SELECTION CRITERIA

Purpose, use and relevance are primary considerations for all formats.

GENERAL CRITERIA FOR SELECTION OF ALL MATERIALS

When considering purchase or the inclusion of a resource, whether print or non-print, into the collection, the following general considerations are made. The purpose of the resource is clearly outlined and this resource fulfills that purpose. Its level of use and relevance is across the curriculum or for a clearly specified curriculum or subject need. It is authoritative and reliable. It’s of interest to users and suitable for inclusion in a K-12 library. It stimulates thinking and enquiry. supports the philosophy and aims of the school and has a high-quality, well designed presentation.

ADDITIONAL SELECTION CRITERIA FOR PRINT RESOURCES

- Preference given to paperback fiction editions of 20cm format or under
- Covers a range of reading levels and a range of interests
- Values expressed
- Literary merit
- Availability in an e-book format from a subscripted supplier
- Realistic fiction; portrayal of young adult experiences and concerns considered

ADDITIONAL SELECTION CRITERIA FOR NON-PRINT RESOURCES

- Current providers considered first when purchasing new e-book titles
- Access considerations (Specific software requirements or device specific considerations)
- Cost effective
- Manageability through Destiny preferred for e-books
- Free ebooks available online (Gutenberg will be made available and promoted
- Privacy and legal issues clearly addressed and are in accordance with Australian legislation
- Online/embedded links work and lead to relevant, authoritative and reliable information
- Doesn’t require students to divulge personal information to access content
- Online advertising is appropriate
- Any information harvested online is stored in accordance with Australian privacy principles
- All resources must comply with the copyright licences which cover Australian schools

Regardless of format, promotions will continue through library newsletters, advertising on the library website and library displays.
CROSS AND SPECIFIC CURRICULUM CRITERIA

The Australian National Curriculum English strand identifies that the collection provides access to resources which support historical, social and cultural contexts, especially those of Aboriginal and Torres Strait Islander Peoples, Asia, multicultural literature from beyond Asia, and sustainability. These focal points have specific selection criteria that must be considered, as identified by McDonald, L. (2013) A Literature Companion for Teachers. Sydney: Primary English Teachers Association Australia

Aboriginal and Torres Strait Islander Peoples
- Endorsement from relevant, authoritative bodies
- People/culture: status/power
- The text is written by an authoritative and knowledgeable person
- Culturally appropriate and respectful
- Country/place/culture contextual
- Recognition of Indigenous social structures and family networks
- Understanding and respect for the complexity of indigenous knowledge and belief systems emphasised
- Culture/people/place: language
- Aboriginal English Language is included or recognised where appropriate

Diversity
- Representation of diversity
- The history of the cultural group is evident
- The reader is informed about the life of people in their home country
- Immigrant experiences are presented and valued here
- Engagement with Australia
- Texts by writers outside of the culture and of the culture will be considered/reflected where possible
- What models of culture does the text reflect: assimilation, integration and/or inclusiveness?
- Changing perspectives between first/second/third generations are considered/explored
- The actual language of the culture appears accurately
- Politically incorrect language is inappropriate and unacceptable

Sustainability
- Living things are shown as interdependent and contributing to the whole environment
- Values, attitudes and beliefs about the environment or species are presented
- Interactions with the environment or species are presented from non-Western or indigenous perspectives
- Text advocates human responsibility for the environment or species
- Models for advocacy are presented for readers to accept