

LEARNING RESOURCES

Background

The District is responsible for the authorization of local learning resources. The District understands the necessity of providing a wide range of learning resources that are appropriate to individual student needs and a variety of teaching and learning styles, which support and enrich educational programs.

In accordance with the Ministry of Education's Learning Resource Policy, the District is responsible for establishing evaluation processes to recommend learning resources. The Superintendent believes that the classroom instructional resources selected are to be those that best assist in teaching the provincially-prescribed and locally-approved curricula.

The District respects the right and responsibility of its professional staff to use supplementary materials, and will provide a wide range of learning resources, which shall be fair, objective and free from bias, propaganda, discrimination and gender stereotyping, except where the use of such material promotes critical thinking about these issues.

Definition

Learning resources refers to any person(s) or material, whether acquired or locally produced, with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include textbooks; other books; supplementary reading and informational materials; charts; community resource people, agencies, and organizations; dioramas; filmstrips; flash cards; games; globes; kits; computer software applications; maps; microfilms; models; motion pictures; periodicals; pictures; realia; slides; sound recordings; transparencies; and video recordings; as well as access services to telecommunications (Internet).

Procedures

1. The District seeks 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 District students.
2. The primary objective of learning resources is to support, enrich, and enhance the implementation of educational programs.
3. It is the responsibility of professional staff to provide students with learning resources that are appropriate to the needs, interests, and abilities of learners.
4. Rationale for Learning Resources Selection

- 4.1. In selecting resource materials for students and teachers, principals must consider a wide variety of educationally appropriate materials which will provide for a range of teaching and learning styles.
- 4.2. While resources are selected to support education programs and curricula, it is not intended that specific resources be referenced to specific learning outcomes; rather, it is expected that users will select resources to suit their particular educational needs and audience.
- 4.3. All usages of materials will involve the teacher as the facilitator of learning as necessary; students may be expected to have some choice in materials selection for specific purposes, such as independent reading or research.
- 4.4. It is not expected that any single resource will be sufficient to teach a course; rather, a multimedia approach is encouraged which integrates materials from different packages and media.
- 4.5. A number of selected materials fall into the “cross strand” category and are suitable for use across disciplines in that they allow for a variety of approaches to content or include a variety of different types of content.
- 4.6. Materials selected will be consistent with the goals and curricula of the Ministry of Education and the District and will be considerate of the multicultural aspect of today’s global village.
- 4.7. Some materials selected will address controversial issues so that young citizens may have opportunities to develop, under guidance, critical analysis and to make informed decisions.

5. Criteria for the Evaluation of Learning Resources

5.1. Learning resources will:

- 5.1.1. Support and be consistent with the general educational goals of the District and the Ministry of Education, as well as the aims and objectives of individual schools and specific courses;
- 5.1.2. Meet high standards of quality in factual content and presentation;
- 5.1.3. 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, including specialized materials to meet the needs of physically or mentally challenged students;
- 5.1.4. Have aesthetic, literary, and/or societal values;
- 5.1.5. Be suitable in physical format and appearance for their intended use;
- 5.1.6. Be developed by competent authors and producers;
- 5.1.7. 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;
- 5.1.8. Be designed to help students gain an awareness of the community in which they live as well as their role within the global community. Additionally, learning resources will be selected that reflect the many important contributions made by both men and women in our civilization; and

- 5.1.9. Be selected for their strengths rather than rejected for their weaknesses.
- 5.2. Learning resources will be selected that are fair, objective, and free from bias, propaganda, discrimination, and gender stereotyping; however, 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.
- 5.3. Judgment and sensitivity must be utilized when selecting learning resources which have a potential to offend any sector of the community. In particular, resources which contain nudity, violence, or vulgar or inappropriate language or have content which could be considered controversial in nature must be carefully previewed by the classroom teacher prior to student viewing. The teacher must determine that all material contained therein is of such educational/curricular value as to supersede any potential parental concerns.
- 5.4. No videos rated "R" or "18A" by the Canadian Video Rating System may be shown.
6. Procedures for Selection of Learning Resources
 - 6.1. Responsibility for selecting and issuing learning resources in accordance with the criteria approved herein rests with the appropriate educational staff employed by the District.
 - 6.2. The Superintendent and principals have general responsibility for ensuring that the approved criteria are known and appropriately applied.
 - 6.3. Principals are expected to have learning resources committees and to utilize District forms in guiding selection. The Principal, who has statutory authority for the school's instructional program, may exercise a veto in resource selection.
 - 6.4. In selecting learning resources, District and school personnel will evaluate available resources and curriculum needs and will consult reputable professional journals, catalogues, and periodicals. Whenever possible, the actual resource will be examined.
 - 6.5. Gift materials shall be judged by the criteria outlined above and shall be accepted or rejected by those criteria.
 - 6.6. Selection is an ongoing process which includes the removal of materials which are no longer appropriate according to the approved criteria for the selection of learning resources.

Reference: Sections 7, 8, 17, 20, 22, 65, 85, 168 School Act
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)
Ministerial Order 333/99 – Educational Program Guide Order

Adopted: May 6, 1997
Revised: January, 2018; May XX, 2019