INTRODUCTION
The Kilparrin Resource Centre supports the programs offered by Kilparrin Teaching and Assessment School and Services (Kilparrin). The Resource Centre Collection refers to all the resources that are recorded in the Bookmark Catalogue.

The Resource Centre Collection includes;
- A general collection from which both learners and staff can borrow
- the Teacher Reference section from which staff can borrow

This policy covers teaching and learning resources acquired for the Resource Centre Collection and also applies to those materials that have been donated.

The purpose of this policy is to ensure that Kilparrin learners and staff have reasonable access to resources that are appropriate and relevant to the curriculum, support the Site Improvement Plan, and specific curriculum initiatives.

All staff and learners at Kilparrin are encouraged to borrow from the Resource Centre. (See attachment Application for Registration as a Borrower)

All teaching and learning resources for use by learners and staff at Kilparrin whether purchased or donated must be selected, accessed and reconsidered in accordance with the processes and principles outlined in this policy.

LEARNER BORROWING
Each learner has a borrowing card that is kept at the circulation desk. Classes engage in weekly or fortnightly borrowing.

Borrowing Rules and Procedures for Learners
Learners are able to borrow up to four items at a time, with the recommendation that up to two items are for use at home and the rest stay in the classroom.

Books can be borrowed in the following formats;
- books
- books and cassette tapes or compact discs
- books and associated objects (book bags)
- books and DVDs
- ‘talking’ books.

Items also able to be borrowed include;
- Active Learning equipment
- gross motor equipment
- games, toys, puzzles
- touch toys
- musical equipment
- CDs, cassettes, DVDs.

Learners are required to have a library bag and are encouraged to be actively involved in the process of borrowing, locating their card and using the barcode reader to scan the card.

It is the responsibility of the borrower to care for and return all resources borrowed in their original condition. Where a resource is damaged or lost the parent or caregiver is responsible to advise the Teacher Librarian. An account may be issued to replace the item.

Parents/Caregivers of Enrolled Learners
Parents/caregivers of enrolled learners are able to borrow on behalf of their child using their child’s borrowing card.
STAFF BORROWING
Staff register as borrowers on an annual basis and are issued with a borrower’s card.

Borrowing Rules and Procedures for Staff
A valid borrowing card must be presented to Resource Centre staff when an item is to be borrowed from the Resource Centre.

Borrowers will be responsible for all items borrowed with their card. If an item is lost (by theft or otherwise) or damaged before it is returned to the Resource Centre, the borrower may be liable to compensate the library for the cost of a suitable replacement.

All borrowed items must be returned to the Resource Centre on or before the due date or any extension of that due date. Extensions will not be granted when an item has been reserved by another borrower.

If an item is not returned by the due date or an extension of that due date, then the borrower may be liable for a charge.

If an item is damaged or parts are missing staff are required to complete a Notification of Damage or Lost Item form (see attachment) located at the circulation desk.

Loan Periods and Limits
The overall limit of each staff member is 200 items in total.

Note: Some items may have restricted borrowing times.

*Teacher reference books are only available for borrowing by Kilparrin staff.*

Items can be extended by contacting the Resource Centre staff in person, phone or by email.

Class Borrowing
A wide range of resources is available for class teachers to borrow and use with the learners in their classrooms.

The borrowing rules and procedures for staff apply to all resources borrowed by class staff. Class teachers are issued with an individual borrowing card.

Items borrowed on this card are the responsibility of the borrowing staff member and will be issued for a maximum of one Term.

Statewide Support Services Support Teachers borrowing
In addition support teachers may borrow on behalf of referred learners for the purposes of modelling, trial and evaluation for a maximum of one term.

For clients of the Early Intervention program resources may be borrowed for the length of the program at the discretion of the support teacher. Maintenance must be carried out at least termly.

To support this, Resource Centre staff will create a borrower’s card in the name of the referred learner, grouped to their support teacher.

Support teachers register as borrowers in this way on an annual basis.

CANCELLATION OF MEMBERSHIP
The Resource Centre has the right to cancel the membership of any registered borrower who fails to observe any provision of these conditions. If such action is taken, the Resource Centre will notify the person of the cancellation and the reasons for it.
PRINCIPLES FOR SELECTION AND ACCESS
Teaching and learning resources will be selected and accessed so that they;
- support an inclusive curriculum, are directly related to school policies and programs, based on DECS curriculum and include, where relevant, support for the recreational needs of learners and the professional needs of staff both on site and through the Statewide Support Service
- are relevant to the needs of the learners for whom they are selected and their emotional, intellectual, social, physical and cultural development
- represent a range of views on issues and a variety of media.

RESPONSIBILITIES
The Principal will;
- ensure that selection and access processes are documented and made available to staff and parents/caregivers upon request
- ensure that staff are made aware of their responsibilities for the consistent implementation of selection and access processes under this policy to support the achievement of curriculum outcomes for learners
- ensure that selection and access processes are monitored and regularly reviewed.

All teachers share responsibility with the Principal for the consistent implementation of resource selection and access processes that support the achievement of curriculum outcomes for learners, including;
- the provision of appropriate and relevant learning materials for all learners
- where relevant the provision of wider access to learning material other than is possible within the school
- limiting access to certain learning materials, where appropriate
- ensuring that parents/caregivers have relevant information about the selection and access process.

Parents/caregivers will raise issues and concerns about resources through the Principal.

RESPONSIBILITY FOR SELECTION
Resource Centre Collection
The person responsible for the Resource Centre (Teacher Librarian) has the responsibility for the coordination of the Resource Centre Collection. Leadership and teachers in consultation with the Teacher Librarian;
- are invited to make suggestions for new purchases
- will be encouraged to peruse resources received on approval and discuss their suitability or relevance to the collection.

SELECTION PROCESS
Resource Centre Collection
The Teacher Librarian in collaboration with leadership and teachers will establish priorities for the development and maintenance of the collection on an annual basis. This will align with the Site Improvement Plan and the identified priorities.

The Teacher Librarian will ensure that resources selected are;
- consistent with the principles outlined above
- meet both general and specific selection criteria (see Appendices A, B, C & D)
- relevant to the established and/or identified collection priorities.

Other resources
Teachers who bring personal or borrowed resources to the classroom must ensure that these resources are consistent with the principles and selection criteria described in this and the OHS&W Policy.
Selection tools
A range of tools and services will be used including:
- reviews in professional journals
- recommendations and suggestions from workshop or conference presenters
- recommendations and suggestions from teachers, Teacher Librarian colleagues, learners and parents
- recommendations from Oztl_net listserv for Teacher Librarians
- publishers’ catalogues and booksellers.

PURCHASE AND CATALOGUING PROCESS
Requisitions for New Resources forms (yellow form) are filled out and placed in the Principal’s in-tray prior to Week 2 & Week 6 of Terms 1, 2 & 3 and Week 2 of Term 4.

Process;
- all sections need to be filled out - supplier, address, item name, rationale, reference number, catalogue page reference, quantity, price and, where appropriate, the OHS&W Risk Assessment
- the Teacher Librarian then checks the existing Resource Centre collection catalogue to ascertain whether this resource is already in the resource Centre, whether a duplicate copy is required or if there are similar resources available
- the Requisitions for New Resources forms are considered at Finance Advisory Sub-committee meetings and if approved ordered by the Finance Officer
- teachers are informed of the outcomes of their requests.

When orders are delivered to reception;
- the Finance Officer is informed and
  - checks the invoice against the goods received and attaches a copy of the checked invoice to the goods, marked with the name of the staff member who requested them
  - informs the Resource Centre staff of the arrival of the goods
- the Resource Centre staff collect the checked items and store them securely pending cataloguing.

Cataloguing process;
- the cost of the item is included in the cataloguing record
- new resources are shared at Staff and/or Teacher Meetings, then displayed in the resource Centre
- specific resources are booked out to the staff member who made the original request.

CATALOGUING GUIDELINES
Cataloguing will be facilitated by the use of SCIS (Schools Catalogue Information Service) through www.curriculum.edu.au.

Where SCIS records are not yet available, in-publication cataloguing may be used.

Where neither of the above options is available, cataloguing will follow the Dewey Decimal Classification.

All resources are to be clearly identified with Kilparrin’s name and school number.

Only materials that meet the selection criteria will be catalogued.

DONATIONS
All donations and gifts must meet the selection criteria of this policy. Explanation of this, where possible, is given to the donor and if the donation is not relevant to the collection it may be disposed of in a manner deemed fit by the Teacher Librarian or returned to the donor. Donations of all items must also comply with the DECS OHS&W guidelines and be assessed by the Curriculum and Professional Learning Committee.
COLLECTION REVIEW AND CULLING PROCESS
Deletion of resources is an ongoing process carried out by Resource Centre staff.
Resources that are damaged beyond repair, out of date, inaccurate, particularly unattractive or no longer relevant to the collection will generally be removed and disposed of in an appropriate manner. (e.g. stamped ‘CANCELLED’ and have Kilparrin’s barcode removed.
Resources that meet the selection criteria but have not been borrowed for a designated period of time, (e.g.5 years) may be re-introduced to staff in Teacher Meetings.
Teachers may be informed in Teachers’ Meetings of particular resources to be culled.

RESPONDING TO CONCERNS
Concerns about the Resource Centre collection will be addressed through existing DECS procedures and/or using Appendix 2, Request for Reconsideration of a Resource available at the front office.

REFERENCES
Curriculum Corporation 2001 Learning for the future, pp 25-26

Attachments
Appendix A General Selection Criteria
Appendix B Specific Selection Criteria (for Fiction, Non-Fiction Books, Non-Book Resources)
Form Application for Registration as a Borrower (Staff Member)
Form Application for Registration as a Borrower (Learner)
Form Notification of Damage or Lost Item
Form Request for Reconsideration of a Resource

Note: this Policy is a revised combination of the following policies
- Kilparrin Resource Centre: Borrowing Policy (Document No 2: July 2009)
- Selection and Access Policy for Teaching and Learning Materials (Document No 2: March 2009)

Document No.1: July 2010 (Approved at Staff Meeting on 23 August 2010.)
To be reviewed in 2014 or earlier if needed
GENERAL SELECTION CRITERIA
(for all resources regardless of content or form)

Authority
- qualified and/or experienced author
- reputable sources of information
- recognised publisher/producer
- information is accurate.

Physical Format and Technical Quality
- quality materials
- sturdy construction
- attractive presentation and clear reproduction.

Arrangement of Material
- content is easily accessible
- instructions and support materials are adequate, clear, comprehensive and effective.

 Appropriateness
- content, language, symbols and concepts are at a suitable level and sensitivity for the intended user.

 Currency
- information presented must be up-to-date.

 Cost
- value for money
- may be used across a number of curriculum areas and levels.

 Availability
- currently available to schools
- readily available to schools.

Format
- the most suitable medium to present the subject matter (includes paperback, hardback, big book, newspapers, magazines, audiocassettes & CDs, videocassettes, DVDs, kits, realia [real objects], games, charts, posters, computer software, CD-ROM and online resources).

Controversial Material
- consider any controversial content and/or issues.
SPECIFIC SELECTION CRITERIA

SPECIFIC SELECTION CRITERIA FOR FICTION
(includes picture books, beginning readers, early chapter books, story tapes, story CDs, story DVDs, book boxes, pictograph books, books in Braille, DAISY, Moon, Tar Heel Readers)

Purpose
- provide enjoyment and entertainment
- stimulate the imagination
- develop language
- extend the learner’s experience
- support the curriculum
- develop life-long enjoyment of texts.

Readability
- text and print size appropriate to the intended reader
- text is smooth to read, clear and concise.

Language
- appropriate to the plot, theme and characters
- imaginative and interesting with natural dialogue and vivid descriptions
- concepts developed by the language are appropriate
- style of writing is appropriate to the genre
- provides the opportunity for learners to engage in literary experience.

Content
Plot;
- stimulates the reader's imagination
- story is interesting and entertaining.
Characterisation;
- convincing and credible
- uses natural and suitable dialogue
- characters develop and grow
- avoids stereotyping by gender, race, disability or culture.

Curriculum Relevance
- may be used to support Non-Fiction curriculum Learning Areas - links can be made across all Learning Areas.

Page Layout
- content well spaced and logically organised
- background colour/borders/illustrations do not interfere with readability of the text
- chosen to support learners with sensory impairment (vision, hearing) and additional disabilities.

Illustrations (including cover, end papers, within text, textless)
- appropriately placed/positioned
- clear, attractive and/or interesting
- enhance/extend elements of the story
- enhance readability of the text.

Bias
- avoid stereotypes in text or illustrations
- avoid biased opinions/value judgements
- reflects principles of social justice
- relevant to Australian conditions, as appropriate.
SPECIFIC SELECTION CRITERIA FOR NON-FICTION BOOKS
(includes information books and big books)

Scope and Purpose
- fulfil the purpose of the item
- support and enrich the curriculum.

Readability
- text, print size and style of writing appropriate to the intended reader
- style of writing appropriate to the purpose or intention of the author
- text is smooth to read, clear and concise, interesting and non-repetitive
- language used reflects the intended use of the item
- reading level of the item matches the user’s experience, interest level and capability
- contains Contents and Index pages for specific research.

Accuracy
- information is accurate and up-to-date.

Educational Soundness
- supports the Australian National Curriculum and outcomes-focused education
- is learner focused (has purpose, meaning and relevance for the learner).

Organisation of Information
- clear and functional.

Page Layout
- headings/sub-headings clearly defined
- text well spaced and organised
- background colour/borders/illustrations support the text
- adequate use of ‘white space’.

Bias
- avoid stereotypes in text or illustrations
- avoid biased opinions/value judgements
- reflect gender equity principles of social justice
- relevant to Australian conditions, as appropriate.

Illustrations
- support or extend the information base of the text
- may include diagrams, maps, graphs, photographs, drawings, paintings, tables
- positioned relevant to the text
- clear, attractive and/or interesting
- labelled/captioned effectively/accurately.

SPECIFIC SELECTION CRITERIA FOR NON-BOOK RESOURCES:
Note: General selection criteria and specific selection criteria for Non-fiction and Fiction print resources also apply.

AUDIO-VISUAL RESOURCES (includes audiocassettes, CDs, videocassettes, DVDs)

Audio cassettes/CDs
- sound clarity
- clear pronunciation and enunciation
- reading is well paced
- background music/sound effects appropriate and don’t interfere with main reading
- story reading or dramatised version
- length appropriate for intended user
- where relevant accompanying teachers’ notes - appropriate, useful and relevant.
**Videocassettes/DVDs**
- clarity of sound and images
- visually appealing
- voice production clear and suited for intended purpose and user
- accuracy and currency of visual information
- content appropriate for intended user
- variety in presentation
- production well paced
- length appropriate for the intended user.

**ELECTRONIC RESOURCES** *(includes computer software, CD-ROM, DVD, teacher or school-developed electronic materials such as Talking Books DAISY and Interactive Whiteboard programs)*

**Purpose**
- using the technology is an appropriate way to access this information
- adds value to the overall resource collection
- is useful for more than one learning/topic area.

**Hardware**
- hardware requirements reflect what is currently available in the school.

**Educational Soundness**
- is relevant in terms of the Australian National Curriculum
- supports the process of learning.

**Authority**
- authority information easy to locate and verify.

**Appropriateness & Scope**
- supports the content and enhances the understanding of the user
- appropriate to the level of the intended user/s
- encourages learners to use more than once to gain new experiences.

**Accessibility and Useability**
- easy to load or to access
- navigation offers flexibility of access to information.

**Presentation**
- levels of interaction enable learners’ participation
- high quality of production
  - text is clear and easy to read
  - graphics clear, relevant and attractive
  - background colour design enhances the text
  - depth/pace/clarity of sound recording.

**GRAPHIC RESOURCES** *(includes charts, pictures, games, maps, models, realia socio-dramatic objects, and toys)*

**Charts** *(includes maps, diagrams, pictures, posters, friezes, study prints)*
- clear and logical layout
- information and graphics uncluttered
- overall size and print size appropriate for intended use
- attractively presented to generate interest
- simplify information and summarise key concepts
- support a specific educational purpose.

**Games** *(includes board games, puzzles, card packs)*
- support an educational purpose
- safety aspects eg. size of pieces, sharp edges
- packaging/storage to facilitate long-term use
- durability of game pieces
- accompanying instructions clear and appropriate for the intended user
- attractive, interesting, stimulating and fun.

**Toy Library** *(includes realia, socio-dramatic play, switch activated toys, musical toys and construction materials eg Lego™, puppets, models, soft toys)*

- support an educational purpose
- durable construction
- size/weight appropriate for intended use
- attractive and interesting.

**‘Active Learning’ Resources** *(eg sensory mats, equipment, sensory resources)*

- support an educational purpose
- durable construction
- easy to use
- size/weight appropriate for intended use
- weight-rated (if used to support learners in ‘suspended’ positions)
- attractive and interesting.
Kilparrin Teaching and Assessment School and Services

RESOURCE CENTRE

Application for Registration as a Borrower

STAFF MEMBER

Surname: ................................................................. Given Name: ......................................................

Address: ................................................................................................................... Postcode: ..............

Email: ........................................................................................................................................

Telephone Contact: ...........................................................................................................

Declaration

Please register me as an approved borrower of the Kilparrin Resource Centre.

I have read the conditions of the Resource Centre as outlined in the Kilparrin Resource Centre Borrowing Policy and agree to abide by them.

Signature: ......................................................................................................................... Date: ..............

Resource Centre Use Only

Staff Signature: .........................................Borrower Card No: ...................................................

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Kilparrin Teaching and Assessment School and Services

RESOURCE CENTRE

Application for Registration as a Borrower

ENROLLED LEARNER

Surname: ................................................................. Given Name: ......................................................

Address: ................................................................................................................... Postcode: ..............

Parent/Caregiver Telephone Contact: ......................................................................................

Declaration

I am the parent/caregiver of the child named above. I have read the conditions of the Resource Centre as outlined in the Kilparrin Resource Centre Borrowing Policy and agree to abide by them. I accept responsibility for items lost or damaged by the child and any overdue fees.

Please register my child as an approved borrower of the Kilparrin Resource Centre.

Signature: ......................................................................................................................... Date: ..............

Resource Centre Use Only

Staff Signature: .........................................Borrower Card No: ...................................................
Kilparrin Teaching and Assessment School and Services
RESOURCE CENTRE
Notification of Damage or Lost Item

To be completed by borrower or parent/caregiver

Surname: ........................................... Given Name: ..................................................

Item Name ........................................... Item Barcode: ...........................................

Description of loss or damage: .................................................................
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..............................................................................................................
..............................................................................................................
..............................................................................................................

Borrower Signature: ................................................................. Date: .....................

Resource Centre Use

Action: Replace / Cull / Repair
Other: ...........................................................................................
..............................................................................................................
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Staff Signature: ................................................................. Date: .....................
Kilparrin Teaching and Assessment School and Services
Request for Reconsideration of a Resource

Name of person initiating request: ____________________________________________

Address: ________________________________________________________________

Telephone: _______________________________________________________________

Name of child: ____________________________ Year Level: ____________ Teacher: ______

Resource to be reconsidered: ________________________________________________

Title: ___________________________________________________________________

Author: __________________________________________________________________

Type of resource (eg book, video, computer software): __________________________

Reason (please be specific and add page number if appropriate): __________________________________________________________________

What was your child’s response to this resource? ________________________________

What would you like done about this resource? ________________________________

☐ Do not assign it to my child
☐ Restrict access of this resource
☐ Withdraw it from the school
☐ Other ________________________________________________________________

Any other comments: _______________________________________________________

Thank you for completing this form.

Signature: ____________________________ Date: ________________________________

Action taken and recommendation made for this resource (to be filled in by preschool or school)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Name: ____________________________ Role: ____________________________ Signature: ____________________________

Please return the completed form to Pam Dunnett, Front Office.

Template Reference: Appendix 2: Template for request for reconsideration of a resource from Choosing and Using teaching and Learning Materials; Guidelines for preschools and schools  DECS, 2004  page 20