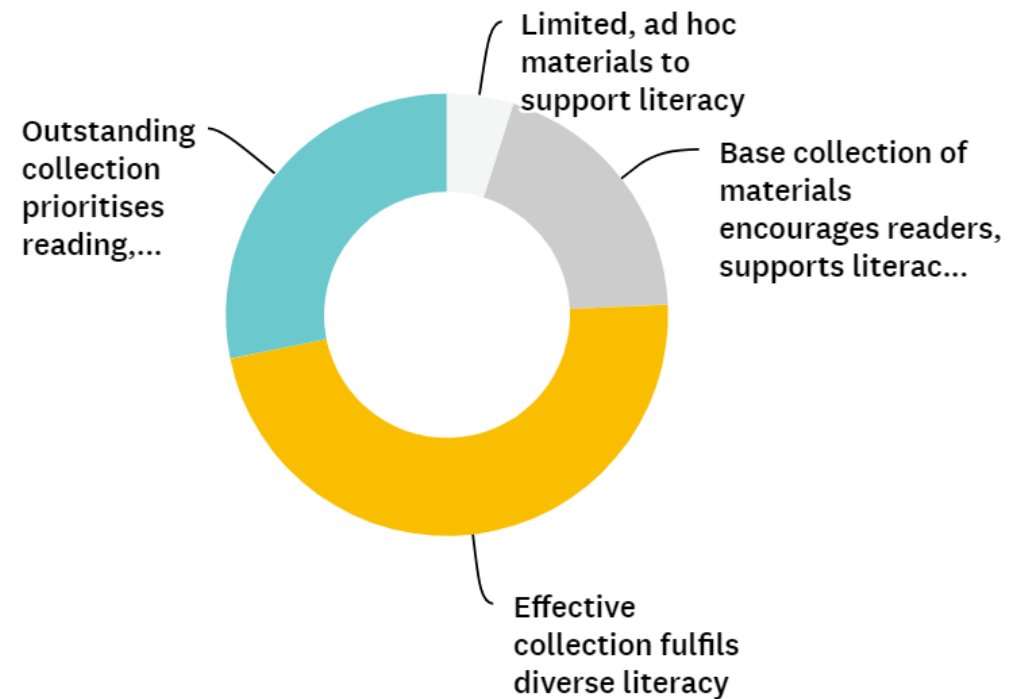
A school library collection rubric has been developed to assist with planning for collection development and budgeting in the current context of increased complexity. The terms developing, foundation, effective and outstanding have been used to describe the different stages that could describe a collection. It would be on the basis of these descriptors that program budgets could be developed. These terms replace the terms 'foundation' and 'target' used to describe collection sizes previously in *Learning for the future*, 2nd edition (2001).

# Current focus areas

## 3b Literature resources



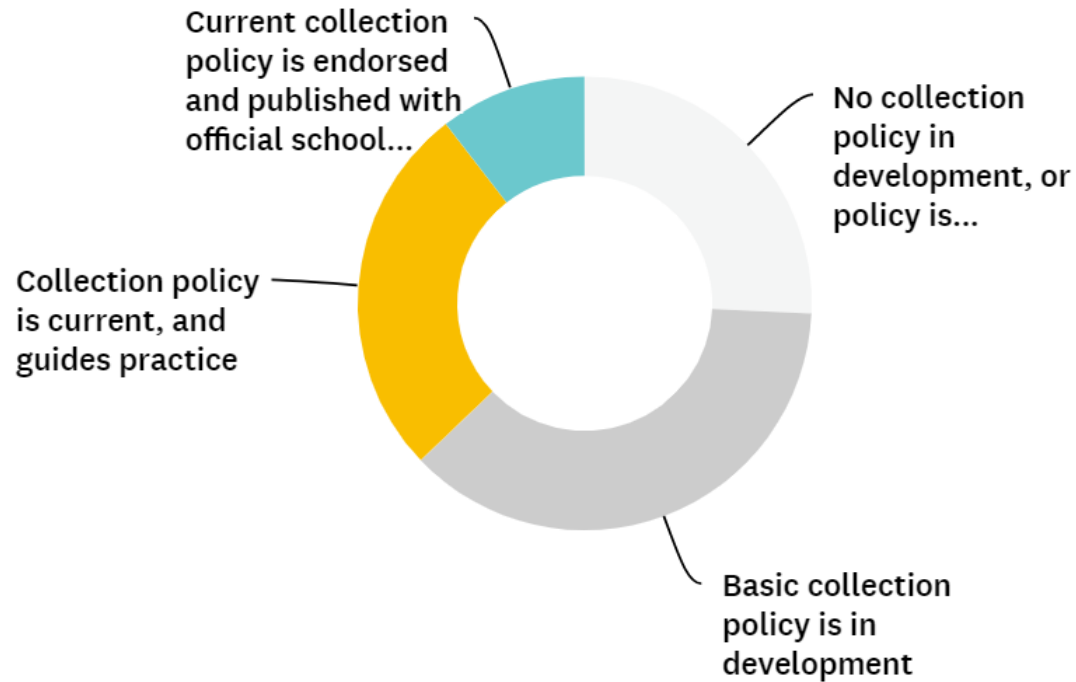
## 3c Reading development



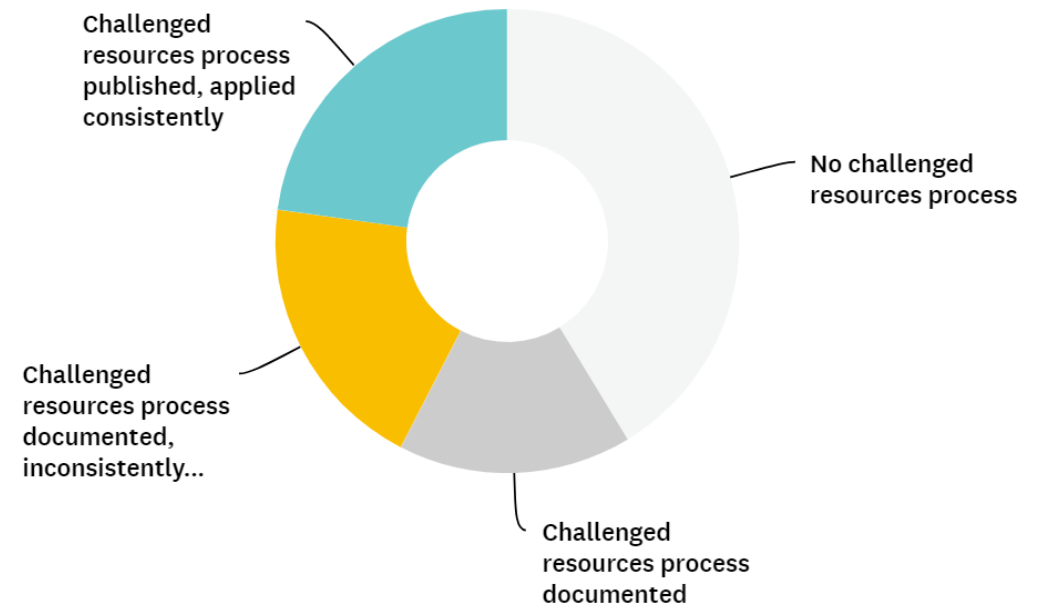


# Current challenges

## Ia Collection policy



## 9d Challenged resources process



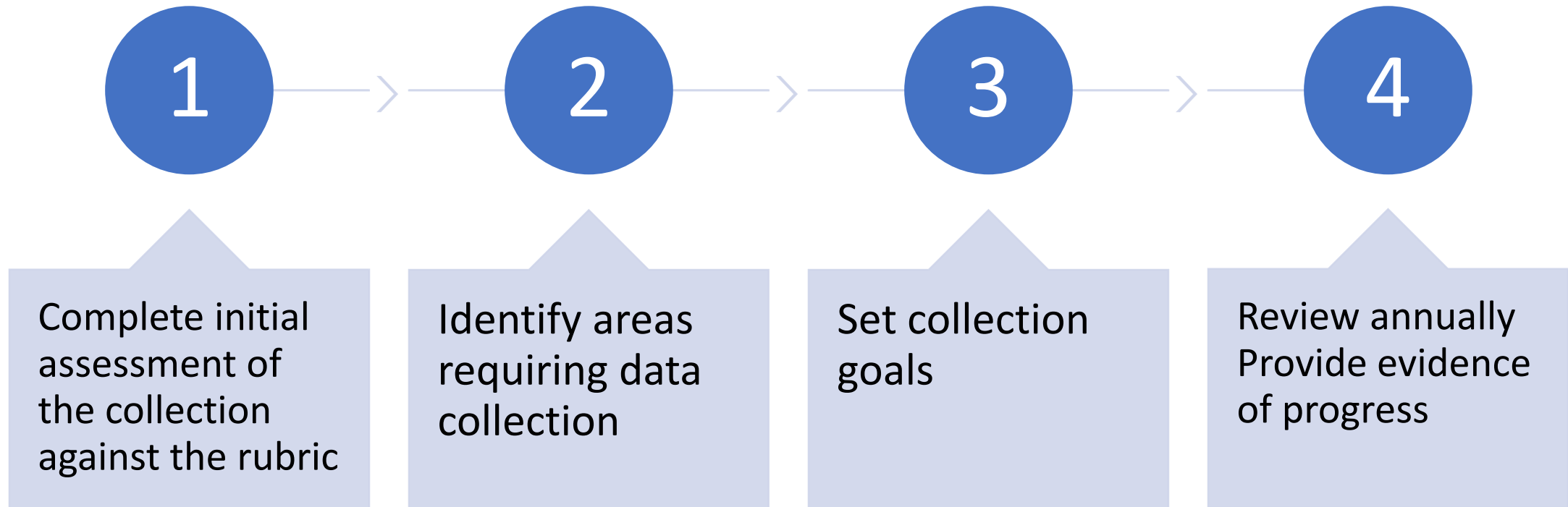
# Why library policies?

*A school library should be managed within a clearly structured policy framework that recognises the library as a core resource and centre for reading and inquiry.*

*A school library policy should be devised bearing in mind the overarching policies and needs of the school and should reflect the ethos, mission, aims, and objectives, as well as the reality of the school*

The IFLA School Library Guidelines 2<sup>nd</sup> edition (2015) pp. 22-23

# Using the rubric



[surveymonkey.com/r/collectionrubric](https://surveymonkey.com/r/collectionrubric)

# Workshop

- unpack **Collection Development Policy and Procedures**
  - six groups [9 in each group]
  - skim read the handout
  - identify who has/hasn't a CDP
  - reflection, use proforma
  - action plan, use proforma
  - find a buddy to 'check in' with during the year

# Plenary

- Thanks to Sharon Roth and Sacre Coeur
- Feedback
- Certificates
- Next PD:
  - Webinar, April
  - Seminar, 25 May



THANK YOU