



RESOURCE CENTRE POLICY

DATE: 4 DECEMBER 2007

The five interrelated goals of the College Resource Centre are to:

- Support learners and learning;
- Support teachers and teaching;
- Resource the curriculum;
- Provide access to information;
- Develop the physical environment.

Teacher / librarians will provide access to information by:

- Responding to school priorities and changes in curricula;
- Responding to needs of teachers, their teaching styles and preferences and professional development;
- Assessing and responding to student learning styles, needs and interests;
- Budgeting to ensure effective use of funds and keeping records of orders and purchases;
- Providing access to resources in the wider community using internal and external data-bases and networks;
- Establishing and implementing criteria for selection and weeding, considering social justice issues and whether resources are up-to-date;
- Using appropriate reviewing journals to aid selection;
- Planning in order to effectively integrate resources into the teaching programme.

Teacher / librarians will resource the curriculum by:

- Recording on the catalogue the information resources in the school, plus their location and appropriate borrowing period with adequate access points and a system for reservations;
- Handling tasks associated with maintaining the catalogue on computer such as back-up tapes;

- Supervising the maintenance of circulation records, sending out overdue for lost resources when necessary;
- Establishing flexible time-tabling to maximise ease of access for groups and individuals;
- Opening library before and after school and during the lunch break;
- Organising voluntary workers and library monitors if appropriate.

Teacher / librarians will develop the physical environment by:

- Arranging and maintaining functional, flexible, attractive and tidy work areas to suit needs of individuals and both large and small groups using a variety of resource and information formats;
- Providing appropriate storage for all resources, ensuring ease of access;
- Ensuring space and facilities for information technologies;
- Providing space and facilities for recreational activities;
- Setting up functional work space and procedures for processing and maintenance of information resources;
- Providing space for planning and previewing resources with and for staff;
- Creating displays and providing signposts to promote services and guide users.

Teacher / librarians will support learners and learning by:

- Developing and monitoring information skills in the context of the SACSA documents;
- Teaching students to use the Inquiry Process which is then used consistently across curriculum areas;
- Catering for individual differences and learning styles;
- Guiding and encouraging students to take responsibility for their own learning;
- Developing programmes which are success oriented to promote self-esteem;
- Teaching information skills in context at all levels of schooling, integrated across the curriculum;

- Providing equitable access to information for all users;
- Fostering a knowledge and appreciation of literature;
- Familiarising students with information services and technology, within and outside of the school and teaching them how to use it;
- Monitoring student progress at specified stages in the process to facilitate self-assessment and student understanding of the process.

Teacher / librarians will support teachers and teaching by:

- Planning, teaching and evaluating programmes with teachers to achieve the schools information literacy goals;
- Setting aside time to plan collaboratively;
- Ensuring that appropriate information resources and technologies support the development of students' information skills;
- Keeping in touch with collegiate networks which provide a wider range of professional information and expertise;
- Ensuring that teachers are familiar with information technology and arranging in-service when necessary.