

SELECTION OF LEARNING RESOURCES

- POLICY -

The Board will endeavour to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view, to meet the needs of students and teachers.

SELECTION OF LEARNING RESOURCES

- REGULATION -

1.1 DEFINITION

For the purposes of this statement of policy, the term “learning resources” includes library resources and will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include: web-based resources, software, textbooks, other books, supplementary reading and informational materials, charts, primary / archived materials, community resources and people, including indigenous communities and community members, agencies and organizations, dioramas, flash cards, games, globes, kits, maps, models, periodicals, pictures, regalia, slides, sound recordings, transparencies and video recordings. Learning resources may be prescribed, authorized, recommended, or supplemental resources as defined by the Ministry of Education.

1.2 OBJECTIVES OF SELECTION

The primary objective of learning resources is to support, enrich and help to implement the educational program through the interaction of teachers, teacher-librarians, principals and other members of the school community. It is the duty of teachers, teacher-librarians and principals 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.

2. RESPONSIBILITIES

- 2.1 The Board affirms that it is the responsibility of its teachers, teacher-librarians and principals:

- 2.1.1 To select materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
- 2.1.2 To select materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
- 2.1.3 To select materials on various sides of controversial issues (multiple perspectives) so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgements in their daily lives;
- 2.1.4 To select materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community, including indigenous communities;
- 2.1.5 To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community;
- 2.1.6 To ensure invited guest speakers are under the direction and supervision of the school administrator or classroom teacher; and
- 2.1.7 To ensure student safety and appropriate content when educational programs/talks/resources are presented to either large or small groups of students by community partners and to ensure that the school administrator or another school district employee is present.

3. DELEGATION OF RESPONSIBILITY

- 3.1 The Board delegates the selection process of learning resources to teachers, teacher-librarians and principals.
- 3.2 While selection of learning resources involves many people (administrators, teachers, teacher librarians, students, community persons, and education assistants) the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the principal, teacher librarians, and other teachers.

4. SELECTION OF LEARNING RESOURCES

4.1 CRITERIA

The following criteria will be used as they apply:

- 4.1.1 Indigenous content will be selected whenever possible.
- 4.1.2 Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include book and non-book learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.

- 4.1.3 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.
- 4.1.4 Learning resources shall meet high standards of quality in factual content and presentation.
- 4.1.5 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.
- 4.1.6 Learning resources shall have aesthetic, literary, and/or social values.
- 4.1.7 Physical format and appearance of learning resources shall be suitable for their intended use.
- 4.1.8 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.
- 4.1.9 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.
- 4.1.10 Learning resources shall be selected for their redeeming qualities rather than rejected for their imperfections.
- 4.1.11 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.

4.2 CONTROVERSIAL RESOURCES

- 4.2.1 The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.
- 4.2.2 Individuals wishing to challenge the appropriateness of a learning resource should be referred to Policy 2-40 Challenges to Learning Resource Materials.

4.3 SELECTION PROCEDURES

- 4.3.1 In selecting learning resources, teachers, teacher-librarians and principals will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.
- 4.3.2 Recommendations for purchase involve administrators, teacher librarians, teachers, students, district personnel and community persons, as appropriate.
- 4.3.3 Donated or gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

- 4.3.4 Selection is an ongoing process which should include the removal of materials which are no longer appropriate according to the criteria for the selection of learning resources.

- 4.3.5 Learning resources purchased using funding specifically targeted for learning resources by the Ministry should be prescribed, authorized, or recommended. Occasionally, supplemental materials may be purchased, using these funds, after vetting by the school principal and/or Assistant Superintendent.

- 4.3.6 Learning resources purchased with funds allocated to the library program by the Board, may be prescribed, authorized, recommended, or supplemental and are selected by the teacher-librarian in consultation with the school principal and teachers.