MCC Library Procedure Manual

The Imaginarium

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MCC Library Procedure Manual

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1.0 Guiding Principles
This policy provides the direction and management principles of the MCC library.

1.1 Purposes
✓ To support the school’s Christian ethos as expressed in the governing body’s guiding principles
✓ To provide resources for the curricula as well as spiritual, recreational and social needs
✓ To support teaching and learning within the school community

1.2 Goals
✓ To honour Jesus Christ in our library and proclaim him Lord of creation including literature and media resources
✓ To encourage a love of reading within the community
✓ To provide a variety of resources and formats to facilitate 21st century learning
✓ To develop life-long learners amongst the school community
✓ To support students, staff and parents, associated schools and the governing body in their learning
✓ To develop information literacy
✓ To encourage parent participation in the use of the library
✓ To provide a safe and caring environment in which to learn

1.3 Context
✓ To glorify God by supporting Christian community through the actions of staff and resourcing the community according to need
✓ To provide a collection focused on young people yet not exclusively so
✓ To utilise available technology to enhance student learning where able
✓ To support the Christian, interdenominational, multicultural, indigenous, and geographic context of the school
2.0 **Types of Resources**

*The collection contains a combination of physical and virtual resources. The diversity of resources support the variety of learning styles and curricula needs of the school. It is necessary that the constantly changing nature of technology be accommodated by a relevant and evolving response to it in the collection.*

2.1 **Physical resources**
- Books
- Realia
- Big books
- Periodicals
- Charts and maps
- Archival material
- Music CDs
- Movie DVDs
- Audio book CDs
- Equipment

2.2 **Virtual Resources**
- Music
- Audio books
- Movies
- Links to websites
- CD-ROMs
- e-Books
- Pdfs
- Portal access

2.3 **Additional resource types**
- Additional resource types may be added if necessary
3.0 **Access Guidelines**

Library resources are grouped in collections to a) make access easier and b) guide the use of resources by borrowers in relation to age, reading level, maturity, and to support learning.

3.1 **Responsibility**

- It is the responsibility of the Teacher Librarian to implement the collection guidelines as set out by the NTCS Library Policy

3.2 **Selection Criteria**

- Resource collection selection is made through recommendations from publishers, suppliers ie. Review magazine, and professional literature ie. Magpies, and word of mouth

3.3 **Collections**

<table>
<thead>
<tr>
<th>Collection</th>
<th>Explanation</th>
<th>Access guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV</td>
<td>Resources for teachers</td>
<td>Staff</td>
</tr>
<tr>
<td>Book Hire</td>
<td>Resources for class use</td>
<td>All</td>
</tr>
<tr>
<td>College Collection</td>
<td>Resources of advanced nature ie. Manuals/medical texts etc.</td>
<td>Senior School students, Adults</td>
</tr>
<tr>
<td>Junior Fiction</td>
<td>Books suitable for primary school students</td>
<td>All</td>
</tr>
<tr>
<td>Non Fiction</td>
<td>Resource material on factual subjects</td>
<td>All except preschool</td>
</tr>
<tr>
<td>Parent</td>
<td>Support materials in parenting and of interest to families</td>
<td>Adults</td>
</tr>
<tr>
<td>Picture Book</td>
<td>Older and younger texts that rely predominantly on the images to tell a story</td>
<td>All</td>
</tr>
<tr>
<td>Senior Fiction</td>
<td>Books suitable for middle school students or above</td>
<td>Middle School students, Senior School students, Adults</td>
</tr>
<tr>
<td>Special</td>
<td>Valuable and delicate materials</td>
<td>Not for borrowing. In library only.</td>
</tr>
<tr>
<td>Teacher Reference</td>
<td>Resources necessary for curriculum, teaching and learning support</td>
<td>Staff</td>
</tr>
<tr>
<td>Young Adult</td>
<td>Materials suitable for senior school students</td>
<td>Senior School students, Adults</td>
</tr>
</tbody>
</table>

3.4 **Extraordinary access**

- Students may be granted special borrowing access to restricted collections in extraordinary circumstances
- Authorisation must be requested through HOS
4.0 **Acquisition**

*To receive value for money, it is important to make informed decisions re: purchase of resources and where to purchase them from*

4.1 **Acquisition Criteria**

- The collection must be checked to see if the item(s) are already present or similar item(s) are available
- Print text books must be over five years old to replace it unless damaged or missing
- Before replacement, virtual resources must be over three years old

4.2 **Suppliers Criteria**

- Aim to use suppliers that provide end processing
- Use suppliers who can source hard to find items and/or provide reviews of resources to support the selection process
- Use suppliers who provide good customer service and respond in a timely manner

4.3 **Gifts/donations**

- Gifts and donations are accepted by the library
- Gifts and donations will undergo the same criteria checks as new resources
- If gifts and donations do not meet the selection criteria, they will be donated to a reputable charity or disposed of
- To give the school library ownership of the item(s), a Gift and Donation form (Appendix 2) will need to be completed
- It is the responsibility of the Teacher Librarian to make the final decision regarding the acceptance of gifts and donations
5.0 Challenges

From time to time there may be objections to materials included in the collection. The library is respectful of these objections. Should an informal discussion with the Teacher Librarian not resolve the matter, then the individual can make a formal objection by completing a Disputed Materials form.

5.1 Responsibility

✓ It is the responsibility of the Teacher Librarian to deal with the complainant

5.2 Challenge Procedure

a) The challenger will be treated respectfully at all times
b) They will be offered a copy of the MCC Library Procedure Manual to read
c) An appointment will be made with the Teacher Librarian to discuss the matter
d) If the challenge is not resolved, the challenger will be given a Disputed Materials Form (Appendix 1)
e) The completed form and the Teacher Librarian’s comments will be passed on to the principal for a decision
f) If the issue is still unresolved, it will be passed on to the school council. The challenge will be reviewed by a panel appointed by the council.
g) The panel will then make one of the following recommendations;
   i) Reject the item
   ii) Restrict access to the item
   iii) Confirm previous access level
   iv) Open access with disclaimer
   v) Open access
h) Panel will inform individual, principal and Teacher Librarian ASAP of the decision being made.

5.3 Challenged resource interim status

✓ While the resource(s) is being challenged (under Section 10.2), the resource(s) will remain available until a decision has been finalised
6.0 **Circulation**

*If items are lost or misplaced, then resources are no longer available to the school community. It is a societal and cultural expectation that once borrowed items are lost or damaged, they need to be replaced.*

6.1 **Over Dues**

- It is the responsibility of the Teacher Librarian to organise for overdue notices to be sent out to borrowers to recover the cost of lost or missing resources
- If a borrower loses or mislays an item(s), they are liable for the cost of the item or to provide a facsimile replacement approved by the Teacher Librarian

6.2 **Reservations**

- Reservations may be placed for items on loan
7.0 Copyright

Copyright is an important element and legal requirement for protecting intellectual property from theft and abuse.

✔ The library complies with all copyright rules and regulations
8.0 **Evaluation**

Evaluating the collection gives library staff the data to make informed management decisions and identify which areas of the collection need attention.

- A stock take will be carried out in full or part annually
- Surveys of the staff, student and parent bodies may be used to help gauge the effectiveness of the collection
- Reports will be run to identify resources that need to be
- A shelf list check will be conducted progressively throughout each year
9.0 **Funding**  
*The aim is to be good stewards of resources and budget.*

9.1 **Responsibility**  
✓ It is the responsibility of the Teacher Librarian to make decisions re: use of budgets for resourcing collections and maintaining a high quality library service

9.2 **Budget provision**  
✓ A budgeted amount is provided by the bursar at the start of each calendar year

9.3 **Budget management**  
✓ A budget plan is determined by the Teacher Librarian  
✓ A budget is authorised by the school principal  
✓ The budget should be submitted at the start of each year to the principal for authorisation  
✓ A budget report for the principal should be submitted

9.4 **Fundraising**  
✓ The library may fundraise for special projects that support the guiding principles of the library collection procedure and school ethos  
✓ Book fairs may occur for specific projects identified by the Teacher Librarian  
✓ Book club may be offered at the Tls discretion
10.0 Requests

10.1 Resources
- General requests for fiction and non-fiction texts may be placed at the library and is encouraged
- Requests for texts used in the classroom must go through the HOS

10.2 Browsing
- Staff are encouraged to access the compactus to find appropriate teaching and learning resources

10.3 Service
- So library staff can respond to requests in a timely manner, staff should fill in a request form
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11.0 Selection

Library staff are always on the lookout for resources to support the goals of the collections. They are keen to hear from the wider school community about relevant and interesting titles.

11.1 Responsibility

✓ It is the responsibility of the Teacher Librarian to make decisions as to collection management and make the final decision on resource selection

11.2 Aids

✓ Professional literature - Magpies, Scan, Review, Connections, Softlink Times
✓ Publisher literature
✓ Supplier literature
✓ Requests from students, teachers and Heads of Department
✓ Listserve – Christian_schoolsTLs
✓ Official reviewers may be nominated by the Teacher Librarian, principal or school council to aid in selecting and deselecting texts

11.3 New resource criteria

<table>
<thead>
<tr>
<th>General Criteria</th>
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</thead>
<tbody>
<tr>
<td>✓ Access – ease of access to virtual resources</td>
</tr>
<tr>
<td>✓ Accuracy – content must be current and accurate</td>
</tr>
<tr>
<td>✓ Authority – author(s) must be qualified or experienced</td>
</tr>
<tr>
<td>✓ Controversy – resources on contentious themes eg. the occult and supernatural themes, may only be purchased in order to assist the reader to make an informed response</td>
</tr>
<tr>
<td>✓ Cost – must fit within budget / value for money / used across curricula areas</td>
</tr>
<tr>
<td>✓ Language – must contain language relevant to the audience</td>
</tr>
<tr>
<td>✓ Level – must be relevant to the student’s reading age</td>
</tr>
<tr>
<td>✓ Longevity – must last from three to five years</td>
</tr>
<tr>
<td>✓ Relevance – must be relevant to the current curriculum</td>
</tr>
<tr>
<td>✓ Scope – reasonable depth and breadth of subject matter</td>
</tr>
<tr>
<td>✓ Subject treatment – take into account language, bias and approach</td>
</tr>
<tr>
<td>✓ Suitability – respectful and balanced treatment of subject</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Binding – should last five years</td>
</tr>
<tr>
<td>✓ Presentation – should appeal to borrowers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e-Resource Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Features – should add value to what is already in collections</td>
</tr>
<tr>
<td>✓ Format – must be able to be used on current hardware and systems</td>
</tr>
<tr>
<td>✓ Licensing – conditions should not be too onerous or binding</td>
</tr>
</tbody>
</table>
12.0 **Technology**  
*Due to the speed of change in technology, resources, support materials and technology need to be kept current with curriculum, teaching and learning needs. It is important to:*

- Investigate new technologies to determine feasibility and implementation given financial, information technology and staffing constraints
- Follow IT department guidelines as to types of format permitted on networks
- Provide print resources to cater for borrower requirements
- Support curriculum changes as they occur
- When available, provide links to reviewed websites which support staff and student learning
- Provide a library website, or similar, to access library virtual resources
- Offer access to secure sites through the website where possible
- Replace or weed resources in obsolete formats at the Teacher Librarian’s discretion or on advice from senior subject teachers and IT staff
13.0 **Weeding Resources**

*Weeding, or removing unwanted items, opens up space in the collection. This is to a) increase the relevance and appeal of the collection and b) promote growth.*

13.1 **Responsibility**

✓ It is the responsibility of the Teacher Librarian to weed resources

13.2 **Criteria**

✓ Remove any resource (other than archives) that has not been borrowed in the past ten years and has no known or further purpose within the school

✓ Remove any resource (other than archives) that is damaged beyond repair eg. malicious / mildew / water / age / fire

✓ Remove any resource (other than archives) that is more than ten years old and has no known or further purpose within the school

✓ To remove any virtual resource (other than archives) that is unsupported

✓ To remove any virtual resource (other than archives) that is out of licence

13.3 **Damaged items**

✓ It is the responsibility of the Teacher Librarian to make the final decision regarding damaged items

✓ Damaged items will be weeded as per the weeding criteria

✓ If a borrower damages an item(s) beyond repair, they are liable for the cost of the item or provide a facsimile replacement approved by the Teacher Librarian

✓ If the borrower wants to challenge this, they must bring the matter to the TL in writing who will then investigate the matter
References


