

INSTRUCTIONAL RESOURCES AND MATERIALS SELECTION

The Division will strive to make available to students and staff a wide range of learning materials to support and enrich the educational goals of the Division. Such materials should support differentiated instruction by providing various levels of difficulty, a variety of appeal, and different points of view. Learning resources will be selected because they are of interest to students and they enable students to grow emotionally, culturally, morally, socially, physically, and intellectually. Insofar as it is practical, resources will be provided in many forms, engaging the learner in many activities including reading, viewing, listening and inquiry. Whenever the subject concerns a problem or issue of our times or community, the resources will present all points of view.

When selecting resources, first consideration will be given to the recommended resource lists provided for approved curricula by Manitoba Education and Training. Supplemental resources will be selected following the use of standard reviewing tools and professional publications. Whenever practical, resources will be previewed before purchase.

Resource selection shall include the regular review of the previously selected resources, removal of those no longer useful or appropriate, and the replacement of lost or worn materials. Resource selection shall consider copyright rules.

Definition

"Learning resources" refers to the material, digital, and human resources utilized for instructional purposes in both formal and informal instructional/learning contexts. Material resources may be commercial or locally produced. They include textbooks, library books, supplementary classroom and informational materials, charts, kits, maps, globes, games, pictures, periodicals, transparencies, slides, models, artifacts, all forms of electronic media, computer software and content resources found on the web, and the environment itself. Human resources include teaching and non-teaching staff, community resource people and representatives of agencies and organizations.

Responsibility for Selection

Professional staff is empowered to select appropriate learning resources, subject to the stipulations of this policy. Responsibility for reviewing, selecting, and recommending falls to a number of professional staff including divisional committees, the teacher/librarians, teachers, department heads, coordinators, consultants, school principals and Senior Administration. While the Department of Education approves textbooks and recommends supplementary materials, responsibility for establishing appropriate

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selection processes and making appropriate selections rests at the school level with the school principal.

Objectives of Selection

In making decisions respecting the selection of instructional resources, professional staff should keep the following objectives of selection in mind:

- To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, socio-economic backgrounds, learning styles, and maturity levels of the students.
- To provide materials that are accurate, educationally significant and meet high standards of quality in authenticity, presentation, format, reliability and artistic and/or literary style.
- To provide resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic and social values, and ethical standards.
- To provide a range of resources that speak to different sides of issues so that students, under guidance, can practice and develop skills of critical analysis, critical thinking and making reasoned judgments based on established criteria.
- To provide, diverse resources that are representative of the many religious, political, ethnic, and cultural groups, and the LGBT2SQ community.
- To select, where possible and appropriate, learning resources authored or produced in Canada.
- To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality.
- To provide and construct learning resources which respect the Copyright laws of Canada.

Gift Books and Materials

All gift materials shall be reviewed in accordance with the criteria identified in this policy statement and the guides identified. Determination of their suitability shall rest with the school. Donated items, once accepted, shall become the property of the school.

Preservation of Relevance

Culling is an integral part of collection development and its main purpose is to improve the collection. Systematic withdrawals will be conducted of outdated, damaged, worn and/or no longer useful materials.

In making this decision, the following should be considered as criteria for culling:

- (1) relevance to the curriculum,
- (2) copyright date,
- (3) condition of the material,
- (4) date last circulated,
- (5) enduring value (classics, rare books, etc.),
- (6) authoritative writing,
- (7) bias/stereotypes,

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- (8) recommended in recognized review sources,
- (9) local interest/community needs,
- (10) currency and accuracy of information.

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