



Botany Downs School Library Policy

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Botany Downs School Library Policy

Vision Statement

Botany Downs School (BDS) library is a welcoming, engaging place where students are encouraged and supported to develop their literacy and reading skills for their future. It is a well resourced space which provides access to a wide range of information sources that are suitable for the literacy needs, interests, abilities, and cultural backgrounds of the students. By working in collaboration with the teaching staff, it supports the teaching and development of key competencies and essential skills across all relevant learning areas of the New Zealand curriculum.

Purpose

Resources are selected to:

- Support and enrich the educational programmes of the school
- Support and enhance inquiry learning
- Help students develop as independent learners
- Facilitate the development of information skills through both traditional services and technology
- Provide an awareness and knowledge of the cultural and historical heritage of New Zealand and other countries
- Promote the school's goals on equity, gender and multiculturalism
- Provide access to a wide variety of books and information sources in a range of formats
- Inspire a reading culture throughout all levels of our school and foster positive attitudes towards reading
- Meet and extend the students' recreational needs and interests
- Provide information on opposing sides of controversial issues and different points of view

Staffing

Library and Resource Manager - oversees the running and maintenance of both the library and teacher resources.

(Job description - see appendix 1)

People and organisations who interact with the Library

- Principal and Deputy Principals
- Inquiry Teacher and Team Leaders
- Teaching and support staff
- Students
- PTA, and parent helpers
- Caretaker/property manager

- ICT Support - TTS and Accessit, and/or teacher with tech responsibility
- Curriculum Services, National Library of New Zealand
- ReadNZ (New Zealand Book Council)
- Storylines Children's Literature
- SLANZA (School Library Association of New Zealand).
- National Library of NZ - Services to Schools.
- Schoollib Listserv
- Local primary school librarians network

Collection Development Policy & Procedures

Character of the School

BDS is a multicultural school (predominantly European, Chinese/Asian) with close-ties to its community. There is a growing number of ESOL and special needs children. The school celebrates its cultural diversity and encourages inclusivity and strong values. ERO, 2016: The vision and valued outcomes defined by the school for all children are stated in the school charter and linked to the school's motto 'Our Best Always'. Curriculum values are underpinned by the principles of ***Relationships / Whanaunatanga, Responsibility / Kaitiakitanga, Resilience / Manawanui, and Respect / Manakitanga.***

The school's charter goals for children include:

- respecting individuality and cultural diversity
- fostering excellence
- developing skills to become confident, independent thinkers and lifelong learners
- valuing family and social involvement
- caring for selves, others and environment.

Selection principles

Resources will be selected based on their ability to meet the curriculum and wider-reading needs of students and staff, as outlined in the guiding statement. In addition to purchasing, resources might also be requested from the National Library service, particularly to supplement Inquiry topics.

The Library Manager – in consultation with teaching staff, and with input from students – has overall responsibility for selecting and purchasing resources for the collection.

There is a commitment to purchasing New Zealand material that meets the selection criteria.

To identify suitable resources for purchase, the Library Manager will:

- Consult various reviewing journals, as well as magazine, newspaper and online reviews
- Inspect books available from booksellers who call at the school, as also via online suppliers
- Discuss with members of staff

- Liaise with Inquiry lead teacher, and/or Team leaders
- Review requests made by students in the suggestion books and purchase dependant on suitability and budgetary constraints

Criteria for selection

- Popularity with students
- Appropriateness for the collection
- Visual appeal
- Format
- Content
- Design
- Reading levels
- Special features
- Bias
- Style
- Language
- Relevance to the curriculum
- Extending material currently held on a specific topic
- Accuracy
- Currency of information
- Publication
- Scope
- Price

The Collection Types

The library collection is sorted into the categories called collection types. There are physical and digital collections:

Physical collections:

- Picture books
- Sophisticated picture books
- Graphic novels
- Non-fiction, Junior Non-fiction
- Fiction, Senior fiction, Junior fiction
- Short stories
- Reference
- Magazines

Digital Collections:

- Curated Content accessed via OPAC (BDS catalog on web)
- Other digital collections such as e-books may be added in the future

Games, activities, and jigsaw puzzles are available for use during lunchtime.

Donations

The library will accept donated resources that meet the selection criteria, and will withdraw them in the same way as other library resources. Donors should be aware that in giving items to the school they relinquish ownership, and that if deemed unsuitable, donated items will be passed along to others.

Collection evaluation

It is advisable that the collection will be assessed on an ongoing basis i.e. as material becomes available it is acquired, and as it becomes redundant it is withdrawn. However, an overall assessment should be carried out every 3-4 years to ensure the collection is current.

This is done by:

- Assessing the collection to identify the gaps by evaluating each section shelf by shelf, using the National Library guidelines
- Identifying needs from the curriculum and teaching programmes.
- Analysing circulation statistics

Preservation activity: repairs

Books will need to be maintained. It is subjective as to whether a book should be repaired or withdrawn. The following guidelines apply:

Problem

Ripped cover or pages
Missing cover or missing pages
Inside falling away from spine

Solution

Repair with glue and/or book mending tape
Withdraw
Repair if possible

Deselection/weeding

Rationale

Weeding (sometimes called deselection or culling) is the regular and ongoing process of removing library resources, which no longer:

- meet the selection criteria
- support students' learning needs
- are appealing and in good physical condition
- are being used by students or teachers

The advantages to regularly weeding our collection:

- our collection will be reliable and up-to-date
- our collection will look attractive and inviting
- our collection will reflect current thinking and attitudes
- students and teachers will be able to easily find what they need

- we will be familiar with our collection's strengths and gaps

The library manager undertakes the weeding process, sometimes in collaboration with team leaders, however, the final responsibility lies with the library manager. Involvement of teachers enhances understanding of the weeding process, and helps build productive collaborations between library and classroom. Collaborating with Inquiry and/or team leaders provides useful feedback on weeding recommendations. This can create opportunities to discuss gaps in curriculum coverage.

Selection

Any item in the collection, regardless of format (for example print, digital, magazine) will be considered for weeding if it meets the criteria listed in the section below. Collections to be weeded include:

- reference resources
- websites in the school library catalogue
- library content on the school intranet and website, including any linked websites
- the e-book collection
- curated content
- magazine collection

The library system is able to generate reports to assist with weeding. It can identify:

- how many times an item has been issued
- resources which have not been issued for a specified period of time

Criteria

- Appearance and physical condition – such as damaged covers / binding, torn or dirty pages, brittle or yellowing pages
- Amount of use. When was it last issued / accessed? If it hasn't been used in the last three to five years, consider possible reasons (such as the criteria identified above / curriculum cycle / position on shelves). Decide whether to weed or promote
- Are there good online resources for this topic, more up-to-date than print material?
- Publication date – has this area of knowledge changed? For non-fiction titles the publication date you use to guide your weeding practice will vary according to the area of knowledge. For example, science and technical topics date more quickly than the arts and poetry
- Relevance to curriculum and student interests – have curriculum and students' needs and interests changed since these resources were bought?
- Level of difficulty – can our students read it?
- Changing attitudes – does this item reflect the attitudes of its period and to what extent are those attitudes still considered acceptable?
- Local New Zealand history material – consider carefully before weeding. New Zealand material is often published in small print runs, and may be difficult to replace.
- Magazines will only be kept for one year i.e. current year plus the previous year.

Disposal

Withdrawn items can be disposed of in several different ways:

- Suitable resources offered to classrooms first. These would need to be current and relevant, and reasonable condition
- Any reasonable and relevant items may be donated to other schools.
- Books can be offered to staff and students by way of a coin donation
- Books can be donated to an annual book fair, or charity (if in good enough condition), or another library (such as Pacific Islands)
- Books can be used for arts and crafts.
- Books can be destroyed by way of recycle bin

Challenged resources

The library caters for a diverse range of beliefs and values, and therefore what is acceptable for some may not be acceptable for others. BDS maintains that only parents or legal guardians have the right and the responsibility to restrict the access of their own children to library resources, and should advise their children accordingly. School staff are unable to take responsibility for restricting individual students from accessing specific resources held by the school library.

Where a complaint against a specific library resource cannot be resolved through informal discussion, we will take the following steps:

- Key members of staff (the Librarian & Team leader and/or Deputy Principal) will be notified and the item made available to them to review
- Advice can be sought from the National Library (0800 LIB LINE: 0800 542 5463)
- The complainant will be invited to complete the 'Request for Review of Library resources' form, and asked to ensure that they have read the entire book in context ([see appendix 2](#))

The complainant may also be referred to:

- the guiding statement
- the selection criteria

The key members of staff as described above will then decide whether the book should remain in the collection based on the challenged aspect of the book, and whether it fits into the selection criteria, and the nature of the school. The result will be that either the book is removed from the collection, or the complaint overruled.

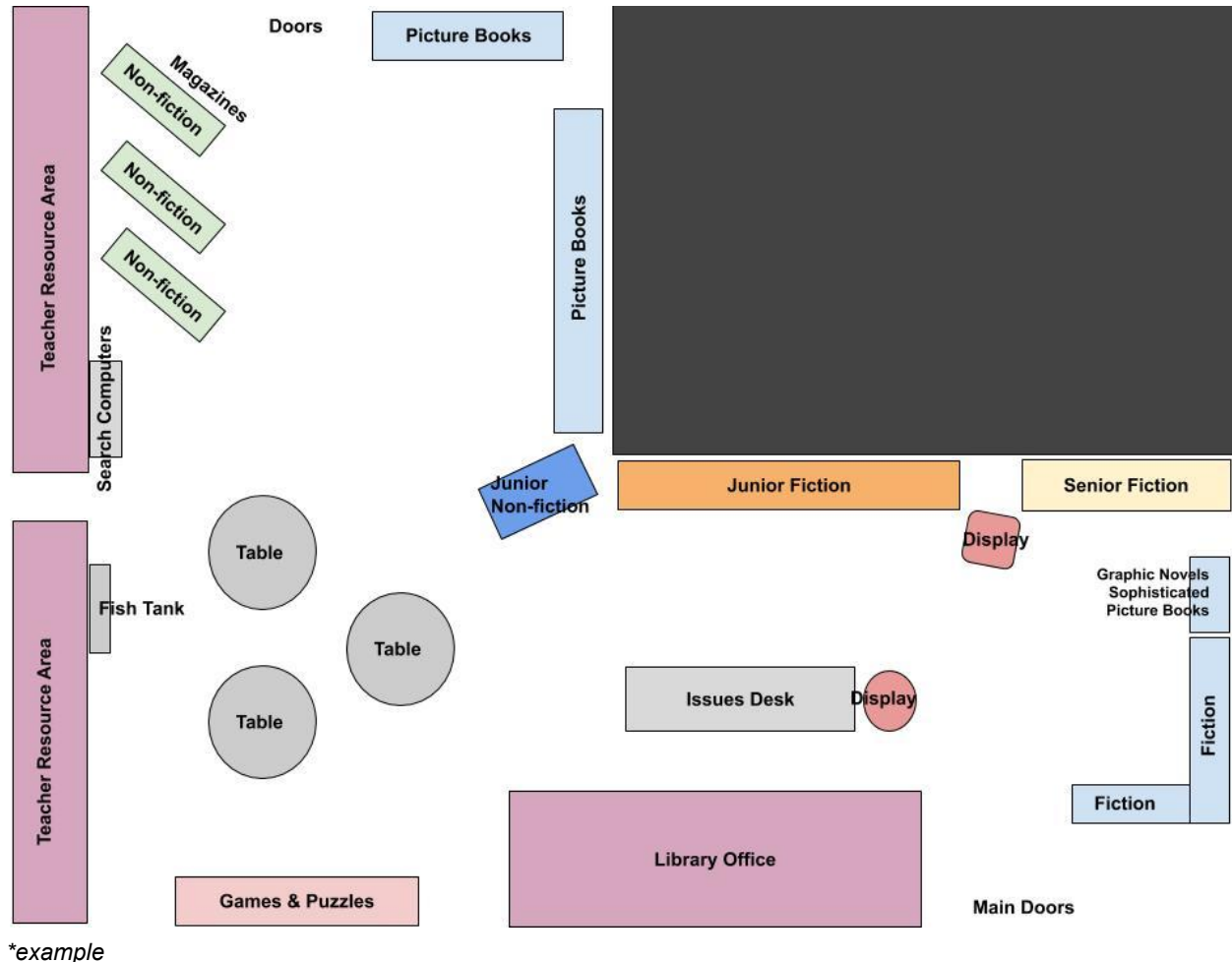
Library Management

Hours of opening

- The library is open Monday to Friday, 9am-3pm

- Open daily at lunchtimes: 12.45-1.30pm
- Class visits - each class has a 45 minute slot to visit the class to browse, borrow and return books, and learn library and information skills.
- The library may also be used for school meetings, or group work when available

Physical environment



Reading Promotion

A key task of libraries is to encourage and support a development of reading for enjoyment. In a school library this is done alongside teaching staff. It is important to remember that children's cognitive development is individual, therefore there is no 'correct' level of reading ability - from a librarian's perspective, whatever the reading ability, children should be encouraged to read what they are interested in, at whatever level they are comfortable with at that stage. **All reading, in any format, at any level helps in developing enjoyment, and building reading confidence.**

Reading for enjoyment has been proven to assist in building social skills and self-esteem, and provides many other cognitive and mental health benefits.

There are different strategies libraries can use to help promote reading, including:

Book Talks - talking either one-to-one with readers, or to a group.

Displays - are changed regularly to entice users and make the library a more interesting environment. Students may borrow books from the displays.

Promotions - the library may run promotions periodically to encourage students to read. This can be competitions where they go into the draw to win something, or another type of promotion such as a reading challenge.

Book Week - this is held annually and its purpose is to celebrate reading across the whole school. Usually held in conjunction with the Scholastic Book Fair.

Author/Illustrator Visits - visits offer students the chance to be inspired by hearing from an author talking about their writing process, and life story and are an extremely valuable learning opportunity.

Storylines Story Tour: each year, the Storylines organisation arranges author visits to schools throughout NZ. These are free to schools as the authors are paid for by the generous Storylines funders.

Student Librarians

These positions are held by Year 5 students. Applications will be called for at the beginning of the year. Students need to commit to the role for the whole school year.

Searching the Catalogue

There are currently two computers available within the library for students to use to search the library catalogue.

The catalogue is also accessible online: <https://nz.accessit.online/BDNS/#!/dashboard>

Users may search as a GUEST. Staff are allocated a personal login.
(senior students may be allocated logins in the future)

Circulation (Borrowing)

The loan periods for each borrower type will be decided by the Library Manager, based on the expectations of the school, as well as common sense and prior experience.

The current policy is items are issued for two weeks. Generally students return books during their weekly class visit, however they may also return their books at any time the library is open. If students haven't finished their book, they may renew the book for another two week.

Students in Years 1-3 must have a book bag to safely transport and store their library books.

Student borrowing limits:

Year 0-3 - 1 book

Year 4 - 2 books

Year 5, 6 - 3 books

Student Librarians - 5 books

Lit Quiz team - 5 books

Reserved Books

Students in Years 4-6 may reserve books from the collection. When these books are available, they will be notified by a letter delivered to the teacher. Reserves must be collected and issued at the desk before the date notified in the letter. Expired reserves are automatically held for the next student on the list.

Reference Books

Most libraries restrict Reference books for library use only. To encourage reading engagement and interest, BDS does allow these books to be borrowed with the understanding that students need to be extra careful with them.

Overdue and lost books

- The library does not charge an overdue fee, but if a book is lost or damaged parents/caregivers will be asked to pay the replacement cost. Note: this includes staff
- Overdue notices are sent to the class, or to caregivers via email.
- Lost books may be paid for via direct deposit, at the office or to the librarian.

Appendix 1 - Job description Library and Resource Manager

Hours per week - 28 / Mon-Fri 8.30am - 3pm

MAIN ROLE

To manage the day-to-day operations of the school library and resources

LIBRARY

- Manage and run library systems on a day-to-day basis – circulation, Accessit
- Maintain a tidy, welcoming and attractive library environment.
- Library wall and book displays
- Purchase library books
- Maintain library resources – selection and deselection, repairs, shelf organisation
- Liaise with students and staff.
- Promote school library new resources, competitions, author talks, community events to promote literacy, book talks
- Assist students and staff with library procedures, issuing, accessing resources.
- Maintain up to date records, including carrying out annual stocktakes.
- Assist in the future development of school library and resources
- Assist teachers to deliver information skills programme during the class library visit
- Student librarians - selection, training and timetabling
- Read stories to students during class library time

RESOURCES

- Process new items alongside school leaders
- Manage and organise resources, and storage
- Assist/troubleshoot printer/laminator issues
- Keep resource rooms tidy and organised
- Liaise with caretaker if resource room is dirty

OTHER

- Organising and running the Book Fair/Book Week – shared with Inquiry lead
- Assist with senior school prize giving - collating letters for returning of previous year's cups - beginning of Term 4
- Other tasks as delegated by the principal, and as time permits.

SKILLS, KNOWLEDGE, EXPERIENCE/QUALIFICATIONS/PERSONAL QUALITIES

- Word processing, keyboard skills
- Knowledge of Access-it
- Time management
- Clerical skills
- Able to communicate with students and understand their information needs
- Interpersonal skills
- Knowledge of school library philosophy, organisation and routines

Desirable to have:

- Library qualifications
- Working experience in school library systems and procedures
- Experience of primary school environment

Personal Qualities:

- Approachable, helpful and keen to assist students with their information needs
- Excellent rapport with students and staff/team player
- Methodical and accurate
- Good standard of literacy, enjoys reading
- Willingness to use/train in new technologies/take part in professional development if necessary
- Able to work with minimum supervision/show initiative
- Sense of humour

OTHER:

Lit Quiz group:

- 15+/- students
- Read and summarise 15 books, 1 term
- Prepare for quiz – 45min session once a week for approximately 2 terms
- Deputy principal to coordinate selection of students, and arrange details of Lit Quiz field trip

Scholastic Book Club:

- Manage school rewards
- Manage school Scholastic database
- Organise 8x issues – distribute brochures and notices, enter orders, complete payments
- Distribute order to classrooms (TA to support distribution)

Appendix 2 - Challenged Resource Letter

Botany Downs School Library

REQUEST FOR REVIEW OF LIBRARY RESOURCES

Please complete and return to the school office..

Book Title: _____

Author: _____

Request initiated by: _____

Address: _____

Email: _____ Home Phone: _____

1. What is it about the book/resource that you object to? (Please be specific. Cite pages)

2. Did you read the entire book/resource? _____

3. What do you believe is the theme/s of this book/resource?

4. What do you feel might be the result of reading this book/resource?

5. For what age group would you recommend this book/resource? _____

6. What would you like the library to do about this book/resource?

☐ Do not issue it to my child

☐ Withdraw it from all students as well as from my child

Date _____ Signature _____