

Our collection development policy is based upon the mission statement and values of the College, as well as the UWCSEA learning programme.

## Philosophy

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## Collection Development

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The collection for each branch library will consist of a wide range of age and developmentally appropriate resources which meet the needs of its specific user group. Increasingly the library is providing a range of formats including books, eBooks, periodicals, newspapers, electronic resources, audio-visual resources, PDFs and online resources (including internet sites and databases) in order to provide for users’ varied learning and enjoyment.

The library supports the principles of “Freedom to Read” and we refer to the statement from The Australian Library and Information Association (see [Appendix 1](#)) as well as the [American Library Association Library Bill of Rights](#), whilst applying these standards, being sympathetic to the needs of a school library and sensitive to the cultural context of an international school in Singapore.

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## Selection and Acquisitions

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The coordination of resource selection and the ultimate responsibility for the collection resides with the branch teacher librarian. Suggestions for purchase are welcomed from all members of the UWCSEA community and may be made to the branch librarian. All librarians have a professional responsibility to be inclusive, not exclusive, in developing materials collections.

## Selection criteria

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SELECTION CRITERIA TO BE APPLIED TO ALL RESOURCES	ADDITIONAL CRITERIA FOR SPECIFIC FORMATS	SELECTION PROCEDURES
Authority Currency Accuracy Scope Ease of use Readability Interest level Presentation	<ul style="list-style-type: none"> <li>● Preference will be given to items that are Curriculum or Literary linked</li> <li>● Audio-visual resources will be purchased in the most current format that enables maximum access for users</li> <li>● Resources acquired by individual branches will be sensitive to the censorship laws of Singapore</li> <li>● Electronic resources will be selected in consultation with the Director of IT</li> <li>● Additional software &amp; hardware requirements will</li> </ul>	<ul style="list-style-type: none"> <li>● Whenever possible, direct inspection of resources is used to ensure items meet selection criteria.</li> <li>● See appendix A for some sources that may be consulted in selecting resources for the library.</li> <li>● Staff, students, parents and library professionals and other members of the wider community.</li> </ul>

Impartiality	<p>be taken into consideration when purchasing Electronic Resources</p> <ul style="list-style-type: none"> <li>● Realia - items to be selected with due consideration for the safety of the patrons of the Library</li> <li>● 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.</li> <li>● Reference - priority will be given to online resources</li> <li>● Fiction books – paperbacks are bought in preference to hardbacks</li> </ul>	<ul style="list-style-type: none"> <li>● Book reviews from reputable sources</li> <li>● Professional journals</li> <li>● "Best of" and "Recommended" lists (including Award Winning books)</li> <li>● Subject lists</li> <li>● Publisher catalogues</li> <li>● Reputable online sources (<a href="#">see Appendix 2</a>)</li> </ul>
Potential use		
Cost effectiveness		
Format		
Relevance (including Diversity)		
Relevant Copyright Laws & licensing requirements and school copyright policy		

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## Donations

The library is pleased to consider donations, as these can make a useful contribution to the collection. Resources will only be included in the collection if they meet the library selection criteria. The library reserves the right to dispose of the material in the manner that it sees fit, including donating resources to Service partners.

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## Collection Maintenance

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### Reconsidering and Deselecting Resources

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It is important to maintain the collection to ensure resources continue to be of the highest quality, as this will enhance the credibility and use of the Library. Maintenance of the collection is an ongoing process and involves the following procedures:

- Stocktaking
- Weeding
- Deselection
- Repairs
- New purchases

Books lost by patrons may also be deselected at the librarian's discretion and if they meet any of the following criteria:

- Acquired more than 10 years ago
- Loaned more than 26 times
- Valued under SGD \$10

Resources may also be removed as part of a reconsideration process, initiated by completion of a [Reconsideration Form](#) by a member of the community and decided upon by a committee of at least three people,

including a teacher librarian, a vice principal, and one other appropriate professional person employed by the school.

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## Stocktaking

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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 which are dispersed throughout the school
- Ensure that the database accurately reflects the existing collection

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

## Appendix 1

### *Statement on Freedom to Read*

The Australian Library and Information Association believing that freedom can be protected in a democratic society only if its citizens have access to information and ideas through books and other sources of information, affirms the following principles as basic and distinctive of the obligations and responsibilities of the librarian:

A primary purpose of a library service is to provide information through books and other media on all matters, which are appropriate to the library concerned.

A librarian must protect the essential confidential relationship, which exists between library user and the library.

The functions of the librarian include: to promote the use of materials in the librarian's care; to ensure that the resources of the library are adequate to its purpose; to obtain additional information from outside sources to meet the needs of readers; to cater for interest in all relevant facets of knowledge, literature and contemporary issues, including those of a controversial nature; but neither to promote or suppress particular ideas and beliefs.

A librarian, while recognising that powers of censorship exist and are legally vested in state and federal governments, should resist attempts by individuals or organised groups within the community to determine what library materials are to be, or are not to be, available to the users of the library.

A librarian should not exercise censorship in the selection of materials by rejecting on moral, political, racial or religious grounds alone material which is otherwise relevant to the purpose of the library and meets the standards, such as historical importance, intellectual integrity, effectiveness of expression or accuracy of information which are required by the library concerned. Material should not be rejected on the grounds that its content is controversial or likely to offend some sections of the library's community.

A librarian should uphold the right of all Australians to have access to library services and materials and should not discriminate against users on the grounds of age, sex, race, religion, national origin, disability, economic condition, individual lifestyle or political or social views.

A librarian must obey the laws relating to books and libraries, but if the laws or their administration conflict with the principles put forward in this statement, the librarian should be free to move for the amendment of these laws.

(ASLA & ALIA, *Learning for the Future*, 2001, pp. 57-58)

## Appendix 2

### *Suggested Review Sources*

Commonsense Media (USA)  
Magpies (Australia)  
School Library Journal (USA)  
Kirkus Reviews (USA)  
Book Trust (UK)

## Appendix 3

### *Challenged Material Review form*

[Link to the online form \(Google Form\)](#)

Date:	
Request initiated by: (Name, address & 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? How was the item brought to your attention? For whom do you think the work was intended? What aspect of the work are you concerned about? What do you believe is the theme of this work? What do you suggest that UWCSEA library does with this item? (check applicable)</p> <p><input type="checkbox"/> Do not assign to my child / children <input type="checkbox"/> Reassign it to another library or Grade within the school <input type="checkbox"/> Withdraw it from the library or classroom collection <input type="checkbox"/> Other</p>
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Signature
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<p>FOR OFFICE USE ONLY:</p> <p><input type="checkbox"/> Discussed with complainant (verbal / email)</p>
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- Reconsideration form & Selection criteria (copied to the back of this form) given to complainant
- Completed form received
- Resource removed from library pending the outcome of the review
- Resource considered by committee. Names of committee members
- Head of School notified of outcome