Tokyo Korean School
English Library Program
Collection Development Policy 2012

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I. Purpose and Goals:

- The Tokyo Korean School English Library collection supports the teaching, learning, information literacy, and recreational reading needs of our school community.
- The collection endeavors to ensure access to the books, e-books, online resources, and digital resources necessary to prepare elementary school students in an English immersion environment for the 21st century.
- The collection endeavors to meet the learning needs of all students.
- The collection endeavors to encourage free voluntary reading as a means to improve students' overall language abilities.

AASL, 2009, Hughes-Hassell, 2005, Krashen, 1997

II. Nature of the Collection:

The collection has 5,980 individual book titles with efforts underway to expand the collection.

Picture story books spark the imagination of younger readers. Chapter books in many genres; traditional literature, modern fantasy, science fiction, 'fractured fairy tales', realistic fiction, and historical fiction peak the interest of older students. Popular series fiction, graphic novels, and high-interest low-level books grab the attention of reluctant readers. Levelled readers, comic books, graphic novels and books with accompanying audio files in various formats provide the comprehensible input crucial to the language learner.

Nonfiction books provide up-to-date information for readers and provide learners with the necessary tools to engage in inquiry into many areas of interest. Multiple copies of nonfiction books support particular units of instruction. Science topics make up a third of our nonfiction collection reflecting the role of science in the immersion curriculum.

Licensed online resources from professional, authoritative sources and a developing e-book collection are accessible from the library media center, classrooms and home through the library website at http://www.tokoslibrary.com . Online resources recommended by classroom teachers are also accessible. Storybook animations, novel adaptations, and science themed videos are available on DVD to teachers to support curriculum objectives.

Cummins, J. 1999-2003, Krashen, 2008, McTaggart, J. , 2005

III. Resources and accessibility:

A. Picture books:

Picture books have illustrations that tell part of a story or topic. There are three types in the library collection. These include:

- Fiction picture books are hardcover books of interest to learners in grades one to six.
- Informational picture books are hardcover books with nonfiction content in picture book format. They are engaging sources of content for younger learners.
- Themed picture books are softcover versions of picture books and informational picture books. They are sorted into boxes with pictures representing the theme or subject so younger learners can easily find books of interest.

B. Levelled readers:

Levelled readers provide additional reading support for younger students. The levelled reader collection includes titles from a wide range of levelled reader series.

C. Listen and read books:

Listen and read books are picture books and informational picture books that have an accompanying audio file. These provide excellent support for new English learners. Newer titles are available with an audio file on CD. Listen and read books with an mp3 audio file are a developing part of the collection. They can be checked out with a small mp3 device. Older listen and read books are only available on cassette tape.

D. Chapter books:

Chapter books are longer fiction stories with few or no illustrations. They are appropriate for learners in grades three to six. Chapter books include:

- Series fiction with the same characters recurring for many titles.
- Short series fiction with recurring characters with an ongoing storyline often in a trilogy.
- High-interest low-level books have compelling stories at a lower reading level for reluctant readers and new English learners.

- Novels include full and abridged versions of classics and award winners. These are most often only appropriate for grade five and six reading levels.

E. Comic books & graphic novels:

Comic books and graphic novels are located in all areas of the collection. They are identified by a blue comic book label at the top of the spine. All students enjoy these books. They are especially useful in providing enjoyable reading material for reluctant readers.

F. Non-fiction books:

The nonfiction collection supports the curriculum objectives by providing level appropriate resources to support teachers in the classroom and to support student inquiry. Subject matter is often represented by multiple books at different levels to meet the needs of all learners.

G. E-books:

Electronic books or e-books are a developing part of the library collection. They will soon be accessible from Follett Bookshelf located on the library website (http://www.tokoslibrary.com). They can be downloaded on the library computers, on a home computer or tablet device. E-books are useful tools to prepare students for the 21st century. Special features such as; text to speech, multimedia, note taking and highlighting are especially helpful to English language learners.

H. Online resources:

Online resources are accessible from the library website. The library has licensed access to following online resources: World Book Kids, World Book Discover, and World Book Student. These are excellent inquiry tools for learners of all ages. Online learning resources are Early World of Learning, PebbleGo Animals and PebbleGo Earth & Space. These resources are matched to the curriculum and support student inquiry. All of these resources are available for students, teachers, staff and their immediate families. Additional online resources that are generally available on the internet and approved by classroom teachers are also accessible from the library website.

I. Videos:

Storybook animations, science related videos, novel adaptations and holiday themed videos are available in DVD format. The video collection is intended to support the curriculum. They are only available for classroom use.

McTaggart, 2005, Polanka, 2010

IV. Funding:

The primary source of funding is the school budget. The PTA serves as a source of funds for special programs. Fund raising activities are prohibited by school policy. A program budget is submitted annually by the Teacher Librarian to the school business manager, upon request. The budget includes details of how funds are to be allocated to specific programs and the expected or proven benefits to the learning community. A summary of the previous year's budget including specific outcomes is included in the budget request. The Teacher Librarian maintains detailed records of all expenditures.

Debowski, 2001

V. Selection:

The Teacher Librarian selects library resources that meet the needs and characteristics of the learner, support the school curriculum and instructional practices and spark students' interest in reading. He or she collaborates with classroom teachers in selecting resources for specific units of work. Preference is given to those resources which address the needs and characteristics of English language learners. The Teacher Librarian selects resources based on the following general criteria; appropriateness, scope, accuracy, treatment, arrangement and organization, authority, comparison with other works, aesthetic and physical quality, literary merit, reputation of the author, illustrator, or producer.

In addition to the criteria listed above licensed online resources are considered on the basis of the following additional criteria; functionality (ease of navigation, intuitiveness, load time), type and location of access, cost, and technical support. Non-licensed online resources are considered according to these additional criteria; site is non-commercial and has a clearly stated purpose, does not require registration by individual users.

Identifying appropriate English language resources can be challenging in Japan. The Teacher Librarian uses a range of professional selection aids to assist him or her in identifying and selecting library resources. Selection aids which have proven effective include:

- Recommendations from International School Librarians of Japan
  http://groups.yahoo.com/group/librariansjapan/
- Professional reviews

Bulletin for the Center for Children's Books: http://bccb.lis.illinois.edu/

School Library Journal: http://www.schoollibraryjournal.com/

Booklist: http://www.booklistonline.com/

Science Books & Films: http://www.sbfonline.com

- Publishers catalogs

    Abdo Publishing Company: http://www.abdopub.com

    Capstone Press: http://www.capstonepub.com

    Scholastic: http://www.scholastic.com

- Visits to local bookseller

  Books Kinokuniya: http://www.kinokuniya.co.jp/

- Recommendations and reviews from online booksellers

  Amazon: http://www.amazon.com or http://www.amazon.co.jp

  The Book Depository UK: http://www.bookdepository.co.uk/

The library obeys all Japanese copyright laws and regulations. Details regarding copyright law in Japan can be found at the Copyright Research and Information Center (CRIC) website http://www.cric.or.jp/cric_e/.

ALA, 1998, CRIC, n.d. ,Hughes-Hassell, 2005, pp. 61-62, Krashen, 1997, MCC, 2005

VI. Current Priorities:

Limitations in shelving space continues to limit the growth of the library collection. Until fully resolved the following priorities have been established;

Acquisition of e-book and e-book readers. Given limited technology support within the school a cloud based e-book service is preferred.

As the school population primarily consists of second language learners the development of a more comprehensive levelled readers collection is preferred. The following steps are required to achieve this goal:

☐ Acquire levelled readers with accompanying CD or audio file.

☐ Acquire hardback and levelled readers other than the typical Scholastic or I Can Read series which are poorly bound and are of low interest to many children.

☐ Focus purchases on high interest books, comics etc.,

☐ Weed the existing levelled reader collection to reflect current priorities.

☐ Update collection database to reflect multiple reading level correlations. (lexile, scholastic guided reading, oxford etc.,)

☐ Support the development of a school-wide reading assessment program as a means of acquiring accurate date regarding students reading levels.

Middle level elementary chapter books need to be added to collection. The collection should be weeded to allow room for the development of this section of the library.

A comic and graphic novel section should be developed. This should focus primarily on high interest books. The collection should be focused on two streams; lower and upper elementary. Incorporating comics and graphic novels into the levelled reader collection is preferred.

VII. Acquisition:

The Teacher Librarian is responsible for all aspects of acquisition; choosing vendors, placing orders, and checking all resources upon arrival. The office staff assists when dealing with non-English speaking vendors. Preferred vendors; have English speaking customer service, provide single invoices for all shipments, and effect delivery of orders within 30 days. The following vendors have proven reliable:

- iBridge Learning: http://www.ibridgelearning.org/library
- Follett International: http://www.follettinternational.com/
- Scholastic Japan: http://www.scholastic.com/aboutscholastic/international
- Books Kinokuniya: http://www.kinokuniya.co.jp/
- The Book Depository UK: http://www.bookdepository.co.uk/

The library accepts donations of resources that meet the requirements of the library selection policy. All donations require approval from the Vice-Principal. The Teacher Librarian provides a written acknowledgement of all donations received. Donations that do not meet the requirements are handled according to the deselection policy with the following caveat. Donations that are to be disposed of are held in storage for no less than 30 days out of respect for the donor.

VIII. Deselection:

Deselection is the process by which resources; books, e-books, digital resources, and online resources are removed from the library collection. The Teacher Librarian handles deselection. Deselection takes place on an as needed basis.

Criteria for deselection are; not meeting the needs of learning community, not supporting the school curriculum, not supporting instructional practices, rarely being circulated, having unneeded multiple copies, having non-standard use of English, or being in poor physical condition. Resources in poor physical condition may be considered for replacement based on the selection policy.

Deselected resources may be moved to classroom libraries, put into storage, or disposed of in accordance with local government requirements. Final approval for discarding deselected books, e-books, digital resources, and licensed online services should be obtained from the Vice-Principal and principal.

Resources which are of particular cultural value or difficult to replace should not be considered for deselection. They can temporarily removed from the main collection into storage.

Kennedy, 2006, pp. 122-125

IX. Evaluation:

Evaluating the library collection assures it meets the needs of the learners and adequately supports the curriculum. It provides a measurement of how well the library program is meeting its goals and objectives and provides accountability for library programs.

The Teacher Librarian performs evaluations of the collection on a regular basis and are submitted to the Vice-Principal.

Annually, a quantitative assessment is performed. The assessment focuses on the number of titles, average age of titles in the collection, usage by patrons and circulation of the various categories of resources. Online resources, e-books, and digital resources are included in the assessment.

Alternating biennial evaluations are conducted on two broad areas of the collection; fiction and nonfiction. Online resources, e-books, and digital resources are included in the nonfiction evaluation. The nonfiction evaluation includes completion of a collection map and a teacher survey as minimum components. The fiction evaluation includes a collection map focused on learner reading levels, a comparison with bibliographic lists, and student, parent and teacher surveys.

ASLAPR , n.d., Bishop, 2007, pp. 150-151, Debowski, 2001, p. 132

X. Request for Reconsideration:

Complaints regarding a learning resource can be addressed informally with the Vice-Principal or Teacher Librarian, who explains the school's selection procedure, criteria, how the resource is typically utilized, and the educational benefit.

Should the questioner choose to file a formal complaint a Request for Reconsideration of Library Resources form (Appendix A attached) is provided immediately or by mail. The completed form is given to the Vice-Principal who distributes copies to the questioner, the Principal, the Head Teacher, the Teacher Librarian and a classroom teacher. A committee made up of the previously mentioned parties, except for the Principal, meets within 15 days and discusses the request for reconsideration. The resource in question remains available for circulation until a finding is reached.

The committee exams the resource in question. to determine whether it conforms to library selection policy. The committee; examines the resource, evaluates its professional acceptance, determines its values and faults based on the material as a whole, discusses the education value of the resource, discusses the resource with questioner, prepares minutes of the committee's discussion including any minority opinion, and issues a summary of findings

to the Principal within 15 days of the committee's meeting. The Principal makes a final decision on the resource within 15 days of receiving the committee's report. The questioner is informed in writing of the Principal's decision by the Principal or his or her proxy. The questioner is entitled to see the minutes of the committee meeting and the summary of findings upon request.

ASIJ, n.d., Debowski, 2001, pp. 133-136

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Appendix A

Request for Reconsideration of Library Resources

Author: _____

Title: _____

Publisher (if known: _____

Request initiated by: _____ Telephone: _____

Questioner represents (circle one):   Self   Organization   Other Group

Name of Organization or Group: _____

Please answer Questions 1–10 in spaces provided or on a separate page if necessary.

1.   What do you object to in this material? (please be specific: cite sections/pages)

_____

2.   What do you feel might be the result of using this material?

_____

3.   For what age group would you recommend this material?

_____

4.   Is there anything worthwhile about this material?

_____

5.   Did you examine the whole item? (circle) YES or NO
      If not, what parts?

_____

6.   Are you aware of the educational/literary assessments of this material?

_____

7.   What do you believe is the intention/theme of this material and its place in the curriculum?

_____

8. What would you like your school to do about this material? (please indicate)

☐ Reconsider its suitability for inclusion in the school library.

☐ Reconsider its suitability for inclusion in the teaching program.

☐ Do not give it to my child.

☐ Use it with teacher support only.

☐ Withdraw it from all students as well as from my child.

9. If you wish it to be withdrawn, what item would you recommend to replace it in the collection?

_____

Signature of questioner _____ Date _____

_____

Summary of Findings:

_____

_____

_____

_____

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Adapted from: HANDBOOK FOR SCHOOL LIBRARIES (1996) NSW DEPARTMENT OF SCHOOL EDUCATION