

## Statement on School Library Resource Provision

*Australian Library and Information Association (ALIA) and Australian School Library Association (ASLA)*

### Purpose

To ensure resource provision is an effective and integral part of successful curriculum delivery within the framework of the school's policies.

### ALIA objects addressed

- ❖ To promote the free flow of information and ideas in the interest of all Australians and a thriving culture, economy and democracy.
- ❖ To promote and improve the services provided by all kinds of library and information agencies.

### ASLA objectives addressed

- ❖ Establish, review and maintain national standards and guidelines for school library resource services.
- ❖ Promote an understanding of the aims, needs and educational significance of school library resource services and teacher librarianship.
- ❖ Develop, write and publish materials which will promote the development of school library resource services and teacher librarianship.

### Principle

A school library is a physical and digital learning space where research, reading, inquiry, critical thinking, imagination and creativity are made possible by access to an organized collection of resources. The teacher librarian has expertise in the selection, organisation and deselection of high quality and diverse resources: print and digital.

### Statement

Physical and digital access to the library should be readily available to all learners:

- ❖ access is determined by school policies and local reality so with technology, access to digital resources can be provided throughout the school and beyond
- ❖ equitable access to information resources requires both organisation and skill development
- ❖ organisation of the collection is based on a collection management policy developed by the school community led by the teacher librarian and school leaders and these elements should be included:
  - the mission of the school library
  - statements of freedom of information
  - the purpose for maintaining and developing the collection
  - long and short term goals regarding the provision of resources
  - responsibilities for collaborative decision making when selecting high



quality resources that support curriculum delivery

- ❖ collections should be balanced with print and digital resources that are diverse and informed by learning and teaching requirements

**Note:** *Measuring the size of the collection has become increasingly complex as the nature of information service provision is constantly in a state of flux. School enrolment figures together with the size of the collection influence staffing levels and the ability of the library to deliver information for learning.*

- ❖ teacher librarians use their background in teaching and library management to ensure that the collection meets the diverse needs of the learners

### **Related documents**

International Federation of Library Associations, 2015. *IFLA School library guidelines*, 2<sup>nd</sup> ed, IFLA, The Hague.

Johnson, L., Adams Becker, S., Estrada, V., and Freeman, A. 2015, *NMC Horizon report: 2015 library edition*, The New Media Consortium, Austin, Texas.

Australian Library and Information Association, 2014, *ALIA AITSL Standards for teacher librarian practice*, Australian Library and Information Association, Canberra.

Australian School Library Association, 2014 *Evidence guide for teacher librarians in the highly accomplished career stage*, Australian School Library Association, Canberra, ACT.

Australian School Library Association, 2014, *Evidence guide for teacher librarians in the proficient stage*, Australian School Library Association, Canberra, ACT.

*Statement on library and information services in schools*

*Statement on school library resource centre funding*

*Statement on teacher librarians in Australia*

Adopted: November 1994

Amended: February 2009

Revised: July 2016