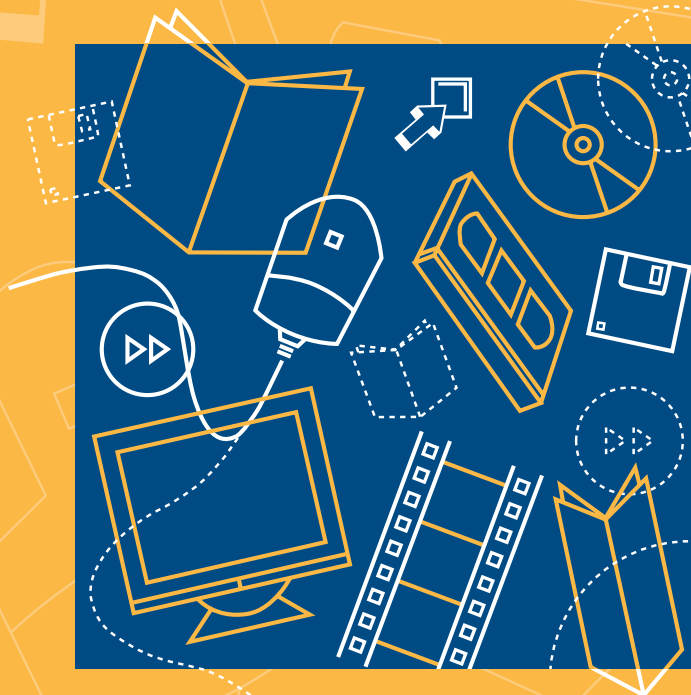


Choosing and using

teaching and learning materials



Guidelines for preschools and schools

Choosing and using teaching and learning materials



Guidelines for preschools and schools

Note:

All Web addresses in this document have been displayed using '<' before and '>' after to show the beginning and end of the address.

All Web sites were current when last accessed on 1 July 2004 before publication of this document.

This document has also been published on the Web site of the Department of Education and Children's Services at <<http://www.decs.sa.gov.au/schlstaff/>>. Follow the link on this page to 'Policy' and then select 'Policy and guidelines'.

The two Appendixes have been published additionally as *Word* documents and can be downloaded and customised.



© 2004 The State of South Australia, Department of Education and Children's Services

Produced by DECS Publishing
266 Port Road, Hindmarsh, SA 5007

Edited by Gunta Groves

Designed by Eden Cartwright and She Creative

Printed by Gillingham Printers

ISBN 0 7308 7672 1

R2139/1

Foreword

This resource replaces the document, *Selection and access for books and learning materials: Guidelines for schools* (Supplement to the *Education Gazette*, Volume 15, Number 12, Week ending 15 May 1987). These updated guidelines are for both preschools and schools and now contain a guide to the appropriate use of computer-mediated resources and a range of current resources. These guidelines also offer advice about appropriate actions in relation to offensive materials.

The updating of the selection and access guidelines involved broad consultation with preschool and school communities across the state.

The guidelines support educators in selecting teaching and learning materials for children and students which are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes.

Choosing and using teaching and learning materials forms the basis for the local development of processes for selecting and providing access to all teaching and learning materials used in the curriculum in preschools and schools.



Steve Marshall
CHIEF EXECUTIVE
Department of Education and Children's Services

Contents

Introduction	7
Premises	8
Roles and responsibilities	9
Principles for selection and access	10
Selecting and reviewing materials	11
<ul style="list-style-type: none">• Access to resource centre materials• Appropriate use of films, videos, DVDs and computer-mediated resources	
Responding to concerns	14
Resources	15
<ul style="list-style-type: none">• Online resources• Resource selection guidelines and policies• Print resources• Journals• References to relevant Acts of Parliament	
Appendix 1	19
<ul style="list-style-type: none">• Template for selection and access policy for teaching and learning materials	
Appendix 2	20
<ul style="list-style-type: none">• Template for request for reconsideration of a resource	



Introduction



The selection of teaching and learning materials is an integral part of curriculum planning and delivery in preschools and schools. Children and students come into contact with a vast array of print, visual and multimedia materials in their daily lives. Their exposure to such materials is mediated by parents and other caregivers, by legislation and by social conventions. Educators also have a duty of care to ensure that the teaching and learning materials with which children and students are presented, or towards which they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes.

Preschool directors and school principals are responsible for ensuring that each education site has a process for selecting teaching and learning materials and for providing access to them. This includes those materials accessible to children and students on-site (eg through libraries and resource centres and including online resources). This process, developed in collaboration with governing councils¹ and staff, should provide routine procedures for choosing and using education materials and for the resolution of contentious issues. On occasions, when issues are unable to be resolved using this process, the director or principal will make a decision on curriculum grounds. In such cases, parents and caregivers retain the right to exempt their children from access to particular materials. They may request the provision of alternative materials that would enable the achievement of the same learning outcomes.

Site-based decision making about teaching and learning materials should take into account:

- the range of home backgrounds and the environments of children and students
- the diversity of value and belief systems in the general community
- the changing nature of our democratic and pluralistic Australian society
- the need to pursue equitable learning outcomes for all children and students within preschools and schools

- the range of media and multimedia materials to which today's young people have access via, for instance, television, videos, computer games and the Internet.

Parents and caregivers have a right to expect that their local preschool or school will, through its curriculum program delivery and associated learning resources, confirm and extend their children's own culture without espousing one set of values and beliefs above another or judging one against the other. However, in a diverse multicultural society, parents and caregivers must also expect that the preschool or school will present a range of views and values as it attempts to meet the needs of learners from diverse cultural and linguistic backgrounds.

Accordingly, it is vital that all sites have an explicit process to enable the evaluation of materials for their suitability for use in the preschool or school. Such evaluation necessarily involves questions about both selection and access.

Selection means choosing, from the available resources, those materials considered to be the best, most appropriate and/or most suitable for the particular learning activity, and rejecting what is inferior, inappropriate, unsuitable or unacceptable.

Access means providing opportunities for all children and students, regardless of race, sexuality, gender and cultural diversity, to seek out and use information and learning materials.

It is vital that selection and access processes facilitate rather than impair children's and students' achievement of stated curriculum outcomes.

Decisions about selection and access are best made within the individual preschool or school, where local issues can be taken into account. Staff, parents, caregivers, children (where appropriate) and students should have the opportunity to be involved in determining the selection and access policy of their preschool or school.

¹ In this document governing councils will be taken to mean preschool management committees, school councils and governing councils.



Premises

There are five basic premises that underlie selecting and providing access to books, films, computer software, online resources, videos and other learning materials in preschools and schools. In asserting these premises, this document draws upon internationally accepted statements on human rights, received government guidelines, parliamentary Acts and the Department of Education and Children's Services *Administrative instructions and guidelines*.

- **The right to freedom of expression**

In accordance with the Convention on the Rights of the Child:

'1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.' (United Nations, *Convention on the Rights of the Child 1989*, Part 1, Article 13 accessed at <<http://www.hri.ca/uninfo/treaties/26.shtml>>).

- **Duty of care**

At the same time, however, preschools and schools have a guardian role, whereby '... the best interests of the child shall be the guiding principle of those responsible for his/her education and guidance ...' (*Human Rights and Equal Opportunity Commission Act 1986* Schedule 3—Declaration of the Rights of the Child, Section 3 Principle 7; accessed at <<http://scaleplus.law.gov.au/html/pasteact/0/265/0/PA001220.htm>>).

- **Safe and secure environment**

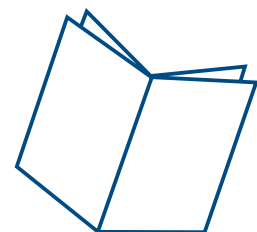
Preschools and schools also have an obligation to provide a regulated and protected environment, shielding children '... from practices which may foster racial, religious or any other form of discrimination ...' (*Human Rights and Equal Opportunity Commission Act 1986* Schedule 3—Declaration of the Rights of the Child, Section 3 Principle 10; accessed at <<http://scaleplus.law.gov.au/html/pasteact/0/265/0/PA001220.htm>>).

- **Rights of parents and caregivers**

Parents and caregivers have the right to make decisions regarding the learning materials their children use within the curriculum and to object to the use of materials they consider offensive.

- **Balance and sensitivity**

While providing a protected environment for children and students appropriate to their age and maturity, preschools and schools should consider society's relative lack of censorship for adults which may or may not have an impact on children's and students' experiences outside the preschool or school environment. To prepare children and students adequately to make balanced decisions as to what they read or view in adult life is a function of the preschool and school environment. The intention is to develop mature readers and viewers who are able to use critical frameworks for selecting, with discernment, material for informational and recreational use.



Roles and responsibilities

Preschools and schools will develop and implement a process for the selection of teaching and learning materials² and providing access to them. This process should cover all teaching and learning materials used within the preschool or school curriculum.

Development and implementation of the process should take into account the following requirements.

- It is the director's or principal's responsibility to work collaboratively with the governing council to develop the process, within the framework of the department's guidelines statement and informed by other relevant department policies and guidelines.
- The teacher-librarian, resource centre manager or the educator responsible for the library or resource centre should be aware of the curriculum undertaken within the preschool or school and the appropriate teaching and learning materials that support it.
- The process will be an integral part of the preschool or school curriculum planning and curriculum selection processes and will be supported by relevant learning and development programs for staff. A trained teacher-librarian is well-placed to assist in these programs. Schools and preschools without one may choose to contact a trained teacher-librarian in another school.
- The process adopted by the preschool or school will be published as part of the site's policy statement and/or handbook, communicated to parents and caregivers and made readily available to members of the wider education community. The process will be subject to regular review and include procedures to enable the re-assessment of teaching and learning materials.

- The director or principal and the staff share responsibility for the consistent implementation of the process, including:
 - providing access to appropriate and relevant learning materials for all children and students
 - where relevant, providing wider access to learning materials than is possible within the preschool or school
 - limiting access to certain learning materials, where appropriate
 - informing the school community about materials which may be considered controversial or offensive
 - ensuring that parents and caregivers and children and students have access to relevant information about the process
 - developing opportunities for involvement of parents, caregivers, children and students in the selection and access process (eg through governing councils and their relevant subcommittees, and through student councils).
- The process must support the achievement of curriculum outcomes by all children and students.

Where there is a school–community library in a school, or the school uses a joint-use library, the local Library Board of Management has a responsibility to develop a policy for school and community use of the library consistent with school and community needs and Libraries Board of South Australia guidelines.

² The definition of collection includes traditional and electronic resources as itemised below:

- print resources, for example, books (reference, fiction, non-fiction), periodicals, newspapers, pamphlets [lyrics*, manuscripts*];
- graphic resources, for example, posters, pictures, maps, models, real objects, kits;
- audiovisual resources, for example, videocassettes, fiche, film, slides;
- electronic resources, for example, computer software, multimedia, audio and data Compact-Disk-Read Only Memory (CD-ROM), Digital Video Disk (DVD), databases, World Wide Web (WWW) based resources.⁷ From *Learning for the future*, Curriculum Corporation, 1997 pp 25–26.

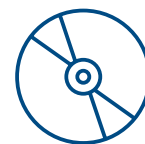
*Addition by DECS, 2004.

Principles for selection and access

Teaching and learning materials, whether purchased or donated, should be selected and accessed in ways which ensure they:

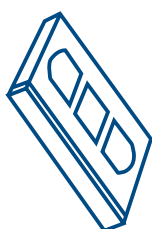
- are directly related to a preschool's or school's curriculum policy and program, based on the department's framework of standards and accountability, and include, where relevant, support for the recreational needs of children and students
- support an inclusive curriculum, thus helping children and students to gain an awareness of our pluralistic society and the importance of respectful relations with others
- encourage understanding of the many important contributions made to our common Australian heritage by men, women, Aboriginal and Torres Strait Islander peoples, people from diverse cultural and linguistic groups, people with disabilities and minority groups
- motivate children, students and educators to examine their own attitudes and behaviour and to comprehend their duties, responsibilities, rights and privileges as citizens in our society
- are relevant for the age of the children or students for whom they are selected and for their emotional, intellectual, social and cultural development. This includes the assurance that children and students will not be exposed to offensive materials; that is, materials which describe, depict, express or otherwise deal with matters of nudity, sexual activity, sex, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena in a manner that a reasonable adult would generally regard as unsuitable for minors of the age of the relevant children and students
- provide opportunities for children and students to find, use, evaluate and present information and to develop the critical capacities to make discerning choices, so that they are prepared for exercising their freedom of access, with discrimination, as informed and skilled adults
- represent a range of views on all issues.

Selecting and reviewing materials



In developing and implementing a process for the selection of teaching and learning materials and providing access to them, education communities should be informed by the premises and the principles for selection and access detailed in these guidelines. They should also consider the following:

- The preschool's or school's principles of selection and access.
- The range of perspectives informing the criteria for selection.
- The expertise available within the preschool or school to support the selection of materials.
- The criteria for selection; for example:
 - educational value within the context of the learning program
 - consistency with department policies and guidelines
 - consistency with other preschool or school policies
 - appropriateness for the children or students
 - degree to which material is likely to be controversial
 - physical quality and suitability of materials
 - aspects related to the particular medium (eg print, film, online access).
- The person, or persons, who will make the selection.
- The procedures for the selection of materials.
- The review procedures which are in place for responding to changes in preschool, school or department policies, parent or caregiver concerns, new legislation, the obsolescence of some materials, and the development of new materials and new media.
- The framework developed for English as a second language (ESL) in the Mainstream Teacher Development Course that provides a process for evaluating features of inclusivity when selecting texts for use by learners from a non-English speaking background.



- The particular care that needs to be taken when selecting materials with Aboriginal and Torres Strait Islander content—a set of protocols has been developed by the Aboriginal and Torres Strait Islander Library and Information Resource Network.

Access to resource centre materials

In resource centres³ it is appropriate that children and students exercise some freedom of choice in selecting texts. However, in a large collection of resources it is important that children and students receive guidance in making such selections. Sites, therefore, need to develop a clear process to guide the borrowing of and access to materials. Considerations which might inform such a process include:

- ensuring that children and students do not access materials, intentionally or otherwise, which are inappropriate for their age and maturity
- supporting the curriculum needs of senior students by ensuring their access to a broad range of texts
- providing opportunities to extend the reading and viewing preferences of children and students
- being aware of the Office of Film and Literature Classification guidelines (accessed at <http://www.oflc.gov.au/resource.html?resource=62&filename=62.pdf>).

The following techniques may be useful components of a process to guide the borrowing of and access to materials:

- the establishment of a 'restricted' collection of resources in a visible and/or separate place
- visual identification on the spine of resources belonging to the restricted collection
- electronic tagging, through the library system, which restricts borrowing from parts of the collection by certain groups of learners
- the requirement of parent or caregiver approval to permit learners in the junior years to borrow from the restricted collection.

³ 'Resource centre' is used throughout this document to refer to collections of resources housed in libraries and on bookshelves, as well as in resource centres.



Selecting and reviewing materials continued

Appropriate use of films, videos, DVDs and computer-mediated resources

Films, videos and DVDs

The selection of films for curriculum use should include reference to the South Australian Consolidated Act, *Classification (Publications, Films and Computer Games) Act 1995* Schedule 2. The 1995 Act replaces the *Classifications of Films and Literature Act 1990*.

The Act maintains the previous classifications of X, R, MA, M, PG and G. It also introduces the restricted category of RC (Refused Classification).

More information about showing films and videos can be found in section 94 of the *Administrative instructions and guidelines*.

Computer software

The Commonwealth Classification (Publications, Films and Computer Games) Act 1995 Schedule 2 should also be referred to in the selection of computer games.

For these, the Act introduces the classifications of:

- RC Unsuitable for a minor under 18 years to see or play
- MA (15+) Unsuitable for persons under 15 years
- M (15+) Not recommended for persons under 15 years
- G (8+) Not recommended for persons under 8 years
- G All other computer games.

Sections 44 and 45 create the offence of leaving on private premises or in a public place a computer game of the classification RC or MA (15+), or a computer game which is unclassified but would, if classified, be classified RC or MA (15+).

The Act can be found at the Office of Film and Literature Classification site at <http://www.oflc.gov.au/resource.html?resource=177&filename=177.pdf>.

Online resources

Online resources require educators to ensure that children and students are afforded the same appropriate freedoms, guidance and protection as relate to other teaching and learning materials. The Internet service for South Australian government preschools and schools, sa.edu, is supported by information materials supplied to all sites.

There are risks for users of online services. These include:

- exposure to inappropriate material of a sexual or violent nature
- encountering e-mail or bulletin board messages that are harassing or demeaning
- while online, providing information or arranging an encounter that could risk the person's safety. In a few cases, paedophiles have used online services and bulletin boards to gain a child's confidence and then arrange a face-to-face meeting.

Preschools and schools have a duty of care to prevent and/or reduce these risks by using the techniques below.

- Staff involvement and supervision remains the best way to ensure children and students have a positive online experience.
- Computer monitors should be located in a visible place.
- An 'acceptable use' agreement reinforces to children and students the type of behaviour that is appropriate while using the Internet.
- The preschool or school behaviour management policy and the anti-harassment policy need to address behaviour on the Internet, and put in place consequences for children and students misusing their online privileges.
- When publishing on the Web, preschools and schools need to be mindful about privacy and child safety issues. Informed, written parent or caregiver consent should be obtained before publishing anything that could identify a child or student. Preschool and school intranets may be a safer option.



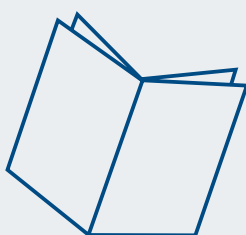
Selecting and reviewing materials continued

- The department's Internet services contract provides some additional tools to protect children and students. It offers:
 - a filtering service to block access to many inappropriate sites
 - the ability to filter e-mail for inappropriate language
 - administrative tools to track individual usage.

South Australian preschools and schools can obtain more information about the local management of their information and communication technology (ICT) infrastructure, hardware and software at <http://www.e-learning.sa.edu.au>. Follow the link on this site to eduCONNECT.

Preschools and schools have an educative role in preparing young people for an adult world. The most powerful means of protecting young people is to help them make appropriate decisions for themselves. Education about protective behaviour and harassment is very relevant for the online world.

For more information about children and students using online services, see the Resources section.



Responding to concerns

Despite the care taken to select materials for child, student and educator use, concerns about a selection will be raised occasionally by a member of the public.

Preschools and schools are required to have a process for responding to concerns about the selection of particular materials in learning programs. This process should enable open communication, information giving and consultation to occur, with sensitivity to differing values, and support members of the education community in their understanding of:

- the preschool or school selection policy
- the principles upon which it is based
- the selection and access procedures adopted within the preschool or school
- the reasons for selecting and/or limiting the use of particular materials.

The preschool or school selection policy should enable concerns to be addressed through:

- the existing procedure for responding to concerns/ complaints (see *Responding to concerns from parents and caregivers in DETE preschools and schools* (DETE 2000); and *Grievance procedures for employees, children's services and schools* (DETE 1996, updated 2000) available at http://www.decs.sa.gov.au/docs/files/communities/docman/1/RTC_text.pdf). This procedure outlines the following steps:

1. A meeting is organised to speak to the class teacher or teacher-librarian about the concern.
2. If the issue is not resolved, a meeting may need to be arranged with the preschool's director or school's deputy principal or principal. The governing council may also need to be informed.
3. If further discussion of the issue is required it may be necessary to contact the district director at the district office.
4. If there is still concern about the issue it may be appropriate to write to the Chief Executive, or the Minister, for Education and Children's Services.

- processes for the review of materials (see Appendix 2)
- processes for the provision of alternative materials, where appropriate.

To ensure that selection and decision-making processes are transparent and defensible, the use of documentation is recommended. Templates for a selection and access policy and for initiating a review of material can be found in the appendixes. Other examples can be found at Web sites listed in the Resources section.

Resources



Resources have been grouped loosely by relationships and listed in order of relevance and/or importance.

Online resources

The **Department of Education and Children's Services** site provides access to policies and guidelines, procedures, Acts and Regulations, etc. Policies are available by downloading PDF files at the following address: <<http://www.decs.sa.gov.au/schlstaff/>>.

Further information to support educators, children and students using online services as a resource is available as *Internet user guidelines* at <http://www.decs.sa.gov.au/docs/files/communities/docman/1/User_Agreement_for_Compute.pdf>.

South Australian preschools and schools can obtain more information about the local management of their information and communication technology (ICT) infrastructure, hardware and software at <<http://www.e-learning.sa.edu.au>>. Follow the link on this site to **eduCONNECT**.

Grievance procedures for employees, children's services and schools (DETE 1996, updated 2000) is available at <<http://www.decs.sa.gov.au/docs/files/docman/Grievpro.pdf>>.

The **Department of Education Tasmania** provides support through resources for teachers, students and the community. The *Software pyramid* is a framework for evaluating educational software. The framework can be found by visiting <<http://www.discover.tased.edu.au/drdcontent/live/00000000/00000107.htm>>.

The **Department of Education Tasmania** also provides Tasmanian school library guidelines to support school library staff at <<http://www.education.tas.gov.au/delic/school-lib-guidelines>>.

The **Education Department of Western Australia** has published its collection policy at <<http://www.eddept.wa.edu.au/cmisis/eval/library>>. This site contains a page called 'Books not to be missed' which provides reviews of noteworthy novels and picture books, organised according to phases of development.

The **Queensland Education Department** provides learning resource selection guidelines for schools as well as *Classroom resource reviews*, a database of resource evaluations, at <<http://crr.qed.qld.gov.au/reviews/afwiinq.dll>>.

Aboriginal resources protocols developed by the Aboriginal and Torres Strait Islander Library and Information Resource Network to guide libraries, archives and information services can be viewed at <<http://www.edu.edu.au/library/protocol.html>>. For more information about suitable resources for South Australian schools, contact the Aboriginal Education Unit, 5 Harewood Avenue, Enfield 5085, telephone (08) 8343 6500.

The **National Software Evaluation Project** at <<http://www.edna.edu.au/edna/page2492.html>> is a collaborative effort by all Australian states and territories to bring together reviews of software for the use of Australian school communities.

The **Australian Library and Information Association (ALIA)** is at <<http://www.alia.org.au>>. ALIA is a professional organisation for the Australian library and information services sector. The Association aims to provide advocacy and support in the development, promotion and delivery of quality library and information services.

The *Free access to information policy* replaces the *Freedom to read policy* and provides a statement online which outlines the basic obligations and responsibilities of the librarian. The statement was adopted in 2001. It is available at <<http://alia.org.au/policies/free.access.html>>.

The joint statement by ALIA and the Australian School Library Association (ASLA) on *Library and information services in schools* (1989) outlines the basic obligations and responsibilities of the school librarian. This statement replaces the Statement on principles of school librarianship and is available at <<http://www.alia.org.au/policies/services.in.schools.html>>.





Resources continued



ASLA policy statements: *Information literacy*, *Electronic information literacy*, *Resource based learning and the curriculum*, and *Resource provision*, including the **School Library Bill of Rights**, are available at <<http://www.asla.org.au/policy>>. ASLA policy statements outline a focus for school libraries to ensure that schools provide access for teachers and students to relevant, up-to-date and rich information. The ASLA Web site also provides access to information about members associations, teacher-librarian courses, objectives, publications, conferences, a national journal and related associations, and a handbook.

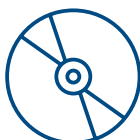
The **Australasian Legal Information Institute (AustLII)** provides free Internet access to Australian legal materials. The Commonwealth **Classification (Publications, Films and Computer Games) Act 1995** can be accessed at <<http://www.oflc.gov.au/resource.html?resource=177&filename=177.pdf>>.

Further information about the **classification of publications and classification guidelines** (including how these classifications work to reflect community standards) can be found by reading the *Australian Law Reform Commission Film and Literature Censorship Procedure* at <<http://www.austlii.edu.au/other/alrc/publications/reports/55/ch3.html>>.

Human Rights and Equal Opportunity Commission Act 1986 Schedule 2—International Covenant on Civil and Political Rights, Part III Article 19 can be accessed at <<http://scaleplus.law.gov.au/html/pasteact/0/265/0/PA001210.htm>>.

Human Rights and Equal Opportunity Commission Act 1986 Schedule 3—Declaration of the Rights of the Child, Section 3 Principles 7 and 10 can be accessed at <<http://scaleplus.law.gov.au/html/pasteact/0/265/0/PA001220.htm>>.

UNESCO's school library manifesto can be found at <http://www.unesco.org/webworld/libraries/manifestos/school_manifesto.html>.



School libraries on the Web is a list of library Web pages maintained by K–12 school libraries in the United States and in countries around the world. At this site you will find resources for assisting collection development: <<http://www.sldirectory.com/libsf/resf/coldev2.html>>.

The **Virginia Wing Library** (The Winsor School, Boston Massachusetts) has constructed a site with a variety of resources for students, teachers and teacher-librarians. When you visit the site at <<http://www.winsor.edu/pages/library.cfm>> you will find a checklist for librarians and teachers for evaluating Internet resources. You will also find:

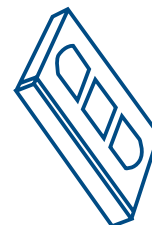
- links to other tools for evaluating Web resources
- critical evaluation tools for elementary, middle and secondary school students
- links to other relevant sites.

Saskatchewan Education's *Selecting fair and equitable learning materials* site emphasises respect for all individuals. The site provides teachers with a scaffold for identifying bias in learning materials and the steps necessary to ensure that those biases do not influence their interactions with students. The address for the site is <<http://www.sasked.gov.sk.ca/docs/policy/gender.html>>.

The **Curriculum Materials Information Services (CMIS)**, a part of the Curriculum Directorate in the Department of Education and Training, Western Australia, provides useful criteria for the selection of resources at <<http://www.eddept.wa.edu.au/cmisis/eval/library/selection/sel22.htm>>.

Examples of proformas used by others to support the documentation and review of texts can be found at the following Web sites:

- The School District of Philadelphia, Library Programs and Services: Selection policy for school library materials at <<http://www.libraries.phila.k12.pa.us/misc/selection-policy.html>>
- Baltimore County Public Schools: *Selection criteria for school library media center collections* at <<http://www.bcps.org/offices/lis/office/admin/selection.html>>.



Resources continued

Resource selection guidelines and policies

Santa Maria College (Western Australia) has published its *Resource selection policy: Library and information service* at <http://www.santamaria.wa.edu.au/rod/library_policies.htm>.

Palmerston District Primary School (ACT) has published its *Collection development section* at: <http://www.palmdps.act.edu.au/resource_centre/policies/collection_dvpt.htm>.

Print resources

Information on the Internet service for South Australian government preschools and schools is available in: Department of Education, Training and Employment (1999) *Using sa.edu*. Adelaide: Curriculum Resources Unit.

Evaluation of inclusivity is helped by the framework given in *Criteria for examining and selecting texts. ESL in the Mainstream Teacher Development Course* by D Rees (DETE, 1998).

Learning for the future: Developing information services in Australian school libraries, is a joint publication of the Australian School Library Association, Australian Library and Information Association (School Libraries Section) and the Curriculum Corporation. The second edition was published in 2001.

Advice to South Australian preschools and schools about responding to concerns is published in: Department of Education, Training and Employment (2000) *Responding to concerns from parents and caregivers in DETE preschools and schools*. Adelaide: DETE.

Journals

Access is a national journal available through membership to ASLA. *Access* focuses on issues related to curriculum development, resource management and information technology. Information about the latest issues can be found at <<http://www.asla.org.au/access/index.htm>>.

Fiction Focus is a reviewing journal produced by Curriculum Materials Information Services, Education Department of Western Australia. The journal reviews material for a wide range of reading abilities and levels of maturity and titles that deal with controversial issues. The journal also includes reviews of fiction-related videos, CD-ROMs and audiocassettes. Further information and subscription details can be found at <<http://www.eddept.wa.edu.au/cmis/eval/curriculum/publications/pub2.htm>>.

Magpies Magazine is published in Queensland and features reviews of fiction and non-fiction books for children and young adults. Contact details can be found at <http://www.magpies.net.au/magpies/public/?Mlval=m_pages&pagename=ATJ>.

Orana (Journal of School and Children's Librarianship) is the refereed journal of the Children's and Youth Services Section and the School Libraries Section of ALIA, and is published quarterly in March, July and November. Further information and an index of recent issues can be found at <<http://alia.org.au/publishing/orana/>>.

Reading Time is a quarterly reviewing journal published by The Children's Book Council of Australia. Information on how to subscribe to the journal can be found at <<http://www.cbc.org.au/readtime.htm>>.

Scan is a quarterly journal published by the New South Wales Department of Education and Training. *Scan* focuses on information literacy and information and communication technologies. It also includes reviews of Web sites and other resources. More information can be found at <<http://www.schools.nsw.edu.au/schoollibraries/scan/index.htm>>.

Viewpoint is a journal which aims to promote discussion of what adolescents read, what adults think they should read, and what teachers, librarians and parents are doing to encourage them. Further information about the journal can be found at <<http://extranet.edfac.unimelb.edu.au/LLAE/viewpoint/index.shtml>>.

Resources continued

References to relevant Acts of Parliament

The following page of the South Australian Parliament Web site provides an alphabetical list of Acts of Parliament: <<http://www.parliament.sa.gov.au/dbsearch/acts-list.htm>>.

The following Acts may contain information that relates to the selection and access of materials.

- Classification (Publications, Films and Computer Games) Act: <<http://www.parliament.sa.gov.au/Catalog/Legislation/Acts/C/1995.88.htm>>.
- Classification of Theatrical Performances Act: <<http://www.parliament.sa.gov.au/Catalog/legislation/Acts/C/1978.20.htm>>.
- Disability Services Act: <<http://www.parliament.sa.gov.au/Catalog/legislation/Acts/D/1993.18.htm>>.
- Education Act: <<http://www.parliament.sa.gov.au/Catalog/legislation/Acts/E/1972.154.htm>>.
- Equal Opportunities Act: <<http://www.parliament.sa.gov.au/Catalog/legislation/Acts/E/1984.95.htm>>. See especially section 87 for a definition of sexual harassment, but also note sections on victimisation (86), racial discrimination, sexual discrimination and impairment.
- Racial Vilification Act: <<http://www.parliament.sa.gov.au/Catalog/legislation/Acts/R/1996.92.htm>>.
- Summary Offences Act: <<http://www.parliament.sa.gov.au/Catalog/legislation/Acts/S/1953.55.un.htm>>. See especially section 33 which deals with 'indecent or offensive' material.

Appendix 1: Template for selection and access policy for teaching and learning materials

Selection and access policy for teaching and learning materials

Site:

Date developed:

Date for review:

Purpose of the selection and access policy:

Responsibility for selection:

Principles for selection and access:

Selection criteria:

Selection process:

Selection tools:

Purchase process:

Collection review process (culling):

Donations:

Reconsideration of resources process:

Access to print resources:

Access to films, computer software and online resources:

Appendix 2: Template for request for reconsideration of a resource

Request for reconsideration of a resource

Name of person initiating request: _____

Address: _____

Telephone: _____

Name of child: _____

Year Level: _____

Teacher: _____

Resource to be reconsidered: _____

Title: _____

Author: _____

Type of resource (eg book, video, computer software): _____

Reason (please be specific and add page number if appropriate):

What was your child's response to this resource?

What would you like done about this resource?

- Do not assign it to my child
 - Restrict access of this resource
 - Withdraw it from the school
 - Other
- _____

Any other comments:

Thank you for completing this form.

Signature: _____

Date: _____

Action taken and recommendation made for this resource: *(to be filled in by preschool or school)*



ISBN 0 7308 7672 1
R2139