



RANGIORA NEW LIFE SCHOOL

POLICY AND PROCEDURES MANUAL

Providing quality Christian education that equips and inspires all students to reach their life potential in order to serve God's purposes.

Procedure	Curriculum	Curriculum Resources	
Established	February 2001	Principal	
Last Review	2005	Principal	

Planning Resource Requirements:

- Staff will assess resource requirements whenever possible in a planned and systematic manner.
- Assessment of requirements is likely to be based on one or more of the following:
 - Resources are sought and purchased to meet specific learning needs
 - Resources are sought and purchased to cover, to the standard required, curriculum areas and specific learning objectives within those areas.
 - Resources are purchased to replace old or worn out classroom or library books
 - Resources are purchased so that there is sufficient quantity to ensure there is adequate availability to students and teachers.
 - Resources are purchased by teachers who perceive the usefulness of those resources to the children's learning in general.
 - Resources are purchased for recreational purposes for the children.
- The Principal, in consultation with teachers, develops an annual curriculum plan for the forthcoming year that will cover details of how the school's resources will be utilised and managed to meet the curriculum learning objectives.
- The plan will highlight any purchasing requirements associated with resources so that the Board can budget for these expenditures.
- The decision to purchase resources should be on a clearly objective and justifiable basis. Information to the Board affecting the budgeting of resources for the following year should be available by September of the current year.
- It is primarily the responsibility of staff to source the resources they perceive as best fulfilling the required educational need(s) of the children in their care.
- Staff should use "helpers" for consultation and assistance and keep them informed about what resources are being purchased.

Purchasing of resources:

- The school will build up a list of reputable Christian suppliers who will provide catalogues of resources available.
- An arrangement should, if possible, be negotiated with these suppliers regarding obtaining the resources on approval or some other suitable agreement that allows the material to be evaluated prior to purchasing. Resources should be purchased from these Christian sources as a preferred choice, even if this means purchasing an alternative resource from them to accomplish the same task. But if, in the end, the resource cannot be obtained through these Christian sources then other suppliers should be sought.

Criteria for evaluating resources:

- It is essential that any resource that could pass through the hands of children be responsibly and prayerfully reviewed before it is released into the school.
- The resource should be considered both from a Christian and educational perspective.
- The following guidelines may be of assistance in achieving a consistent and thorough review of the resource.
- The following questions and statements should be borne in mind when evaluating a resource:
 - The evaluation should always err on the conservative side.
 - The denominations represented in the school family.
 - Does this resource fill a need in the school?
 - The schools mission statement and guiding principles.

Library Books

Refer to Library Policy and Procedures

Software - Games, CD Roms

Recreational computer games should:

- Encourage thinking and coordination skills
- Learning the use of the computer
- Not portray graphic violence, grotesque images or mutilation

CD ROMS follows the criteria for non-fiction.

Video, Audio Tapes

- Follow the criteria of fiction or non-fiction.
- These criteria are not exhaustive but can be modified as time passes.
- The person(s) responsible for seeing that the information is entered into the database will be teachers, curriculum subcommittee members or other designated persons.

Assessing resource usefulness:

The usefulness of resources will be monitored so that better more informed choices can be made about future resource purchases. In regard to books, videotapes, audiotapes and CD ROMS, measuring their usage could monitor the usefulness of these resources. Usage history and borrowing patterns of classes, the school or even individuals could provide useful knowledge about the resources. Analysis of this information could provide staff knowledge that would help them to make better choices of suitable resources in the future. It could also be used as a further tool in assessment and evaluation of the children's progress. For example, the borrowing history of a child with a low reading age should show an improving trend as the child responds to a remedial reading program.

Management of resources:

Resources should be managed in an efficient manner. This means planning units of work and resource requirements to ensure that sufficient resources are available to teachers and students. A system should be put in place to achieve the following management functions:

- Assist in resource planning
- Enable resources to be reserved by teachers in advance

- Enable a history of what resources were used with a curriculum area or topic
- Keeps track of depreciation of resources
- Keeps track of where resources are located and who has them
- Keeps track of the value of those resources
- Keeps an inventory of what resources are in the school
- Indicates when resources that are in use will be returned
- Produce the following reports - Inventory report (What we have and where)
- Value/Depreciation of resource stock report
- Usage history of a resource
- Report on the information logged against a resource
- Allows users of the system to search for resources
- Gives important information regarding that resource (see "Information on media resources")
- Allows parents or teachers to be notified when children need guidance with a resource

At any time it should be possible to say what our resources are, what their value is, where they are and what the value will be at some time in the future.

Such a system will probably be achievable only with a computerised database. The system should be linked with the library management system.

There should be an annual stock take arranged by the Board of the resources in the school.

All staff must be fully aware of the system and how it operates.

Consultation:

Resource integrity should be a topic of ongoing consultation with the school's parent body. Feedback from the parent body will be a valuable source of information about how the policy is working and what criteria should be applied to evaluation of resource material. Feedback from this consultation process should be carefully analysed and a report furnished to the Board biennially. The curriculum subcommittee should conduct consultation or other committee set up by the Board. The policy will be considered to be successful if the integrity of the resources meets or exceeds the expectations of the majority of parents.

Information on media resources:

The following information should be recorded for each media resource. Not all categories will apply to any one resource:

Title
 Author
 Date of review
 Theme(s)
 Price

Location
 Age group
 Comments on language, moral(s), illustrations, presentation, style, information retrieval tools.
 Any undesirable aspects and whether they need parental or teacher guidance.
 Non-Christian messages - details
 Biblical values and standards endorsed?
 Who donated the resource - if this is applicable
 Curriculum area to which the resource applies.
 What purpose the resource was purchased for and what need it fulfils in the school.