

## **Managing priorities when you're 'it' in a primary school library, presented by Denise Boyko and Sandy Davey**

We all know the myriad of tasks and demands that can be placed on you as a library technician responsible for a busy primary school library. Students, teachers and the school administration all have their expectations. In this session, Denise and Sandy, who have worked closely with library technicians in the Ballarat area over many years, will help you to identify your priorities, suggest strategies for communicating with the school community, and offer tips for managing a service that complements the learning and teaching program.

In this session, we hope we will help you to identify your priorities, suggest strategies for communicating with the school community, and offer tips for managing a service that complements the learning and teaching program.

Your role in the school library will have you trying to balance a huge range of tasks and demands placed on you from all sectors of the school community. Your first task should be to identify those tasks that fall within your job description and prioritize these. Some of your major areas of responsibility will include;

As a Library Manager how do you provide a service that complements the learning and teaching program?

It is the Support Staff who provide the clerical and technical support needed for the information services centre to function effectively and efficiently.

By carrying out the following duties;

- Cataloguing and classifying;
- Ordering and accessing procedures,
- Evaluating and selecting equipment, supplies and suppliers,
- Assisting with the provision of reference and research services;
- Assisting in the collection, recording and preparation of information to support curriculum programs.

According to “Learning for the Future,2001” there are 5 critical relationships centred on the role of the school library.

Learners and Learning

Teachers and teaching

Resources and curriculum

Access to information

The physical environment.

Ross Todd at a SLAV Conference in 2004 said

“It’s not about libraries, it’s about learning.”

Our role in managing libraries is to ensure that it is a place where learning takes place

In supporting curriculum programs, one of the most rewarding and measurable roles to undertake is the selection and promotion of fiction and non fiction resources to support the school’s literacy program. In the SLAV publication “Knowing Readers”

when talking about why it is so important for children to learn to read Paul Jennings says

.....”the worst aspect of illiteracy is being deprived of stories. Stories help us to know who we are and where we come from. They let us know that we are not alone as we face the trials and tribulations that are part of everyone’s life. “

It is a wonderful feeling to see the look of delight on a child’s face as they listen to a story recommended by you and read to them by their teacher or as they return a book that you have put into their hands that has helped to open up a world of stories and reading.

Research shows that “engagement” ( the amount of time spent reading, the frequency and variety of reading, and the attitude towards reading) is a key factor in why children become and continue to be readers and there is much that schools can do to make a difference.

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Knowing Readers,p 18.

Schools can make a difference to engagement

- By recognizing and valuing the out-of-school reading that students do and building on those reading skills and preferences.
- By providing a range and diversity of texts students want to read and that challenge them.
- By providing rich texts.
- By allowing, and providing for, choice of what to read.

As library managers it is your role to support the school in making a difference.

Finding the right book at the right time is not just about standing at the library door handing out books, it is about connecting young people with books that interest them through a diverse collection and welcoming environment.

“ a rich and diverse library collection and a welcoming library environment are structures that support choice. Without them the possibility of choice is jeopardized particularly for those students who have little external access to reading materials.....”Teacher librarians (or Library technicians)typically place the right book in the right hands at the right time and encourage a lifelong love of reading.”

“Most critical in the development of a child reader is the presence of an adult who is sufficiently knowledgeable about books and reading, and well informed about the needs and interests of children and young people to “match” particular resources with individual students.”

Ideally,this “enabling adult is:

- Supportive
- Perceptive
- Broad minded
- A fellow reader

- Knowledgeable about their collection
- Generally widely read
- Knowledgeable of their students, their needs, and interests
- A good listener
- A good modeller of response and conversation
- A good facilitator. allowing free and constant access to materials and themselves.

Ambience and effective space management are as important as those of Information and Communication Technology and collection management.

It is pointless having a “rich and diverse collection of resources” if they all sit nicely on the shelves week after week. We need to encourage a culture in the school where the library is a place where children, as well as staff and parents, are made to feel welcome and usually come away with something that will meet their needs, even if it isn’t exactly what they wanted.

“The nature of learning and teaching relationships with school library staff are of paramount importance.” Synergy Volume 1 number 2 summer 2003 p33

Evaluation and selection of books.

The school library is there to serve the school and must develop any policy around the school’s policy. This policy will be the basis for the selection of materials. Input should be from teachers and students.

The library should contain book stock that is relevant to the curriculum, up to date and interesting.

After consultation with staff and school community a policy should be written up that gives guidelines for types of materials that will be selected or rejected. This consultation gives the school community ownership of the role of the library. This policy can be also used to support the inclusion of some material and is there in writing if there is a concern arising from ”controversial materials.”

Show controversial materials policy

Factors to consider when developing a selection policy

1. Budget-organising finances
2. Division of budget-depends on the strengths and weaknesses of the collection.
3. Suggested stock figures (Books and beyond)

Selection means CHOICE and how does the librarian choose one book over another.

Ultimately the final decision for selection remains with the librarian who has an understanding of relevant criteria involving authenticity of material

Use resources to support your selections.

Scan, Magpies, SLAV website, CBC shortlists, TLP.

With experience, and trial and error, we all develop an understanding and knowledge of what books will work with particular students but there are set criteria that can be used as a basis.

- Date of publication
  - Relevance to the curriculum
  - Library's current holding in this area
  - Place of publication (Aus.)
  - Literary merit
  - Cost
  - Aesthetic value
  - The style of writing and content are interesting to the age level and appropriate for the subject matter.
  - The vocabulary is appropriate to the subject and concepts introduced.
  - The book helps the child to understand his relationships to others.
  - The book contributes to the development of desirable attitudes and gives an insight into human values.
- 
- If non fiction, the material is accurate, authoritative and up to date.
  - If fiction, will this book add to a child's knowledge or wisdom?
  - Is the book exciting to read? Do you retain a strong impression of the book after you have read it? Has the author written with respect for his readers? the story stirs the spirit or imagination, has a good plot and well developed characterisation, has literary values or a message that makes it of lasting worth.

#### Selection tools

- Expertise of teachers and other personnel
- Trade magazines and catalogues
- Review magazines
- Advice from children and parents
- Browsing in reputable book shops where there are experienced staff who can offer suggestions and advice.
- Displays and materials brought by salespeople
- Bibliographies in appropriate resources

Staff and students will be encouraged to make suggestions regarding acquisitions and where appropriate staff and students should be asked to select appropriate material.

#### Book selection

- Keep up to date with current trends. Read reviews and also read the books.
- Be familiar with the Library collection-know the strengths and weaknesses. Plan a selection policy to fill these gaps. Check stock against recommended reading lists etc.
- Keep a wish list for staff and students to make suggestions.
- Get to know the curriculum at the different levels. Communicate with staff members. Read minutes from unit meetings.
- Consider the needs of the students,ie,age groups, ethnic groups,reading abilities, and interests. Get to know the students personally so that you can

recommend a particular book that will be a success or purchase books with particular students in mind.

- Consider the needs of the teaching staff in areas such as, professional reading, materials that will support the curriculum, self development material and recreational reading.
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It doesn't matter how great your collection is or how well catalogued and orderly things are on the shelves unless you have students and teachers coming through the door and borrowing, you are going to be very lonely and hard to justify your position in the school.

Creating ambience.

“...ambience, or atmosphere, is the feel of the library space: the result of the conscious thought being put into how best to use the architecture, how to utilise furniture, lighting, colour, display materials, signage and various forms of decoration.”

Consider; Spaces, Places to Read, and Display.

Have a separate study and reading area so that library is not only perceived as a study area. ...colourful and comfortable chairs and regular changing of displays., separate quiet reading and games area.

Designing library spaces.

SLAV has a range of resources to help with library design, including FYI (Place and Space, Autumn, 2004) SLAV website, and a new publication to be out soon.

“The manner, or attitudes of the library staff play an important part in this ambience. How staff interact with and perceive the community that uses the library can affect the feel of the library space. These factors combine to create a physical space that is home to the reading environment.”

It is all about RELATIONSHIPS. The time you spend building relationships with all members of the school community will determine the “feel” of the library you manage. Relationships with your Principal, teaching staff, students and parents are vitally important. The time you spend building these relationships is invaluable. Start small and target someone or a department that you can build a relationship with by offering some sort of service they need and then build on that.

## Managing Priorities when you're 'it' in a primary school library

Denise Boyko

Your role in the Library has 3 main criteria

- SERVICE - to staff, children and the school community
- ACCESSIBILITY – of both yourself and resources
- ACCOUNTABILITY– financial, moral, professional

### SERVICE

Major part of role - liaison with children, staff and parents

Be flexible, try another approach when one approach doesn't work

Never send staff or students away with no information when they come with a query.

At least give them someone or some place they can go to if you do not have the information.

Provide a personal service that saves people time.

Provide a welcoming and helpful atmosphere

Show that you recognize and want to cater for different needs.

Respond immediately to needs of users

Be aware of curriculum material and support services outside school

### STAFF

Work with individual staff – make them aware of the resources and services available to them, be aware of their needs

Find things for staff rather than just telling them to use the computer

Keep teachers regularly informed as to the latest books and materials related to their professional needs – point out new publications mentioned in catalogues, journals etc. relevant to particular areas. Present new books personally to relevant staff.

Offer bulk loans of resources to individual grades

\* picture books for lower grades

\* relating to integrated topics

If limited resources available

- borrow from other schools, Public library eg. Book week celebrations

or - suggest rotation of topics between classes

Offer library for staff or unit meetings – use this opportunity to promote new resources, periodicals, little used resources etc

Give all possible help to staff looking for material for their own children

Try to provide information services that teachers really need and cannot get elsewhere.

e.g. list of books good for reading to classes, [TLP recommended book lists] a people resources file, lists of authors/illustrators available for school visits [SLAV website]  
Involve teachers with keeping sources and resources up to date – weeding [in and out boxes]

Go to morning teas, staff functions, meetings, eavesdrop, assist with fundraising etc.  
Become involved – if you are seen to support the school community, they are more likely to support you in your role.

Suggest excursions to public library and help organise.

Be careful with student teachers – provide support, but keep a tight rein on resources!

## CHILDREN

Provide assistance and training on how to use resources, computer system – enquiry and circulation.

Provide positive encouragement to come to the library - attractive library, being open at the times when students need to use the library.

Involve children - monitors

- younger children – love sorting and shelving picture fiction

Establish library rules – encourage children to share in the responsibility

Times of use – before and after school

Movement in library – arrangement of furniture

Noise in library – related to activities in library

Borrowing system – who to use eg borrowing with computer

- \* Library monitors to assist

Replacing materials after use

- \* Clear labelling of shelves
- \* Use of trolley
- \* Marking place on non fiction bookshelves – rulers

Care of resources –

- \* First aid box
- \* Collection of range of damaged books – display
- \* Library bags

Maintain novelty of displays – try new approaches, real items – Chinese Year of the..., International year of the...

Use students' work to promote the library –

- \* Designs for bookmarks, include reviews – competition?
- \* Displays of relevant class work.
- \* Art teacher usually only too happy to oblige.
- \* Book week activities

This 'assists in creating a sense of ownership of the Library by [children] whose works or ideas are featured.'

[Knowing readers p63.]

Use your selection policy to cater for recreational reading needs – not just a curriculum based collection.

Create competitions – to promote resources, involve users

Encourage membership of the public library – Build up a relationship with their staff.

Arrange to keep a supply of application for membership forms on hand. Return any

of their books mistakenly returned to your library, and occasionally check for yours with them.

Preschool children –

Permit interested younger siblings to be borrowers with parent supervision

Run a storytelling session or make a time for parents to share books with their younger children

## PARENTS

Make a presentation to parent meetings [preschoolers] about what your library offers or alternatively

mount a display at parent, parent/teacher nights.

Allow access by interested parents to the general collection [borrowing through own children's file]

Create a Parent Library collection

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## ACCESSIBILITY - both yourself and your resources

"Access is a constant issue. Teacher-librarians often experience a contradiction between their need to protect resources and their desire to make them available. This is only one factor amongst a variety of demands and issues that are tied to access.

- . Is your selection policy clearly articulated?
- . Does one provide popular magazines and graphic novels?
- . How are in demand items handled?
- . How are overdue policies dealt with?
- . Is holiday reading made available?
- . Is the library open outside of class times?"

from 'Knowing readers' p34

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Even if busy with something else – make user the priority.

Lend resources even if they are not fully catalogued but required. All material should be available at any time during the day.

Separate collection for simple fiction - use dots /spinner – such as Aussie Bites, Nibbles etc for use by Grade 2 – 3 readers

Teacher reference collection needs easy access

- in staffroom?
- outside staffroom – periodicals, new books [labels]
- if no room - highlight sections of TR collection
  - Use displays or buckets of books in staffroom - can be related to a particular theme or day eg World Environment Day

Location of Parent library collection – in passage – easy access – exercise book and pencil to record loans and returns.

Use overdue lists, incentives, reserving resources to widen availability of resources.

Jar of lollies, stickers, end of year bribes [Notes to staff]

Card system for use of library during school time for research, book changing eg 4 cards per Grade 5/6, 2 cards per Grade 3/4

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ACCOUNTABILITY - to know that one's work is not only personally rewarding and fulfilling but also of real value

Find out needs

Acquire materials

Circulate and promote materials

- library bulletins and reports – provide evidence of purchases and encourage interest in use bibliographies – eg Anzac Day, Year of the
- displays
- one to one with staff and students

Create a Procedures Manual

Evaluation:

Are you achieving what you aim to do – effectiveness of the library

- Why are we here?
- How are we going to do it?
- Who are we doing it for?
- Has this been achieved?

Keep records of things that can be measured

Library use -

Borrowing records [**Short term borrowing records**]

Computer statistics [**loan statistics**]

Use of **library check list** – number of users – for a couple of weeks,

spot check

Reader Services -

Use headings in a diary and tick -number of items requested by teacher, number of items able to service and number of items unable to service.

Note children's and teacher's queries

Note time used for technical processing

Questionnaires – Staff, students

Use this data in your reporting.

Submit articles to newsletters, school magazines to reach the wider school community

Participate in local SLAV and CBC meetings – support network

Email network

Oztl-net

Voluntary assistants such as parents may like to be involved in –

Book covering and mending – Raeco will run local inservice sessions

Premiers reading challenge – data entry

Book club

Making Library bags

Booksellers – a two way street

If you know one or two booksellers well, they will become familiar with your needs and tastes.

Use local if possible.

Become aware of bookseller's specialities.

Prizes for competitions?

Expect them to make appointments

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Your role in the library has tremendous potential and you have the chance to tailor it to suit the needs of the school and to capitalize on your expertise and passion.

Communicate with you Principal, staff, students and parents to let them know what services and resources you can offer. Promote the library with bright displays and a welcoming atmosphere. Make sure you always try to meet the needs of those who approach you with a request. Be flexible and try another approach if one approach doesn't work. Work with your local library to promote libraries and support the school curriculum. But most of all build relationships and enjoy your role as someone who can make a difference to the learning of students across your school.

## EVALUATION OF THE SCHOOL LIBRARY PROGRAM

Please respond with a tick

Curriculum leader

Lower

Middle

Upper

Support staff

	Don't know	Poor	Fair	Good	Excell.
1. The library staff's willingness to co-operate in adjusting their schedule to your program.					
2. The adequacy of accessibility to the library's resources.					
3. The capacity of the library's resources to meet your need for theme work, bulk loans, projects etc.					
4. The effectiveness of displays					
5. The organization of materials as evidences by your success in finding materials you need.					
6. The opportunity to suggest new materials to be purchased.					
7. The library staff's effort in keeping you informed about new materials received.					
8. Your efforts in keeping the library staff informed about new trends in methods and curriculum in your subject area and/or					

grade level which you teach

### EVALUATION OF THE SCHOOL LIBRARY SERVICES

GRADE LEVEL: \_\_\_\_\_

1. What section of the library do you use the most?  
Number from 1 to 6

Reference  
Non fiction  
Fiction  
Picture fiction  
Audio visual  
Computer

YES

NO

2. Do you borrow during library lessons?

3. Do you borrow at lunchtimes?

4. Do you use the library for research work?

5. Do you use the library for reading/browsing at times other than lessons?

6. What do you think is the best thing about the library and its services?

7. What do you think is the worst thing about the library and its services?

8. What would you do to improve the library and its services?

## **Request for Reconsideration of Library Resources**

### **1. Personal details**

Requested by:

Address:

Contact details: Telephone [BH]

Fax

email:

Student contact: Name

Class

Requester represents:

Self

Organisation [please name]

Other group [please identify]

### **2. Resource details**

Author:

Title:

Publisher:

URL [if online service]

Type of resource: Book

Periodical

Video

Audio

CD ROM

Kit

Website

Poster

Other

### **3. Reasons for reconsideration**

Please use a separate page to answer these questions and sign and date your request.

- a. What do you object to in this material? [Please be specific citing sections, pages or pictures]
- b. Have you examined the resource in its entirety?
- c. If not, then to what extent have you examined it?
- d. Is there anything of value in the resource?
- e. What do you believe is the theme/intention of this resource?
- f. What do you feel may result from using this resource?
- g. Are you aware of any literary or educational assessments of this resource?
- h. If yes, please cite source[s].
- i. What do you feel might be the outcome if this resource were used either at home or in the class situation?
- j. Which students could find this resource suitable?
- k. How would you like your concern to be resolved?
  - reconsider its suitability for inclusion in the school library
  - do not allow my child to borrow it
  - restrict its access to students of a particular age group
  - restrict its access unless under direct teacher supervision
  - withdraw from all students as well as from my child
1. If you wish it to be withdrawn, what item would you recommend to replace it in the collection?

## **Challenged Materials Policy**

### **Introduction:**

In accordance with the Ballarat North Primary School Policy and the Australian School Library Association's Bill of Rights, we have a responsibility to provide opportunities and resources which reflect a wide variety of perspectives, which will encourage critical thinking and help our students make informed decisions.

Therefore, at times, students may be exposed to materials which present information, ideas or attitudes which some members of the school community may consider to be controversial, inappropriate or offensive.

Objections to these resources are an important part of the democratic process and should be treated as legitimate avenues of communication in education. However challenges must be considered on the understanding that no parents or carers have the right to determine learning or recreational matter for students other than their own.

To facilitate the hearing of potential objections and to guide appropriate action, the following procedure will enable different points of view to be clearly and openly expressed while preserving the principles of intellectual freedom and the professional responsibility and integrity of the school.

**The Procedure:**

1. Acknowledgement of the concern by recording
  - complainant's name
  - contact details
  - title of challenged resource
  - specific nature and context of the concern
2. Referral of the complaint to the Teacher Librarian who will
  - check for previous reconsiderations of the item
  - inform the Principal
  - initiate appropriate proceedings
3. The complainant will be asked to complete the 'Request for reconsideration of library resources' form and return this to the Teacher Librarian. This form must be signed and dated by the complainant before further action will be taken.
4. On receipt of the completed form a Review Committee will be established. This committee will comprise two staff members including the relevant curriculum coordinator if appropriate, two parent representatives one of whom will be a member of the Ballarat North Primary School Council and the Teacher Librarian. The committee members will select a chair.
5. Each member of the Review Committee will receive a copy of the complaints request and a copy of the Guidelines for Reconsideration of Resources and will review the resource independently, bearing in mind the principles of the freedom to learn and to read so that a decision is made on these principles rather than on the defence of individual materials.
6. The Review Committee will meet within a fortnight to consider their decision and subsequent course of action. The complainant may be invited to this meeting.
7. The complainant will be notified in writing of the result of the request and the reasons for it.
8. If the complainant is dissatisfied with the result, a copy of the Ballarat North Primary School Library policy, including the selection criteria for resource will be supplied.
9. The complainant will retain the right to refer the matter to the Ballarat North Primary School Council for further reconsideration.
10. The challenged resource will remain in circulation to all students until the result of the review is known.

Ballarat North Primary School  
Landsborough Street  
Ballarat North  
Victoria 3350

\*\*Date

### **Request for reconsideration of library resources**

Dear

As Teacher Librarian for Ballarat North Primary School, your concern about the resource \_\_\_\_\_ has been referred to me.

As we take these sorts of issues very seriously we have a formal procedure in place so that all aspects of the request can be considered. This procedure is based on the recommendations of the Australian School Library Association and includes –

- formal documentation of the request for reconsideration
- establishment of a Review Committee which comprises the Teacher Librarian, two staff members including the relevant curriculum coordinator and two parent representatives, including a member of the Ballarat North Primary School Council.
- independent review of the challenged resource by the Ballarat North Primary School Library Review Committee in line with our Library policy and selection criteria
- a meeting of the Review Committee to which the complainant may be invited to decide the appropriate course of action
- notification of the result of the review to the complainant
- supply of our Library Policy and selection criteria if the complainant is not satisfied
- the right of the complainant to refer the matter to the Ballarat North Primary School Council for further consideration

The challenged resource will remain in circulation to all students until the final result of the review is known.

Therefore, in accordance with this procedure, I am enclosing a copy of our formal request form for you to complete and return to me at your earliest convenience.

Yours sincerely,

Denise Boyko  
Teacher Librarian.

## **AUSTRALIAN SCHOOL LIBRARY ASSOCIATION BILL OF RIGHTS**

School libraries are concerned with generating understanding of freedom and the preservation of this freedom through the development of informed and responsible citizens.

The responsibilities of the school library are:

- \* To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and the maturity levels of the pupils served
- \* To provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values and ethical standards
- \* To provide a background of information which will enable pupils to make intelligent judgements in their daily life
- \* To provide materials of opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking
- \* To provide materials representative of the many religions, ethnic and cultural groups and their contributions to our heritage
- \* To place principle above personal opinion, and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the users of the library.

Promulgated and endorsed by  
The Australian School Library Association

## **LIBRARY POLICY ---BALLARAT NORTH SCHOOL**

### **Purpose**

- To support and reflect the educational objectives of the school, through provision and maintenance of a selection of up-to-date, multi-media resources related to the specific educational, informational, recreational and cultural requirements of Ballarat North Primary School.
- To promote the role of the Library as an integral part of a co-operative and comprehensive curriculum
- To conduct an information literacy and literature program, graded in difficulty and approach to suit varying abilities and to enhance student outcomes.
- To provide a wide range of resources, efficiently and effectively organized for easy retrieval by any member of the school community.
- To cultivate a friendly, attractive and exciting atmosphere, and to use many different activities as a means of stimulating interest in literature, and encouraging discovery and self-development within the users.
- To be part of an information network within the immediate locality, and extending into the community beyond.
- To promote the use of technology as a resource for teaching and learning.

### **Nature**

A program of education in library skills, based on the information process, will be provided to facilitate each child's use of the Library. A wide range of literature will be introduced to the children through a variety of approaches and activities.

### **Implementation**

#### **Students**

Each grade will be timetabled for a formal library period one day each week. Where possible, facilities will also be provided for independent study, research and discussion by small groups, recreational reading and other activities. Additional class use of the Library can be organized by prior arrangement between class teacher and teacher-librarian. Library facilities will be available before and after school, and at lunchtimes and afternoon recess.

Reading and literary guidance will be provided when required.

Resources will be available for borrowing by all children

- Books on a fortnightly basis
- Other print materials, audio-visual software and equipment may be used within the Library
- Reference material, marked 'R', may only be borrowed on short-term loan for use in classrooms.

Assistance will be given freely in selection of learning materials in different formats related to each child's specific requirements.

A Pre School library session will be held weekly in Terms 3 and 4 to familiarise pre school children with the Library and the school. These children will be encouraged to borrow picture books from the library collection.

#### **Teachers**

Assistance will be given in the selection of appropriate materials and equipment relevant to teacher's needs. Advice and guidance will be available for teachers in the use of the resources and facilities of the Library.

In co-operative curriculum planning with other teachers, the teacher-librarian can offer expert advice, information on and help with various materials and media available, appropriate to a specific KLA unit. The teacher-librarian can make recommendations on the basis of critical evaluation of the range of materials available and familiarity with new programs.

The wide range of new materials, which are available, particularly those relevant to the school curriculum, will be brought to the teachers' attention.

A collection of professional books and periodicals will be provided and supplemented, when necessary, through liaison with other libraries.

Bulk loans of specific materials will be supplied to classrooms when requested.

Information will be provided on the availability of materials specifically requested, and bibliographies will be compiled where required.

A Parent Library will be developed, with a range of resources including books, videos, pamphlets and periodicals made available for parent use.

### **Regulations**

Out of consideration for the maintenance of the resources and other library users, there will be no eating or drinking in the Library. For similar reasons excessive noise and running in the Library will be discouraged.

### **Budget**

The library budget will be formulated annually, following program budget evaluation. Factors for consideration will include the present state of the collection and facilities, the resources of the school and the availability of resources outside the school. Its focus will be the particular needs and requirements of Ballarat North Primary School. The budget will provide for a wide range of new materials as well as maintenance, repair and replacement of existing equipment and materials.

### **Selection Policy**

Scope of the Collection: Materials will be selected to support current teaching programs, recreational interests of students and research needs of teaching staff. In addition, general works considered to be important in any school library collection will be provided, as well as materials to form firm foundation collections in support of anticipated programs, where budget constraints allow.

Selection Criteria: Selection of materials for the Library will be based on the following criteria –

1. Authority of the author
2. Scope of the publication
3. Accuracy and impartiality, preferably up-to-date
4. Potential use
5. Format, durability and value to the collection

Selection will be facilitated by suggestions from school staff and students, as well as published reviews and book awards.

Controversial issues: The collection will attempt to avoid bias, and present controversial issues in a balanced manner. In the event of an objection to the inclusion of a particular resource in the library collection, a procedure has been established for the reconsideration of library resources.

## **Library Assistants**

Monitors: These pupils will be involved in supervision of circulation, particularly with younger children, shelving books and in the maintenance of an attractive library atmosphere. Computer technicians will provide simple computer maintenance and supervision of the Distance Education room and its computers.

Voluntary Helpers: voluntary helpers can do the covering and mending of books and other simple processing jobs.

## **Evaluation**

The school library will conduct ongoing and regular evaluation to identify the strengths and weaknesses in the Library's performance. This will be facilitated through the use of borrowing and resource use statistics and surveys of library usage. An annual stock take will be conducted to establish and evaluate resource loss and to regularly cull the collection to maintain its relevance to the educational priorities of the school. A Library Report will be issued twice a year in June and December, together with Program Budget evaluation during last term.

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SLAV Publications; Synergy, FYI.

Goodreading; the magazine for book lovers. (available from bookshops) or [www.goodreadingmagazine.com.au](http://www.goodreadingmagazine.com.au)