



**PODAR ORT
INTERNATIONAL SCHOOL**

**Information & Resource Centre Policy
Document**

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Podar ORT International School Information & Resource Centre

Policies

Mission Statement

We at PORTIS Information & Resource Centre aim to develop inquiring, knowledgeable and caring young people by providing access to various resources both physical and Virtual. We also encourage students to access resources and books with multiple perspectives and diversities so that students understand that other people, with their differences can also be right. We aim to develop reading skills, research skills, Media Literacy and Information literacy Skills necessary for 21st century.

Information & Resource Centre - IB Learner Profile:

Students at PORTIS Library aim to be:

- **Inquirers:** What Do You Want To Find out More About That Item On the News Broad Cast?
- **Risk-takers:** Why Not Try That New Book You Just Glanced At!
- **Thinkers:** What Do You Think Of Information You Just Read (Online / Print). Is It Reliable? Can you Trust It !
- **Communicators:** Is A Shrug Effective Communication?
- **Open-minded:** Are You Open to New Ideas and Ways and Habits Of learning? Exploring new concepts, issues and ideas that are relevant locally as well as globally.
- **Balanced:** Have You Given Equal Weight And Looked At Both Sides Of An Issue In your Work?
- **Knowledgeable:** Did You Know That Using A Research Process Can Help you To Be Knowledgeable
- **Principled:** Have you acknowledged every source of information you've used in your own work?
- **Caring:** Sharing knowledge and helping to preserve the collection. Are there any people around you in the library? How can you care for their environment and personal space?
- **Reflective:** What Skills have you learned over time about using information and resources in the library?

Students Essential Agreements at Information & Resource Centre

- I will use quiet voices.
- I will be responsible and will return my books on time.
- I will treat others with respect.
- I will use my time wisely and will be productive while in the Information & Resource Centre.
- I will respect school property, information & resource Centre materials and furniture.
- I will pick up after myself (push chairs, clean up the area where you were working, etc....)
- The Information & resource centre is a food and beverage space free.
- I will keep shoes outside of the Information & Resource Centre.
- Challenge myself ... an Information & Resource Centre is a place where one can read, research, study, learn and produce!
- There are silent and discussion zones so the expectations need to be met accordingly.
- Follow the directions of the information specialist while there to assist me in my work.

Organization of Information & Resource Centre

- Information & Resource Centre is designed in such a way that it looks lively and pleasant.
- There are two PORTIS – 1. Information & Resource Centre at ORT Campus 2. Explorer’s Den at Pre-Primary Campus
- Information & Resource Centre has enough space to work in groups and a silent area for self-study and reading.
- A proper system of cataloguing and classification of the collection is ensured to provide easy access and also to keep account of the books. The Dewey Decimal Classification (DDC) system is used for this purpose.
- An open access system, whereby students can handle books so as to make more effective choices for their own reading, is followed.
- Computerization of the Information & Resource Centre is carried out by using professional library software.
- Dedicated internet and other online connections is available to the users.
- The Information & Resource Centre subscribes to periodicals/journals/magazines, appropriate to teacher and student needs.
- The Information & Resource Centre subscribes to online databases in order to support student and teacher research.
- The display board is used to promote new arrivals in the library.
- Information & Resource Centre has a Career Guidance Resource Corner.

Management of Information & Resource Centre

- A qualified and experienced information specialist manages all school libraries.
- Information Specialist is an integral member of the academic community of the school, fully involved in curriculum and resource planning.
- Information Specialist is responsible for keeping staff up to date about the new developments and arrangements in the information & resource centre and also for smooth functioning of the information & resource centre.
- Information Specialist is given equal opportunities with other academic staff to participate in professional development programmes
- There should be frequent departmental meetings to discuss all-round development of the library. The department can invite Principal/Section Head and Coordinators for these meetings for their advice/ suggestions.

Collection Development Policy

The selection of resources for the Information & Resource centre collection is based on the curriculum requirements, particular needs and interests of the PORTIS community.

- The Information & Resource comprises of a wide range of literary and factual texts reflecting different cultures and perspectives as well as making these available in the languages and relevant to its users. Information & Resource Centre considers different perspectives, opposite views and local as well as international literature.

- Information & Resource Centre develops a balanced collection of texts to support the whole school curriculum, as well as catering to teachers' and students' interests in current events, scientific innovation and recreational pursuits.
- The Information & Resource Centre assists teachers and students in meeting educational and personal achievement objectives.
- The Information & Resource Centre provides timely and accurate information that is sufficient, relevant and appropriate to the user
- The Information & Resource Centre assists users to conduct in-depth studies with appropriate and honest research methodologies, investigate specific areas of knowledge and engender new interests and passions in students and teachers.
- The Information & Resource Centre collection allows and encourages users to become effective users of a wide variety of media from which they can seek information.
- Information & Resource Centre has Mother Tongue Support Collection
- It considers a variety of formats or containers according to the development of the Information Technology
- Information & Resource Centre actively promotes the School's Language Policy, seeking a collection which reflects the aims enriched in this policy
- The Information Specialist ensures attractive displays and exhibitions in languages relevant to the student and teaching body.

Collection

The Information & Resource Centre has a collection of printed resources (aprox. 6,000 resources) to support Primary and Secondary non-fiction and fiction requirements, Maps ,Magazines , Newspapers , online databases It is accessible online through SLIM library Software & website of the school.

Digital Resources

Students have access to e-resources 24/7. Information & Resource Centre provides students with access to the following online research databases:

- **Scholastic Bookflix:**

It is suggested for Kindergarten to 5th grade students. Users have access to online fiction and non-fiction picture books, as well as, games and activities related to them.

<https://educator-slz02.scholasticlearningzone.com/slz-portal/#/login3/INDFYV9>

- **American Library:**

The school has the membership of the American library. Books borrowed from American Library are kept in Library for reference only and cannot be borrowed. Catalogue of American Library is

<https://in.usembassy.gov/education-culture/american-spaces/dostihouse-mumbai/our-collection/>

Accesses to the digital resources are available only in their premises.

- **British Council Library:**

The school has an access to the British Council Online Library. Access to JSTOR and PROQUEST databases has been provided through British Council Online Library.

In case teachers or students need any resources from BCL; they need to contact the information specialist.

- **SLIM Library Software**

It manages the library resources.

Acquisition Procedure:

- Information Specialist can select books in consultation with relevant teaching staff, if required.
- Selection criteria include: currency, bias, price, ability-age ranges, illustration, retrieval devices (e.g. index), together with an awareness of what is already published and available in the information & resource centre on a given subject.
- Any subject teacher or department can raise a request to procure a book or any other resource by filling in the Book Recommendation form available on Portis Information & Resource Centre link –

https://docs.google.com/forms/d/e/1FAIpQLScooXu-bZGalU_uIJBnUmg6qHcphkI9JG78pS5wD-UNarov6w/viewform

- After the book has been recommended information specialist will connect with the vendor to find out the cost & availability of the book. After which due approval will be taken from Head Of School.
- The requisition request will then be handed over to Admin team for further process.
- There is committee meeting (SMT+ Librarians) to evaluate and sort out the teachers & students year-end wish list, looking at needs and cost factors.

Weeding and Withdrawals & Stock Inventory

- The PORTIS Information & Resource Centre re-evaluates the collection periodically to maintain one that is appropriate and useful.
- The collection is assessed regarding the physical state of individual materials. Materials that are badly damaged are assessed and, if reparable, are sent for re-binding. Those which are not are weeded out from the main stock and replaced by putting in a purchase plan, as items for immediate, future or optional purchase, as appropriate.
- The subject of the material will clearly determine whether a book is still currently useful. Materials that are out dated or no longer relevant to the curriculum are identified and weeded out from the main stock with the permission of the Coordinators/Section heads and Principal.
- As non-replaceable, but of inherent value to the collection, withdrawals is archived as historical materials or replaced on the shelves and kept separately.
- Information Specialist conducts stock inventory at the end of each year to keep track of resources.
- Information Specialist prepares the inventory report and submits it to the Head of School.

Book Donation

Information & Resource Centre accepts any books/ CD/VCD etc offered by parent, students and faculty members. But the information specialist will apply the following criteria before he/she adds to the main collection:

- The suitability to the collection
- The condition of the books or CD/VCD/CD-ROM
- Age appropriateness
- Historical value

The donated books or any other materials which are not added to the collection can be returned to the donor or donated to a local charity.

Information Centre Activities

- Authors And Writers Visits
- Book Fairs – The Information & Resource Centre invites publishers and vendors to organise book exhibitions cum sales on the school campus on various occasions. The Information & Resource Centre gets a minimum of 15% incentive from the total sale in terms of books.
- Library Visits
- Reading program and Reading Challenge Competition
- Research Skills and Academic Honesty Workshops/ Activities
- Information Literacy and Collaboration with Subject Teachers. In order to develop the awareness and importance of being informational literate; the information & resource centre develops an information literacy program in collaboration with the faculty. The aims are to develop the ability to locate, manage and use information to create different informational products.

The Following are the learning outcomes

- Be Aware Of Information Needs
- Ethical Use of Information
- Locate relevant information according to age group; authorities sources and different platforms
- Select, Analyse and Synthesize information
- Curate and Re-Image The Information
- Evaluate and reflect critically on the final product
- Participate in Global Read Aloud Program, Neev Lit Fest, Jarul Book Award etc.

About the Information & Resource Centre :

Timings:

Monday to Friday: 7:30 a.m. – 3:00 p.m.

Circulation:

Every document needs to be issued by information specialist.

Profile	No.Of Items	Days Borrowed	Renewal
Students	1	6 days	2
Teachers / Admin Staff	20	1 Month / 30 days	3
Principal / Coordinators	30	2 Months	3
Library Classrooms	30	90 Days	1

Lost Items

Lost items have to be reported to the information & resource centre immediately. Lost books are either replaced by same title (New Edition) or by payment of full replacement cost. Another option is information specialist can purchase the copy and hand over the invoice to the patron. In case, the title is not available in the market; a suggested title by the information will replace it.

Damaged item/s are considered as lost.

Overdue Items

Students and teachers are responsible of the return or renewal of the borrowed resources on time. Patrons with overdue checkouts are not allowed to any further documents from the information & resource Centre and do not continue with the regular transactions. At the end of the year, transcripts of the students leaving the school are withheld if a student has not returned all the items of the information & resource centre. Teachers are not provided with clearance till all the documents are returned. It is expected that teachers return all the borrowed resources at the end of the academic year.

Internet Policy

At PORTIS Information & Resource Centre , we align, respect, promote the ideas of the “IFLA and UNESCO Internet Manifesto” for libraries and protect the students from inappropriate information on the network.

PORTIS community has access to Wi-Fi Internet at the Information & Resource Centre. Students and teachers are guided on their seek for information in order to get appropriate data for their grade level and purpose. Information Specialist conducts sessions to train students and teachers to curate Information from the digital sources.

In case of any misuse of Intern at PORTIS; the Handbook SIS Code of Conduct considers actions when students use Internet in a wrong way.

Controversial Materials

PORTIS Information & Resource Centre coordinates the acquisition of resources with teachers, Coordinators, HODs, Principal. If a member of the community finds a resource not adequate neither for the level of the students nor the content of the book, the information specialist follows these steps:

- ☒ Removes from the collection.
- ☒ Presents the case to the Principal, inviting the person that found the material to explain their reasons and decide the future of the material into or out of the information & resource centre collection.

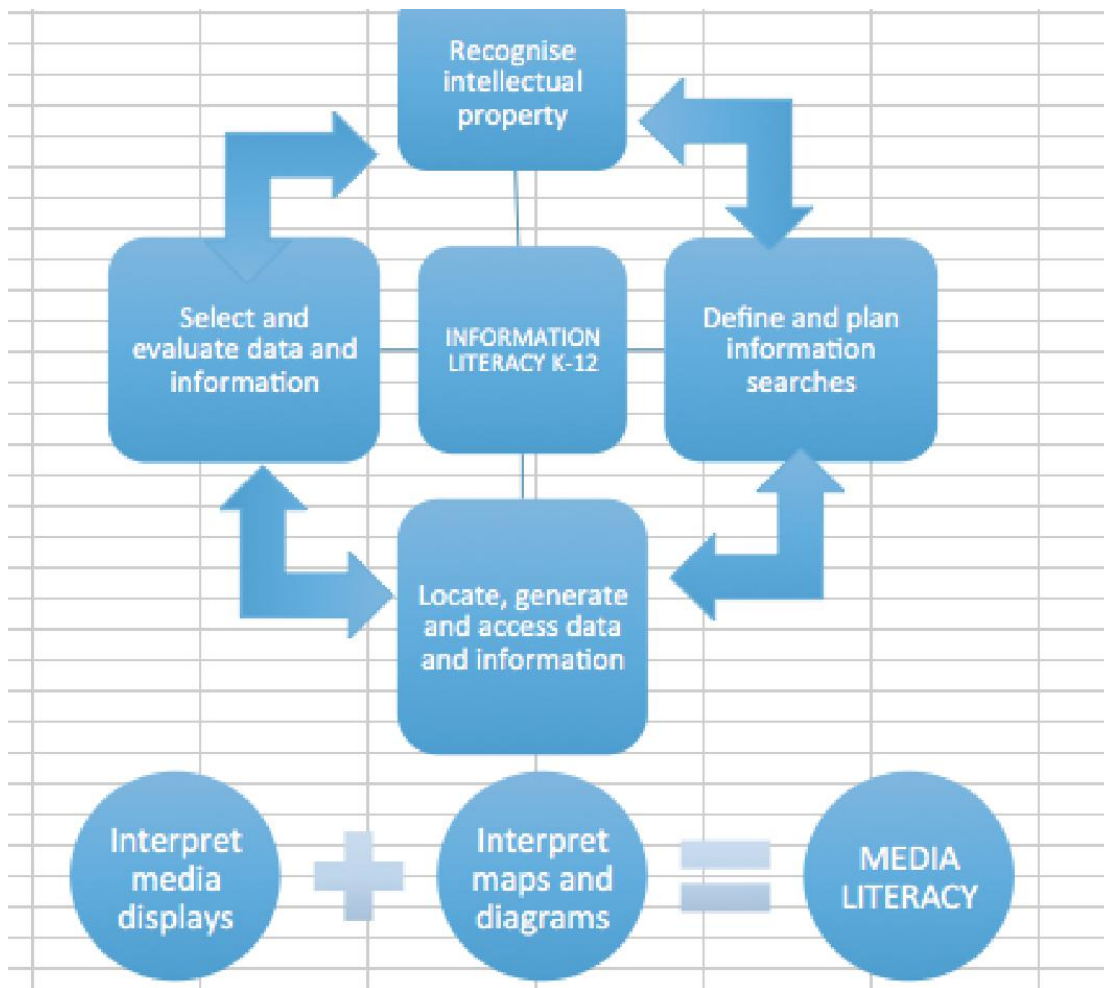
This process occurs within 7 working days so that materials in question is evaluated and a decision is made in relation to their inclusion or exclusion in a time manner.

Academic Honesty

One Of the core values of the library is “Academic Honesty” because we encourage our community to live the IB learner profile, practice the ATL skills and being researchers& being honest on their inquiry and research process. The information specialist works in collaboration with secondary teachers and trains the students for developing information literacy skill. Information Specialist conducts sessions on referencing and bibliography for ensuring appropriate implementation of academic honesty policy of PORTIS.

ATL Links

In order to promote and support the development of the ATL skills at the school, the information & resource promotes and reinforces them through subject related activities or different sessions with students and ‘Professional Development sessions or meetings’ with teachers. The information & Resource Centre focuses on the developing of research skills linked to Academic Honesty. Below, you will find the Scope and sequence of PORTIS ATL skills.



Appendix 1: ATL Research skills scope and sequence

Research	Research	Research	Research
Typically by the end of Preschool, students:	Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:
	Information Literacy	Information Literacy	Information Literacy
Recognise	Recognise	Recognise	Recognise intellectual property
recognize their work	recognise ownership over their own digital work Show examples	recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others Show examples	acknowledge when they use digital products created by someone else, and start to indicate the source Show examples
Define and plan information searches	Define and plan information searches	Define and plan information searches	Define and plan information searches
N/A	use ICT to identify where information is located Show examples	use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated Show examples	use ICT to plan an information search or generation of information, recognising some pattern within the information, Show examples
Locate, generate and access data and information	Locate, generate and access data and information	Locate, generate and access data and information	Locate, generate and access data and information
N/A	use icons to locate or generate required information Show examples	locate information from a given set of digital sources Show examples	locate, retrieve or generate information from a range of digital sources Show examples
Select and evaluate data and information	Select and evaluate data and information	Select and evaluate data and information	Select and evaluate data and information
N/A		explain the usefulness of located data or information Show examples	explain why located data or information was selected Show examples

Research

Research	Research	Research	Research
Typically by the end of Preschool, students:	Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:
Media Literacy	Media Literacy	Media Literacy	Media Literacy
Interpret data	Interpret data	Interpret data	Interpret data displays
ask simple data questions and interpret drawings	recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs	collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs	collect record and display data as tables, diagrams, picture graphs and column graphs
Interpret maps and	Interpret maps and	Interpret maps and	Interpret maps and diagrams
follow directions presented in diagrams	follow directions to demonstrate understanding of common position words and movements	give and follow directions on maps and diagrams of familiar locations	interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and directional language

Research	Research	Research	Research
Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:	Typically by the end of Year 12, students:
Information Literacy	Information Literacy	Information Literacy	Information Literacy
Recognise	Recognise	Recognise	Recognise
identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions Show examples	apply practices that comply with legal obligations regarding the ownership and use of digital products resources Show examples	identify and describe ethical dilemmas and consciously apply practices that protect intellectual property Show examples	analyze ethical dilemmas and consciously apply practices that protect intellectual property Show examples
Define and plan information searches	Define and plan information searches	Define and plan information searches	Define and plan information searches
use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information Show examples	use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation Show examples	select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation Show examples	select, use, and evaluate a range of ICT independently and collaboratively, analyse information to frame research questions and plan search and data generation Show examples
Locate, generate and access data and information	Locate, generate and access data and information	Locate, generate and access data and information	Locate, generate and access data and information
locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways	locate, retrieve or generate information using search facilities and organise information in meaningful ways	use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings Show examples	use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that develops of new understandings Show examples
Select and evaluate data and information	Select and evaluate data and information	Select and evaluate data and information	Select and evaluate data and information
assess the suitability of data or information using a range of appropriate given criteria Show examples	assess the suitability of data or information using appropriate own criteria Show examples	develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources Show	develop and use criteria systematically and critically evaluate the quality, suitability and credibility of located data or information and sources Show

Research	Research	Research	Research
Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:	Typically by the end of Year 12, students:
Media Literacy	Media Literacy	Media Literacy	Media Literacy
Interpret data	Interpret data	Interpret data	Interpret data
collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media	compare, interpret and assess the effectiveness of different data displays of the same information	evaluate media statistics and trends by linking claims to data displays, statistics and representative data	analyze and synthesize media statistics and trends by linking claims to data displays, statistics and representative data
Interpret maps and	Interpret maps and	Interpret maps and	Interpret maps and
identify and describe routes and locations, using grid reference systems and directional language such as north or north east	create and interpret 2D and 3D maps, models and diagrams	create and interpret maps, models and diagrams using a range of mapping tools	create, evaluate and interpret maps, models and diagrams using a wide range of mapping tools for a variety of purposes