

## **SELECTION OF LEARNING RESOURCES**

### **Background**

The selection of learning resources is the responsibility of local School Districts. The Ministry of Education no longer conducts evaluation processes to recommend learning resources. Districts are required to establish a process for ensuring the list of recommended learning resources is up to date and aligned with changes in curriculum.

### **Procedures**

#### **1. Objectives of Selection**

- 1.1. The term "learning resources" will refer to any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes.
- 1.2. The primary objective of learning resources is to support, enrich, and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.
- 1.3. The District affirms that it is the responsibility of its professional staff:
  - 1.3.1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
  - 1.3.2. To provide materials that will stimulate growth with accurate knowledge, literary appreciation, aesthetic values, and societal standards;
  - 1.3.3. To provide materials with various perspectives of controversial issues so that students have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives;
  - 1.3.4. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;

#### **2. Responsibility for Selection of Learning Resources**

- 2.1. While selection of learning resources involves many people (administrators, teachers, students, community persons, teacher-librarians), the responsibility for co-ordinating the selection of school learning resources and making the recommendation for purchase rests with the Principal.

#### **3. Criteria for Selection of Learning Resources**

- 3.1. The following criteria will be used as they apply:

- 3.1.1. Learning resources shall support and be consistent with the general educational goals of the province and District and the aims and objectives of individual schools and specific courses;
  - 3.1.2. Learning resources shall meet high standards of quality in accurate content and presentation;
  - 3.1.3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected;
  - 3.1.4. Learning resources shall have aesthetic, literary, and/or social values;
  - 3.1.5. Learning resources chosen shall be developed by competent authors and producers;
  - 3.1.6. Learning resources shall be designed to help students gain an awareness of our pluralistic society, as well as an understanding of the many important contributions made to our civilization by women and minority and ethnic groups;
  - 3.1.7. Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviours, and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society;
  - 3.1.8. Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.
- 3.2. The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views. Learning resources shall clarify historical and contemporary forces by presenting and analysing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.
  - 3.3. Emphasis will be placed on the selection of Canadian learning resources where appropriate.
4. Procedures for Selection of Learning Resources
    - 4.1. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids for selection and other appropriate sources.
    - 4.2. Recommendations for purchase involve administrators, teachers, students, District personnel, and community persons, as appropriate.
    - 4.3. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
    - 4.4. Selection is an on-going process that is to include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Reference: Sections 7, 8, 17, 20, 22, 65, 85 School Act  
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)

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