



Library Collection Development Policy

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1 Overview

- 1.1 We aim to provide a high-quality learning experience for 3-18 year olds so that students have a rich, stimulating and inclusive all round education which prepares them for life in a rapidly changing and competitive world. How we select and maintain our library collection plays an integral role in this mission.

2 Guiding Principles

- 2.1 We enhance teaching and learning within our community. We are proactive in developing a community of information-literate global citizens.
- 2.2 We aim to:
- provide and manage information, resources and services that satisfy the varied needs of our users.
 - create a safe, stimulating and aesthetically pleasing environment for our community.
 - promote a reading culture and provide opportunities for users to engage in literature enrichment activities.
 - collaborate with teachers in designing strategies that develop information literacy skills.
 - maintain a perspective of the whole school within the international community.

3 Objectives of This Policy

- 3.1 The Library Collection Development policy is concerned with how we build and maintain high-quality resources to support this aim and the library mission statement. It is also concerned with providing access to resources which are held or hosted elsewhere.

4 The Library Collection

- 4.1 Our library can be accessed by any member of our Community. The total library collection is over 80,000 catalogued resources.
- 4.2 The collection for each branch library will consist of a wide range of age- and development-appropriate resources that meet the needs of its specific user group. Increasingly, the library is providing a range of formats including books, periodicals, newspapers, audio books, Internet sites, databases, e-books and online resources in order to provide for users' varied learning purposes and styles. Mobile technology devices also form part of the collection.

5 Selection Responsibility

- 5.1 The co-ordination of resource selection and the ultimate responsibility for the collection resides with the branch librarian. Suggestions for purchase are welcomed from all members of the Community and may be made to the branch librarian. All librarians have a professional responsibility to be inclusive, not exclusive and to develop materials in the library collection that cater for all needs and promote an internationally minded outlook. This includes the promotion of global well-being and understanding between nations, celebrating cultural diversity and promoting internationalism.

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6 General Selection Principles and Priorities

- 6.1 Each branch library will have specific collection goals that reflect the needs of the community it serves. There are, however, a number of overriding selection principles that will influence the decision to include resources in the collection:
- 6.1.1 Although a large proportion of the collection is in English, the library recognises that the Community includes people who are learning other languages or whose mother tongue is not English. The Library will, therefore, develop a foreign language collection to include a variety of languages, reflecting those learned and spoken in the Community.
 - 6.1.2 Intercultural awareness and a commitment to the principles of diversity, equity, inclusion, and justice will also be stimulated through the provision of resources which serve as windows, mirrors, and sliding doors into a variety of cultures and experiences.
 - 6.1.3 The Community includes families and children from a variety of cultural backgrounds and experiences. Though reflecting the school's commitment to British values and curriculum, the libraries' resources should also reflect the diversity of our community, and particularly the school's location in S.E. Asia and Singapore.
 - 6.1.4 Resources selected must be in line with our [Diversity, Equity and Inclusion Policy](#) and our obligation to provide a safe environment that protects the rights of individuals, including on the basis of, but not limited to: age; gender identity; marriage, pregnancy and maternity; disability; race, including nationality or ethnicity; religion or belief; sex and sexual orientation.
 - 6.1.5 Resources selected should enrich and support the curriculum, taking into consideration the range of abilities and learning styles and the maturity levels of the students. Provision for balance in the collection to reflect the broad educational, developmental, and recreational requirements of all users.
 - 6.1.6 The library aims to provide a variety of formats and to build non-print materials in the collection, including resources that can be accessed remotely. The quality of content should be the first priority in selection decisions. Where interlibrary loans are not deemed to meet the needs of users, the branch librarian will consider the acquisition of duplicate copies of resources.

7 General Selection Criteria and Procedures

SELECTION CRITERIA FOR ALL RESOURCES	ADDITIONAL CRITERIA FOR SPECIFIC FORMATS	SELECTION PROCEDURES
<ul style="list-style-type: none"> Authority Currency Accuracy Scope Ease of use Readability Interest level Presentation Impartiality Potential use Cost effectiveness Format Relevance Diversity, Equity, Inclusion and Justice) 	<p>Preference will be given to items that are Curriculum or Literary linked</p> <ul style="list-style-type: none"> Resources acquired by individual branches will comply with the censorship laws of Singapore as needed Electronic resources will be selected in line with school policy Additional software & hardware requirements will be taken into consideration when purchasing Electronic Resources Periodicals / Newspapers - Consideration should be given to the range of formats available and there may be instances where it is advisable to hold more than one format of the same resource Reference - priority will be given to on-line resources 	<p>Whenever possible, direct inspection of resources is used to ensure items meet selection criteria.</p> <p>The following sources may be consulted in selecting resources for the library:</p> <ul style="list-style-type: none"> Staff, students, parents and library professionals and other members of the wider community Book reviews from reputable sources

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<ul style="list-style-type: none"> • Singapore Copyright Laws & licensing requirements and the School copyright policy 	<ul style="list-style-type: none"> • Mobile devices must be approved in line with Technology Team procedures • Apps must have educational value and be effectively evaluated with IT coordinators 	<ul style="list-style-type: none"> • Professional journals • "Best of" and "Recommended" lists (including Award Winning books) • Subject lists • Publisher catalogues • Reputable online sources
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8 Inter-library Loans

8.1 The library has a co-operative arrangement with other libraries in Singapore. This arrangement will be used by the libraries involved:

- to acquire items that are only required temporarily
- to economise
- to extend the range of resources available to clients
- to assess the need to permanently include resources in the collection

9 Donations

9.1 The Library welcomes gifts that aren't already available in our collections. Especially desirable are works in mother tongue languages and small collections of related materials that would enhance our collection.

9.2 The needs of a school library are both varied and specific. This may exclude some of the items people often wish to donate. The Library may not accept:

- Textbooks in used condition
- Books, journals, and magazines that duplicate our holdings
- Materials in poor condition or exhibiting signs of mold or mildew
- Materials that contain highlighting, underlining, or annotations
- AV Materials (DVDs, CDs, LPs)
- Materials that might cause the library to be liable for copyright infringement (i.e., copied audio and video recordings)

9.3 The library reserves the right to dispose of any unwanted items.

10 Challenged Resources

10.1 When a library branch receives an objection to a resource, the first step will be to try to resolve this informally. This will involve face-to-face, phone or email communication with the challenger in order to ascertain the nature of their complaint and to explain the library's selection procedures and criteria as well as the place of the particular item in the collection. Informal requests for reconsideration will be logged with the student's name, resource questioned and details of the challenge recorded. In the case of books relating to issues that arise within Lifeskills, any objections to resources will be passed to the relevant Head of Lifeskills.

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- 10.2 If the challenger feels that their issue has not been resolved, they will be asked to file a formal request for reconsideration and will be issued with a form (see Appendix A) as well as a copy of the selection criteria.
- 10.2.1 All formal objections need to be made on the official form (Appendix A), which, once received by the branch librarian, should be filed. The challenged resource will be withdrawn from circulation pending the outcome of the review.
- 10.2.2 The branch librarian will set up a reconsideration committee of three members, one from the library management group and two others from the Community. The committee should, within two weeks, review the challenged material and judge whether it conforms to the principles of the School's selection policy. They will make a written recommendation to indicate the decision they have reached.
- 10.2.3 The challenger and the Head of School will be notified of the outcome (in summary) by letter or email and any action recommended by the committee will be carried out immediately.

11 Collection Assessment

- 11.1 An organised assessment of the library collection will be carried out annually in order to inform funding priorities and long-term planning.

11.2 Collection Mapping

- 11.2.1 The following data may be generated to inform a better understanding of the library collection:
- number of titles in each subject area
 - percentage of growth/replacement/decline in each subject area over a designated timeframe
 - percentage of a specific subject area in relation to the whole collection
 - range and distribution by publication date in each
 - proportion of subject area in circulation at any given time
 - materials median or mean age
 - circulation statistics by subject area and by format
 - number of resources per user group
 - turnover rate/total circulation for subject area for 12-month period

11.3 Collection Evaluation

- 11.3.1 Ideally this will be completed by the librarian in co-operation with subject teachers or subject co-ordinators. It should identify areas of strength and weakness in the collection and provide the means of ensuring curriculum initiatives are well resourced. A collection evaluation will involve direct examination of the collection to assess whether resources:
- are providing good coverage of the topics taught
 - are relevant to the age group
 - are current
 - provide information for less and more able students

11.4 Timeline

- 11.4.1 Any results of collection assessment will be presented in the branch report to the relevant management team so that information can be shared with the other branch libraries and also with subject teachers and others, if appropriate.

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12 Stocktaking

12.1 Stocktaking will ensure that the library resources are checked in order to ascertain the presence and condition of the collection. Stocktaking will:

- indicate losses
- inform future collection development planning
- assist in the review of current procedures for security, services and circulation
- locate resources dispersed throughout the School
- ensure that the database accurately reflects the existing collection

12.2 Ideally, the whole of the resource collection will be stock checked annually. Each branch library will develop a schedule for a rolling stocktake, which will aim to minimise any access restrictions during the stocktake.

12.3 During stocktaking, library staff will need to ensure that every item in the database:

- is accounted for as available, on loan or missing/lost
- has a barcode
- has a legible spine label
- has a valid RFID tag

13 Collection Maintenance

13.1 It is important to maintain the collection in order to ensure resources continue to be of the highest quality as this will enhance the credibility and use of the Teaching and Learning Resources Centre.

13.2 De-selection

13.2.1 Materials will be continually evaluated for their contribution to the collection as a whole, their physical condition and their usefulness to the specific branch user group. When resources fail to meet these criteria, they should be withdrawn from the library collection. The ultimate decision for deselection of materials is the responsibility of the branch librarian.

13.2.2 The following specific criteria will be used in making de-selection decisions:

- **Out of date and incorrect:** In general, 10 years of age is considered the cut-off point but resources for Information Technology, Science and Travel guides will need to be evaluated after three years due to the speed by which information becomes obsolete or incorrect in these areas.
- **Physical condition:** Resources which are worn and do not look in good condition and are beyond repair should be de-selected immediately staff become aware of their condition.
- **Unused or un-needed:** Due to the size and width of the library collection, there are likely to be many resources that are not circulating. This in itself should not mean a resource is deselected but if the branch librarian finds, after promoting such resources, that the item still does not circulate then it should be considered for removal.
- **Superseded:** Where new editions of the resource or where better resources are purchased, deselection is appropriate.

13.2.3 Date of publication, last date circulated and average number of circulations per year are useful indicators of the above factors.

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14 Disposal of Library Materials

14.1 Library materials are discarded if they meet the criteria for deselection or if they are replaced by a second copy. The following process is used:

- Item barcodes are deleted from the Library Management System and bibliographic record is weeded when the last copy is deleted.
- Books should be indicated as 'disposed' (barcode crossed) and, where applicable, donated to charity.

15 Policy Review and Revision

15.1 This policy will be reviewed as required by the Library Management Team. Input from members of the Community will be welcomed.

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Appendix A

Request for reconsideration of library material form

Date:	
Request initiated by: (Name, email & telephone number)	
Patron relationship:	Parent of: Class: or Staff designation:
Details of resource (please complete as much as possible)	Title: Author: Publisher: Format: Book – Magazine – DVD – Audio – Other (circle applicable format)
<p>Did you read, listen or view the entire work?</p> <p>How was the item brought to your attention?</p> <p>For whom do you think the work was intended?</p> <p>What aspect of the work are you concerned about?</p> <p>What do you believe is the theme of this work?</p> <p>What do you suggest that TTS library does with this item? (check applicable)</p> <p><input type="checkbox"/> Do not assign to my child / children</p> <p><input type="checkbox"/> Reassign it to another library within the school</p> <p><input type="checkbox"/> Withdraw it from the collection</p> <p><input type="checkbox"/> Other</p>	
Signature	
<p>FOR OFFICE USE ONLY:</p> <p><input type="checkbox"/> Discussed with complainant (verbal / email)</p> <p><input type="checkbox"/> Reconsideration form & Selection criteria (copied to the back of this form) given to complainant</p> <p><input type="checkbox"/> Completed form received</p> <p><input type="checkbox"/> Resource removed from library</p> <p><input type="checkbox"/> Head of School notified</p> <p><input type="checkbox"/> Resource considered by committee. Names of committee members</p>	

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