



College Guideline

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Library Protocols, Including Protocols for Challenging Texts

Policy

This policy is an integral part of Mount St Bernard College (MSBC) library services and is staffed by a teacher-librarian. The library staff work closely with the school's computer technician and classroom teachers. We are living in an information age. A primary objective of education is to learn how to identify, locate, organise, and present information in a clear, concise, and persuasive manner. As technologies change, students need to develop skills to manage complex information formats. MSBC Library Resource Centre strives to be the vehicle that provides opportunities for students to achieve these skills and to foster a lifelong interest in both reading and knowledge. MSBC students have access to an effective school library that reflects the curriculum and the needs of the school community and the world in general.

Aim

- To foster in the students an ongoing and ever-increasing love of literature, reading and learning; thereby continuing their process of self-discovery.
- To promote a variety of media as sources of entertainment, enjoyment, relaxation and information. (Media = books, videos, DVDs, software, CDs, charts, stimulus pictures, big books, kits etc).
- To encourage students towards the independent use of library facilities.
- To foster in students a commitment to informed decision-making.
- To assist in the development of skills and attitudes that will enable students to continue lifelong learning.
- To encourage in the students a sense of respect, care and responsibility for resources in their possession.
- To advocate and promote the practice of teachers working co-operatively with the teacher-librarian as a teaching partner to plan, resource and implement units of work.
- To integrate into units of work the skills needed to locate, evaluate, organise and present information from a variety of sources.
- To help facilitate the use of ICLTs (Information Communication and Learning Technologies) and capabilities in our curriculum.

Philosophy

School Library Resource Centre Collection at MSBC exists to support:

1. The philosophy and vision of Catholic Education in the Cairns Archdiocese;
2. The Mission of MSBC;
3. The Aims of MSBC Library Resource Centre

Resource Selection

Library materials will:

- support and be consistent with the general educational goals of the school and Catholic Education Office and the aims and objectives of Key Learning Areas.
- meet high standards of quality in factual content, artistic and literary value, and presentation.

- provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.
- meet the individual needs, abilities, and learning styles and interests of students and staff.
- have a high degree of potential user appeal.
- address student diversities in culture, gender, levels of maturity, special learning needs and socio-economic background.
- be selected to help students gain an awareness of our diverse society so there should be materials representative of the many ethnic, and cultural groups and their contribution to our Australian heritage
- be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.
- be in a physical format and appearance which is suitable for their intended use.
- value the reputation and significance of the author, producer, and publisher.
- be chosen regarding the validity, currency, and appropriateness of material.
- be selected for their strengths rather than rejected for their weaknesses.
- be compliant with the Aboriginal and Torres Strait Islander Protocols for Libraries, Archives and Information Services.

Library materials enable students to:

- develop their unique potential - physical, emotional, creative, aesthetic, spiritual, intellectual, moral and social.
- stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- develop a critical understanding of the diversity of beliefs and values found in society and in human experiences.
- deepen their understanding of the values of Christ including absolute values such as the sacredness of human life and the dignity of the human person.
- make intelligent judgments in their daily life.
- come into contact with learning experiences which access to a wide, range of knowledge, understandings and skills.

Requests, suggestions, and reactions for the purchase shall be gathered from staff and students. These suggestions will be given the highest priority.

When selecting learning resources, professional personnel will evaluate available resources, and curriculum needs and will then consult reputable book sellers. The actual resource will be examined whenever possible.

Reviews of proposed acquisitions will be sought in the literature of reputable professional organisations and other reviewing sources recognised for their objectivity and wide experience.

Library materials which allow students to with assistance, challenge dominant societal ideas, particularly stereotypes and undesirable models of human behaviour, should be considered.

Library materials dealing with controversial topics or challenging situations need to be selected with sensitivity to community expectations and will be directed towards maintaining a diverse collection representing various views and to help students develop critical analytical skills.

Library materials containing gratuitous or extreme violence have no place in a Catholic school. Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

Library staff will place principle above personal opinion and reason above prejudice in selection of materials of the highest quality to assure a comprehensive collection

Culling and Withdrawal of Resources

Every title requires individual judgement. Each book is considered from the standpoint of its value to the community as well as in relation to other books on the shelf. All areas of the library resource centre collection should be subject to frequent review and assessment. Each title needs to be considered individually, and consideration should be given to the teaching and learning programs operating in the school before removing resources. Culling is an ongoing process and is the responsibility of the teacher-librarian after discussion with the Principal and if necessary other staff members.

Materials may be culled if they are:

- factually inaccurate,
- worn or damaged and beyond mending or rebinding,
- superseded by a truly new edition or a much better book on the subject,
- of no discernible literary or scientific merit,
- unused,
- irrelevant to the needs or interests of our school community,
- duplicate titles which are no longer in demand,
- soiled or badly worn, particularly those with missing or torn pages,
- worn and tatty due to their short life expectancy, or overuse
- damaged to the point of not being usable e.g. Kits with missing parts.

Consideration for removal will also be given to resources which:

- are more than 10 years old
- are out of date either in their information or their pictorial format;
- present theories or concepts which have been disproved or altered significantly;
- present stereotypes of race, culture or sex role, or
- no longer meet curriculum needs and teaching methods.

Guidelines for culling specific areas of the collection.

- Non-Fiction
 - Resources in the computing area will date quickly. Examine closely anything over five years old.
 - Consider culling outdated descriptions of psychological problems.
 - Remove old information about sects and religions.
 - Discard outdated law and government resources. Discard information on outdated social issues. Be especially careful to remove outdated and inappropriate Aboriginal resources. Consult the Aboriginal Education Worker for advice. Be compliant, as much as possible, with Aboriginal And Torres Strait Islander Protocols For Libraries, Archives And Information Services
 - Consider the removal of old dictionaries and language texts with old-fashioned methodology.
 - Examine closely resources over five years old. Discard those with obsolete information and outdated pictorial formats.
 - Resources over five years old, particularly those on technology and medicine need to be examined closely.
 - Consider the removal of dated works on photography, music, art and sport. New editions and works with superior illustrations need to be considered.
 - Examine closely older literary works which have lost their appeal.
 - Cull outdated geography and history resources, particularly where the title dates materials and where names of countries have changed. Be especially careful to remove outdated and inappropriate Aboriginal resources. Consult the Aboriginal Education Worker for advice. Retain resources that pertain to the history of the school and community.
- Reference
 - Examine closely anything over five years old. Outdated multi-volume encyclopaedia sets have limited value. Look to replacing encyclopaedias with subscriptions to encyclopaedias on-line

- Fiction
 - Stereotyped fiction,
 - Poorly written fiction
 - Unused old fiction, popular many years ago, should be seriously considered for culling.
 - Classics and award winners should not be discarded but should be replaced if a newer more attractive edition is published.
- Other
 - Audiovisual resources, especially where equipment no longer supports usage,
 - Charts, maps, periodicals, study prints and vertical files need to be regularly assessed.
 - A particular resource or subject was popular and interest has waned;
 - Materials were acquired to meet the needs of a specific group of students and these needs no longer exist, e.g. materials in another language which is no longer studied in the school,
 - Items have had no recent use, despite promotion.

Statement on Challenged Materials

It is not the policy of MSBC to abridge a text, and no text will be censored by the removal of pages or editing of footage because this contravenes the Copyright Act. If a parent or guardian makes a complaint about the relevance or suitability of any library material, the following procedures should apply:

1. Ascertain the nature of the complaint by receiving the complaint in writing.
2. Refer the matter to a member of the Leadership Team.
3. The teacher-librarian and a member of the Leadership Team will examine the resource including reading relevant critical reviews.
4. The teacher-librarian and/or member of the Leadership Team shall communicate with the parent or guardian to discuss the complaint MSBC will remove a resource from its collection if there are sufficient grounds for its removal.
5. If appropriate, the relevant authorities at the Catholic Education Services (CES) will be consulted, after the complaints have been examined.
6. The Principal will have the final say on the removal of a text.

In the case of a text having several different complaints brought against it, each complaint will be examined independently.

If a member of the general community makes a complaint, the nature of the complaint should be ascertained. The matter should be reported to the Principal.

MSBC has Internet safeguards to prevent students accessing materials that are of a dubious nature, inappropriate, offensive or irrelevant.

Challenged Materials Review Sheet for MSBC Library

Name of person initiating request	
Date	
Address	
Phone	
Please read the entire book and cite the page numbers which contains the challenged material. Please make notes below and return this to the Principal.	
Parent's Signature	Date

See also (Related Policies and Guidelines)

- Guidelines for reading at MSBC
- Guidelines for Writing at MSBC