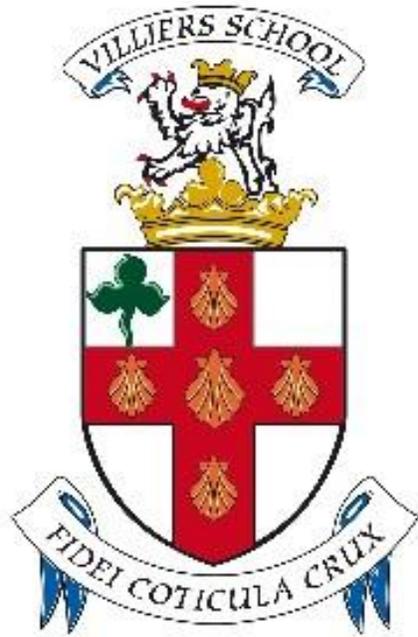


Villiers Secondary School



School Library Policy

2018

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1. Introduction

1.1 Mission statements and objectives

The school's mission statement:

Villiers provides a broad and balanced education within a caring community. Our aim is to develop life and learning skills in order to face the challenges ahead with awareness and integrity.

The library's mission statement:

To foster the personal, social and educational development of the library users and support their educational and recreational needs by:

- Giving access to educational resources supporting the curriculum;
- Giving the means to foster their research skills and appetite for independent learning;
- Maintaining up-to-date and diverse fiction and non-fiction collections to encourage reading for pleasure in the school and support the pursuit of personal hobbies and interests ;
- Providing a quiet space for individual or group study/ research/ reading and a qualified librarian to answer queries;
- Supporting the teaching of information and research skills in collaboration with the teaching staff;
- Organising whole-school literacy events throughout the year to promote the library and the importance of literacy skills.

All of the above are designed collaboratively with the administrative and teaching staff to ensure the coherence of the services.

1.2 Learner profile

The school's philosophy align with that of the International Baccalaureate (IB) and aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Through the library activities, we strive to develop the following attributes in our pupils:

- **Inquirers**

To nurture their curiosity, developing skills for inquiry and research. To know how to learn independently and with others. To learn with enthusiasm and sustain their love of learning throughout life.

- **Knowledgeable**

To develop and use conceptual understanding, exploring knowledge across a range of disciplines. To engage with issues and ideas that have local and global significance.

- **Thinkers**

To use critical and creative thinking skills and take responsible action on complex problems. To exercise initiative in making reasoned, ethical decisions.

- **Communicators**

To express themselves confidently and creatively in more than one language and in many ways. To collaborate effectively, listening carefully to the perspectives of other individuals and groups.

- **Principled**

To act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people elsewhere. To take responsibility for their actions and the consequences that accompany them.

- **Open-minded**

To critically appreciate their own cultures and personal histories, and to be open to the perspectives, values and traditions of other individuals and communities. To be accustomed to seeking and evaluating a range of points of view, and to be willing to grow from the experience.

- **Caring**

To show empathy, compassion and respect. To have a personal commitment to service, and act to make a positive difference in the lives of others and in the world around them.

- **Risk-takers**

To approach unfamiliar situations and uncertainty with courage and forethought: to work independently and cooperatively to explore new ideas and innovative strategies. To be resourceful and resilient in the face of challenges and change.

- **Balanced**

To understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. To organise their interdependence with other people and with the world in which they live.

- **Reflective**

To give thoughtful consideration to their own ideas, experience and to the world. To work to understand their strengths and weaknesses in order to support their learning and personal development.

1.3 Library staff and their role

The school librarian, Ms. Julia Nicolas – MSc Information and Library studies, holds the following responsibilities:

- The everyday running, administration, management, development and promotion of the school library;
- Liaising with subject departments and/ or individual teachers in matters regarding curriculum-related materials;
- Working closely with the English department to promote literacy throughout the school; and attends English department meetings;
- Extended Essay coordinator: in charge of the administrative side of the EE and supports the learning of IB students in the areas of research skills, citing and referencing;
- Liaising with form tutors or management staff if a matter concerning a particular student arises.

1.4 Library services

The library

The library can accommodate up to 36 pupils at a time:

- 28 study desks
- 4 computer stations with Internet access

The library is used during class time by senior students (5th and 6th years) for individual study/ research/ reading. Provision is made for:

- English teachers to bring their 1st year classes to the library for a reading session once a week;
- Language teachers to bring their TY classes to make use of the foreign magazines and books available, if required by the teacher.

Pupils may use the computers and printing facilities available in the library. The librarian is there to assist with research projects, issues of plagiarism and referencing and/ or ICT related issues.

Library Management system

The library currently uses Oliver provided by Softlink.

Bookclub

The bookclub is held in the library at lunchtime. The school librarian decides on the most appropriate day for the club according to the other lunchtime activities proposed (sports, crafts etc.) At the start of the year, the club members decide of the frequency of the meetings. The aims of the club include:

- Fostering pupils' love of reading and enhancing their reading skills;
- Developing their capacity to voice their opinion and form arguments;
- Encouraging them to develop their writing skills through activities such as book reviews or creative writing;
- Providing a friendly space where they can discuss and exchange ideas in an informal setting.

Literacy events

The school librarian works with members of the teaching staff to organise literacy-related events throughout the year. These events include:

- The MS Readathon, organised collaboratively with English teachers. 1st years are encouraged to take part but all students can participate on a voluntary basis;
- World Book Day: Held in March, a range of activities may be organised collaboratively with English teachers.

1.5 Access and opening hours

General opening hours:

Monday –Thursday: 9am – 5.30pm

Friday: 9am – 3.10pm

It is closed during the morning break time: 11.00 – 11.15

It remains open at lunchtime **for all pupils and staff** to use the facilities: 1.15-1.50

During class time, only 5th and 6th years who do not have a class use the library for study/ research or reading.

After class time, **all students** may use the library:

Monday – Thursday: 3.50pm – 5.30pm

1.6 Induction

All new incoming first years are given an induction letter on their first day to bring home and go through with their parents. The letter is an abridged version of the library policies and focuses on practical issues such as opening times, borrowing procedures and code of conduct.

All first year forms are brought to the library by their form tutor for an induction session at the start of the year. They are given an overview of the library facilities and materials; and the borrowing procedures.

1.7 Code of conduct

Library users are asked to:

- Respect the other library users by keeping quiet at all times.
- Respect the general school rules. Students are reminded that, as in the rest of the school, the use of mobile phones is not permitted in the library and items will be confiscated.
- Respect the library materials by handling them with care and not bringing food or drink into the library.

- Return all borrowed library materials on time and in good condition. Compensation will be asked for to replace lost or damaged items.
- Use the library computers for educational purposes only and respect the school's Acceptable User Policy.

Discipline measures will be taken against students who fail to comply with these rules.

Borrowing procedure

Pupils may borrow up to 2 items for up to 2 weeks at a time. They simply need to check out the item with the librarian and give their name and form class. Items may be renewed after 2 weeks provided that they have not been requested by another pupil.

To return an item, the 'book returns box' may be used if the librarian is not at the desk.

Staff may borrow any number of items for an unlimited period of time provided that items are not being required by pupils and that they are returned by the end of the year in which they were borrowed.

Overdue loans

If a student fails to return a borrowed item on time, the following procedure will be taken:

- Their form tutor is advised within a week of the item being overdue, and asked to remind the pupil of the issue during form tutor time;
- If the item is still not received after 3 reminders (within 3 weeks of the item being overdue), a letter is sent home to the pupil's parents, asking them to assist in the returning of the item;
- If the item is still not returned after the second letter home (within 5 weeks of the item being overdue), the pupil's parent are charged for the replacement cost of the item and the pupil may lose their borrowing rights for a definite period of time.

2 Collection Development Policy

Purposes of the Collection Development Policy

This collection development policy (CDP) is aimed at all Villiers School's stakeholders to inform them of the rationale behind the development of the collection, and who is responsible for it. It outlines the characteristics of the collection, and the objectives it is striving to reach. The policy focuses on the methods used for the selection and acquisition of materials. Procedures for the de-selection of materials and for dealing with challenged materials are also spelt out.

External policies

Villiers School library endorses CILIP's statement on intellectual freedom and censorship, and is dedicated to upholding its principles in its own CDP.

2.1 Characteristics of the collection

The library collection is designed to support the needs of Villiers community. Particular importance is given to items relating to the Irish curriculum and to the IB Diploma Programme. The collection consists of the following:

- A number of periodicals in different languages covering topics such as international news, science and sport;
- A collection of reference works covering areas such as history, maths and sciences, literature and languages, and art;
- A rich and varied fiction collection, including items in foreign languages, and items accessible for pupils with Special Educational Needs (SEN).
- Four computers with Internet access at the disposition of the library users for educational purposes. The library, like the rest of the school, offers regulated WIFI access.

Languages

The main language represented in the collection is English. The other languages represented are Irish, Spanish, German, French, and Italian. As Villiers School hosts pupils from a wide and growing variety of countries, the library aims to include additional languages to the collection, such as: Chinese, Korean, Japanese, Portuguese, Russian, and any other languages spoken in the school, whether they are a taught subject or a pupil's mother tongue.

The intention to augment the foreign languages collection is also heightened by the new opportunity offered by the IB. A review of the collection of reference works supporting the IB Diploma programmes is underway, and the collection will be enhanced in collaboration with teachers.

Classification system

The library uses the Dewey Decimal classification system. For works of fiction (823) and biographies and auto-biographies (920), the three initial letters of the author's last name are added to the Dewey number and the items are organised alphabetically.

Access to the collection

All pupils and staff have access to all the library collection. If a pupil tries to borrow a book deemed too mature for the student's age, the librarian or a teacher may intervene and dissuade the pupil to borrow the particular book. However, this situation rarely arises as most of the library material is aimed at a general audience.

The school library budget

The school librarian liaises with the Headmistress and the bursar to determine the annual budget. It is currently fixed at €3,000. It is spent in the way deemed most appropriate to reach the library's objectives and must cover:

- The purchase of new or replacement materials;
- The renewal of periodical subscriptions;
- The purchase of any equipment required for the management of the library.

Aspects not covered by the library budget include:

- The maintenance of the library ICT facilities (computers and printers)

The budget is reviewed at the end of each year with the bursar and the Head of School.

2.2 Selection policy

The librarian holds responsibility for the acquisition of new materials. The responsibility of the selection of resources also lies with the librarian, in consultation with staff and occasionally, pupils.

The selection aids used are varied and include:

- The School Librarian Journal
- Literary and young adult blogs and websites
- Local bookshop and online book providers
- Teacher's recommendations
- Other school libraries' blogs and websites
- Publishers' catalogues
- Reading lists published by the Department of Education and Skills
- IB Organisation documentation

Once selected, materials are usually acquired from the following sources:

- Book Depository website
- O'Mahony's Booksellers (local bookshop)
- School Library Association of the Republic of Ireland conferences
- Diverse websites (for periodical subscriptions)

Fiction collection

Villiers pupils are the main audience for the library's fiction collection. Their needs are thus addressed in priority when selecting new materials for the fiction collection. The selection process for works of fiction relies mainly on the librarian. Much effort is put into selecting items combining good quality of writing with popularity. If pupils make recommendations, these are examined against rigorous criteria. Recommended items are not automatically purchased.

The criteria used are:

- Age appropriateness – to suit students' interests from Form 1 to Form 6
- Reading levels – to suit students' reading levels regardless of their age
- Variety of points of view – to reflect the world's numerous communities and promote open-mindedness
- Variety of genres and formats – to develop pupils' literacy skills
- Variety of tones – to enhance pupils' ability to empathise with others
- Price can be a criterion. If a title is first published in hardback, we might wait for a cheaper, paperback edition to be published.

At the moment, only one copy per title is purchased as this seems to satisfy the needs of the library users.

Non-fiction collection

The selection of non-fiction items is a collaborative enterprise between the librarian and the teaching staff.

The criteria used are equivalent to Clayton and Gorman's ASTAFS acronym: authority of creation, scope, treatment and level, arrangement, format, special considerations or features.

Attention is given to potential gaps in the collection. Few or no new resources will be purchased in an area already satisfactorily covered if money is needed to expand another area of the curriculum.

Periodicals and magazines

New titles are purchased if a gap in the collection is identified or if a better publication is available.

To support the needs of the IB Diploma programme, an emphasis is put on international magazines.

The criteria for selection are a combination of those used for fiction and non-fiction materials.

Online database

To support the teaching needs of the IB Diploma programme, the school is considering subscribing to an online database such as EBSCO. At the time of writing, discussion is underway.

2.3 Collection review

The school librarian undertakes regular collection review in order to identify damaged or unused items. If such items are identified, they may be selected for disposal or preservation at the librarian's discretion.

Items deemed too damaged to be kept might be replaced if they are regularly used, such as dictionaries or popular fiction titles. However, this situation rarely arises as particular care is promoted to extend the usability of the library materials for as long as possible.

The de-selection process

Items may be removed from the library collection if:

- They are not borrowed or seen to be used for at least a two-year period;
- They are too damaged to ensure safe and productive use;
- They were added to the collection despite not meeting the selection criteria;
- A better or updated version is published and makes the other one useless or obsolete.

2.4 Gifts and donations

Form 6 students are traditionally donate books to the library at the end of the year as a gift to other students. These and any other donations made to the library are very appreciated . They must follow rigorous scrutiny before being added to the collection. The criteria used are the same as for new materials. If a donated item does not meet the criteria, it may not be added to the collection.

2.5 Challenged materials

If a member of Villiers community objects to a particular item of the library collection, they can make a formal complaint by writing a letter to the librarian. The letter must state the title, author, and Dewey number (if applicable) of the item; and explain the reasons for objecting to the item. The librarian will reply to the letter within a two-week period, explaining the reasons behind the addition of the challenged item to the collection. If the complainant is not satisfied with the reply, they will have to seek a meeting with the librarian and a member of school management to discuss the issue. The meeting will result in one of the following: the item will be removed from the collection; it will be relegated to the stock only available on-demand; or it will keep its

place in the general collection. During the entirety of the procedure the item will be maintained in its place and be available for loan.

2.6 Review of the CDP

This policy is to be reviewed every two year or at any point during the year in light of new developments impacting the management of the school library.

References

International Baccalaureate (2013) *IB learner profile*. Available at:
<http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>