

Subject Level Collection Statement: Education

Subject Librarians: Jane Thomsen; Nicola Atkinson; Paul Emsley

Subject Librarian contact details: library-wjscott@vuw.ac.nz

Academic Liaison: Faculty of Education Library Liaison Committee representatives

Reviewed: September 2015

1.0 Purpose of the Statement

This statement provides a framework to guide the collection development and management activities for the subject of education. This statement supports research, learning and teaching activities within the Faculty of Education.

This statement is developed in accordance with the principles outlined in the [Collection Development and Management Policy \(CDMP\)](#).

2.0 Description of the Academic Subject

The Wellington College of Education was established in 1867 to provide teacher education and training to the greater Wellington area. Wellington College of Education and Victoria University of Wellington formally merged on 1 January 2005. This merger created a very strong Faculty with teaching and research expertise in teacher education and support, and the study of education.

[The Faculty of Education | Te Whānau a Aka Pai](#) comprises of two Schools:

- [School of Education | Te Puna Akopai](#)
- [Te Kura Māori \(TKM\)](#)

3.0 Focus of the Subject

The Faculty offers undergraduate, graduate and postgraduate courses covering topics from all sectors of the education spectrum, from early childhood education, through primary and secondary schooling, to adult learning. Many of the Faculty of Education courses and programmes are available nationally and internationally through a web-based delivery platform. There is a strong research culture within the Faculty, with most academics actively involved in research resulting in increasingly research-led teaching.

Specific strengths are:

- initial preparation of early childhood, primary and secondary teachers
- professional development of teachers

- educational psychology, counselling and human development
- curriculum, assessment and evaluation
- Māori education
- Pacific education
- special education and education for diverse learners
- adult education and training
- ICT and education.

[Academic qualifications available](#) are detailed on the Faculty of Education website. For more details of research interests see:

- [selected Faculty of Education students' research profiles](#)
- [Faculty of Education staff profiles](#).

The Faculty is also closely aligned with two other University groups:

- [Accent Learning](#), a division of Victoria Link Ltd (which is a subsidiary business of Victoria University). Accent Learning is responsible for the delivery of school support and professional development to primary and secondary teachers, and English Language Training for Officials (ELTO).
- [Foundation Studies programme](#), a pre-degree intensive eight-month programme designed to provide students with the English language, academic and study skills they will need to gain entry to university and to succeed in undergraduate study. The Certificate guarantees entry to all Bachelor degree programmes at Victoria apart from very highly specialised programmes such as Music Performance which have extra requirements. The Certificate is also accepted as an entrance qualification for all other New Zealand universities.

3.1 Related subjects

Education is an inter-disciplinary subject and the collection reflects this. Collecting therefore also focuses on:

- educational and social psychology
- developing awareness, appreciation and understanding about the issues and complexities associated with colonial history and its impact on the present day realities for Māori people
- critical perspectives on knowledge about the diverse cultures and communities of the Pacific
- epistemology, ethics, culture, identity, emotions and language
- cultural anthropology, social policy and sociology
- demography, welfare, policy and planning for development

- New Zealand education policy, influence of the Treaty of Waitangi, influence of the United Nations, and human rights
- youth crime, youth culture, human rights, community safety, substance abuse, social inequality and discrimination
- adult learning, professional development, and general aspects of leadership, management and business administration
- resources to support English as a second language, including young adult reading, academic writing and research skills.

See section **7.0 Related Subject Level Collection Statements** for more details about the library collections supporting these related subjects.

4.0 Overview of the Current Collection

The Education Collection is rich in contemporary research and academic publications. It has strong coverage of New Zealand education policy, curriculum and teaching practice, particularly early childhood education, including the history of early childhood education (19th and 20th centuries). It also has a significant body of resources relating to Māori history and traditional culture, Te Reo Māori language and literature, and Māori visual and performing arts. The Collection also includes a selection of fiction and non-fiction classroom resources to support pre-service teachers. Resources for the Foundation Studies programme includes the Teacher Support Collection as well as foundation level novels, adult stories translated to a lower reading level.

Relevant resources are collected in e-format where possible in order to support distance learners, although other formats are collected in the following cases:

- print is currently the preference for the Teaching Support Collection
- print or physical audio-visual resources when the content is not available in an e-format.

The majority of the Education Collection is located at the W.J. Scott Education Library, Karori Campus. However, due to the inter-disciplinary nature of education, relevant physical resources may be found in other collections:

- [Kelburn Library](#) for:
 - psychology, sociology and linguistics
 - [J.C. Beaglehole Room](#) containing New Zealand historical resources
 - [Te Taratara ā Kae](#) containing the Māori and Indigenous Collection
 - [Wan Solwara](#) containing the Pasifika Collection.
- [Law Library](#) for legislation, policy, human rights, Treaty of Waitangi and United Nations documents.
- [Commerce Library](#) for general management, leadership and professional development.

- [Architecture and Design Library](#) for the design of teaching spaces and facilities.
- [Language Learning Centre | Te Pūtahi Reo](#) containing resources for the learning and teaching of Te Reo Māori; and resources to support second language learning.

Academic journals are more important than books in supporting the research-led learning and teaching fostered within the Faculty of Education. The Collection includes current access to all 40 of the most cited journals in 2014 from education, special education, and educational psychology subject categories according to ISI Journal Citation Reports. For most of these titles recent issues are available online with increasing online coverage of back issues. Most of these titles can be accessed via the ERIC, PsychInfo and A+Education databases. Other major resources supporting various topics within the broad subject of education are identified in the [subject guides for education](#).

The Education Collection will grow and change under the influence of new courses taught within the Faculty of Education, especially within the educational psychology field. Changes in staffing affects the development of the Collection as new academics with new interests join the Faculty of Education.

4.1 Teaching collections

4.1.1 Teaching Support Collection

The Teaching Support Collection provides access to potential teaching resources for pre-service teachers, including resources for pre-school children (aged 0-4 years), beginner readers (aged 5-7 years), emergent readers (aged 8-12 years) and young adults (aged 13-18 years). This collection is strong in New Zealand, Pacific and award-nominated publications with a focus on diversity and engaging the reluctant reader. It also serves to increase pre-service teachers' knowledge about books for children and young adults, and to support literacy and curriculum development.

4.1.2 Educational Psychology Tests Collection

This collection provides access to current, commercially published educational psychology tests for educational psychologist interns. It is owned and developed by the Faculty of Education, but is housed and circulated by the Library in accordance with the EdPsych Test Library Collection Loan Agreement. Academic staff within the Faculty are wholly responsible for developing the Educational Psychology Tests Collection and all aspects of its management comply with:

- [New Zealand Psychologists Board best practice guidelines](#)
- [Code of Ethics for Psychologists Working in Aotearoa/New Zealand](#)
- [New Zealand Association for Research in Education Ethical Guidelines 2010](#)

4.2 Future collection development

Future collecting development is determined by New Zealand educational policy, New Zealand curriculum development, and research interests of Faculty of Education academics. Some areas within the Education Collection that currently require enhanced collection development are:

- sociology of education, specifically to enrich Māori and indigenous social theory, and to augment works by British and European social theorists
- Teacher Support Collection non-fiction resources, specifically to update out-dated content in health and social education
- professional practice, reflective practice and professional development, to support recent research, learning and teaching interests
- educational leadership, to support current Government policy

Some resources within the broad subject of education need adding to the Education Collection through robust collection development, such as:

- secondary-level textbooks relevant to New Zealand, specifically required to provide exemplars for pre-service teachers and for use in research that examines classroom resources.

5.0 Collection Development Guidelines

[See Section 4.3 in the Collection Development and Management Policy \(CDMP\).](#)

Purchasing is informed by knowledge of current and emerging trends in education, and concentrates on ensuring the Collection is both current and relevant for education research, learning and teaching. Education collection development is a collaboration between Faculty of Education academic staff, postgraduate students and subject librarians. The majority of research and academic content added is selected by academic staff by either direct request or by Demand-Driven Acquisition. Subject Librarians also add selected titles from key publishers and titles frequently requested from other libraries by Faculty of Education academics and postgraduates through the Interloan system.

There is an emphasis on books to support the teaching of all strands of the New Zealand curriculum. Some resources that are on non-education topics but directly relevant to the subject content of the New Zealand curriculum, are purchased to support the subject knowledge of pre-service teachers. Examples of these are books about history, science, New Zealand art and literature. The interdisciplinary nature of education and teacher education means some content is also purchased in subject areas outside pure education including child development, literacy and languages.

The Teaching Support Collection is predominantly developed by the Education Subject Librarians and includes resources from all subject areas. A significant number

of titles in the Collection are published by the New Zealand Ministry of Education. The Library has the same entitlement as school libraries to receive, free of charge, multiple copies of Ministry of Education classroom resources. In an exception to the CDMP guidelines, duplicate copies of educational readers and educational journals are collected as part of the Teacher Support Collection, to facilitate classroom activities based on these resources.

The purchase of duplicate items for current teaching and research is considered on a case by case basis due to the high demand on education resources by distance students and cross-campus clients. Online access is sought for high demand items such as books used for courses and research methods titles.

Donations received by the Library are added to the Education Collection if they comply with the [CDMP](#) and [Donations Policy](#).

[Section 4.5.2 in the CDMP defines the collection levels used in the table below.](#)

LC Callmark Range	Subject Area	Current Collection Level	Future Collecting Level
AZ20-AZ999	History of scholarship and learning	Basic	Basic
BD143-BD237	Epistemology and theory of knowledge	Research	Research
BD300-BD450	Ontology	Research	Research
BF176-BF176.5	Psychological tests and testing	Research	Research
BF309-BF637	Consciousness, cognition, motivation, emotion, self-control and applied psychology	Research	Research
BF692-BF839	Sexuality, personality, developmental psychology, class psychology and character	Research	Research
BJ1518-BJ1725	Individual ethics and ethics of social groups	Research	Research
DU422.5-DU424.5	History of New Zealand – ethnography	Study	Study
GE70-GE90	Environmental education	Research	Research
GN301-GN674	Ethnology, social and cultural anthropology	Research	Research
GT2400-GT6737	Anthropology – customs	Study	Study
GV201-GV1469.62	Physical education, sports, games and amusements	Research	Research
HA29-HA32	Theory and method of social science statistics	Research	Research
HB846-HB3697	Economics, theory of welfare, demography and population	Study	Study
HD58.7-HD66.2	Organisational behaviour and work groups (within education)	Research	Research

LC Callmark Range	Subject Area	Current Collection Level	Future Collecting Level
HM701-HM1281	Social systems, structures and social psychology	Research	Research
HQ767.8-HQ799.2	Family relationships – children, child development, youth and adolescents	Research	Research
HQ2035-HQ2039	Life skills, coping skills and everyday living	Research	Research
HT	Communities, classes and races	Study	Study
HV697-HV3024	Social protection – families, children, young adults	Research	Research
HV9051-HV9430.7	Juvenile offenders, reformation of adult prisoners	Research	Research
L-LC	Education, history of education, theory and practice of education, and special aspects of education	Research	Research
LD-LG	Education individual institutions (arranged geographically)	Minimal	Minimal
NA6590-NA6610	Architecture for education departments and education buildings	Study	Study
NA6768	Architecture for day care centres	Study	Study
P94.7-P118.75	Interpersonal communication, non-verbal communication, language acquisition	Research	Research

5.1 Languages collected

Resources collected are primarily in English and Te Reo Māori, and Pacific language content is also collected when available and appropriate. Nothing is excluded by language alone excepting United States English content, which is avoided in material that supports developing readers.

5.2 Geographical areas collected

The Education Collection is international in scope, with priority given to Australasian and Pacific resources. European and North American research resources feature strongly in the Collection.

5.3 Chronological periods collected

In order to ensure the Collection includes the most recent educational research and theory, most new resources purchased ideally need to have been published within the last two years. Exceptions to this are seminal works and other important texts for teacher education, which are also actively collected. Resources with subject matter referring to all periods are collected, from the history of education to contemporary content.

5.4 Format guidelines

[See Section 4.1 \(e\)](#) and [Section 4.3.2](#) in the Collection Development and Management Policy (CDMP).

An increasing number of web-based Education courses and programmes highlights the need to provide content in a digital format where possible.

Books

For both teaching and research ebooks are purchased in preference to print books. Current Library guidelines regarding preferred licensing options are followed.

The Teacher Support Collection is primarily published and collected in print, and books consist of several formats, including educational readers, graphic novels and folio editions.

Standing orders for book series are implemented where possible.

Journals

Journals subscriptions for titles relevant to research, learning and teaching are purchased in digital format where possible. Important titles that are available in print format only are also collected, although this is increasingly rare. Non-academic periodical publications of interest to the New Zealand teaching profession, which include professional organisation newsletters and newspapers, and also educational journals for children and young adults are also collected. These are also increasingly available online, and print versions are no longer collected once this occurs.

Audio-visual resources

Online streaming, DVD and CD are the preferred formats for audio-visual resources. Video cassettes and audio cassettes are no longer added to the collection.

Other formats

Posters, multimedia kits and online tools for classroom use are also collected for the Teacher Support Collection.

The Educational Psychology Tests Collection consists of multimedia kits and print books, such as test implementation manuals. Also included are spare forms and other consumables that need to be replaced each time a test is used, and it is the Library's responsibility to copy or arrange replacement of these consumables.

6.0 Life-cycle Management Guidelines

[See Section 4.4.1 in the Collection Development and Management Policy \(CDMP\).](#)

Wherever possible, the potential life-cycle of new resources is considered at the point of acquisition and accessible notes made as to any continuing historical or research value.

Education resources are managed in accordance with Library guidelines and key documents. Subscriptions are reviewed on a regular basis. Relegation to the offsite collection and deselection complies with the CDMP. Any transfer of items to the J.C.Beaglehole Room is carried out in accordance with the J.C. Beaglehole Room (Special Materials) Subject Level Collection Statement.

The Education Subject Librarians manage the agreed preservation, relegation and deselection processes. When appropriate the Faculty of Education academic staff are consulted.

6.1 Preservation guidelines

[See Section 4.4.4 in the Collection Development and Management Policy \(CDMP\).](#)

High demand print material and print items received with fragile binding are covered for protection and longevity. Multimedia kits are stored in folders or boxes to minimise the loss of individual components.

Damaged items are assessed on a case by case basis and repaired, where possible, in preference to purchasing replacement copies.

Digitisation of material is assessed as and when opportunities arise. Wellington College of Education and Victoria University of Wellington publications are considered for digitisation for preservation and to improve access. Audio-visual resources in obsolete formats where content is useful for current research, learning and teaching are considered for digitisation or replacement in a contemporary format to preserve access.

6.2 Relegation statement

[See Section 4.1 \(b\) in the Collection Development and Management Policy \(CDMP\).](#)

Books

In general Education Collection books are not relegated. They remain in the Education Collection until they meet deselection criteria.

The following categories are exceptions that are relegated to the offsite collection:

- single copies of current and obsolete official New Zealand education policy documents, regardless of age and usage, until the documents have been digitised
- single copies of up to two superseded editions of course texts, without online access, regardless of age but with low usage because a later edition is in the current collection
- single copies of superseded editions of works contributing to a record of the history of education in New Zealand and the Pacific, without online access, regardless of age and usage, when a later edition is in the current collection
- Faculty of Education theses, dissertations and course research papers produced more than two years ago, regardless of usage or online access
- single copies of various publications of seminal works, without online access, regardless of age and usage.

Journals

Journal volumes and issues more than five years old of titles, with anticipated research, learning and teaching value, but without perpetual online access are relegated to the offsite collection.

The following category is an exception:

- Teacher Support Collection educational journals up to ten years old, regardless of usage or online access, remain in the Education Collection.

Audio-visual resources and other formats

In general Education Collection audio-visual resources, posters, multimedia kits, online tools and educational psychology tests are not relegated. They remain in the Education Collection until they meet deselection criteria.

6.3 Deselection statement

[See Section 4.4.3 in the Collection Development and Management Policy \(CDMP\).](#)

The following categories are deselected:

- items with out-dated, misleading or inaccurate content
- physical items damaged beyond repair
- duplicate copies
- obsolete formats.

The following categories are exceptions, where special consideration is given to ensure access is retained:

- items relevant to current research, learning and teaching

- items produced by Wellington College of Education or Victoria University of Wellington
- items authored by past and present Faculty of Education academic staff
- items contributing to a record of the history of education in New Zealand and the Pacific
- seminal works in the field of education
- Teaching Support Collection resources in Te Reo Māori along with translations in other languages
- Teaching Support Collection resources produced by New Zealand or Pacific authors
- Teaching Support Collection classic children's fiction
- individual items within a series where the series remains relevant.

Items with New Zealand and Pasifika content that are no longer relevant to the Education Collection are offered to the National Library. New Zealand research and teacher education publications that meet deselection criteria are considered for transfer to the CONZUL store as national preservation copies.

Books

Additional criteria for the deselection of books are:

- items published more than ten years ago and not used in the last five years
- Teacher Support Collection educational reader titles older than ten years, regardless of usage
- superseded editions when a later edition is in the current collection, provided the title is not a course text.

Journals

Additional criteria for the deselection of journals are:

- print copies of all volumes and issues of titles with ceased subscriptions with perpetual online access
- print copies of all volumes and issues for ceased subscriptions, and volumes and issues more than two years old for ongoing subscriptions, of titles without anticipated research, learning and teaching value, regardless of online access
- print copies of volumes and issues more than five years old of titles with anticipated research, learning and teaching value where there is an ongoing subscription with perpetual online access

- all volumes and issues of titles that have not been subscribed to in the last ten years that are deemed to have no anticipated research, learning and teaching value.

The following categories are exceptions:

- print copies of Teacher Support Collection educational journals more than ten years old, regardless of usage or online access, are deselected.

Audio-visual resources and other formats

Additional criteria for the deselection of audio-visual resources and other formats are:

- items produced more than ten years ago and not issued in the last five years
- superseded editions when a later edition is in the current collection.

The following category is an exception:

- Faculty of Education academics determine when tests and associated resources are removed from the Educational Psychology Tests Collection.

7.0 Related Subject Level Collection Statements

Cross-disciplinary statements

[Cross-disciplinary](#)

[Institutional Repository](#)

[JC Beaglehole Room \(Special Materials\)](#)

[New Zealand Electronic Text Collection](#)

[Reference Collection](#)

Subject statements

[Criminology](#)

[Cultural Anthropology](#)

[Economics and Finance](#)

[Law](#)

[Linguistics and Applied Language Studies](#)

Management

Māori Studies

[Pacific Studies and Samoan Studies](#)

[Philosophy](#)

[Politics and International Relations](#)

[Psychology](#)

[Public Policy, Public Management & E-Government](#)

Social and Cultural Studies

[Sociology and Social Policy](#)