

ADMIN PROCEDURES MANUAL

Administrative Procedure 251 – Form 251-1

DISTRICT CRITERIA FOR THE SELECTION OF LEARNING RESOURCES

Objective

The following criteria for the selection of resources is intended to guide teachers when choosing print, visual or electronic learning resources. All learning resources must align with the District's Learning Resource Selection Criteria.

Considerations for Classroom Resource Selection

Learning resources should support the BC Curriculum and be consistent with guidelines and criteria as established by the Ministry of Education and Child Care. Teachers are expected to demonstrate upmost care and consideration to the content of resources for students. The selection of learning resources is a professional matter and is guided by professional judgment and district expectations.

The following criteria is a guideline for teachers from Focused Education to use in selecting learning resources. It is recommended that educators also use the resource '13 Social Considerations for K-12 Education.' This resource from Focused Education assists educators in identifying various considerations to guide learning resource selection. [Focused ED Selecting Resources Selection Criteria](#)

	Criteria	Elaboration
Curricular Fit	The resource aligns with the Big Ideas, Curricular and Core Competencies, and Content in the B.C. curriculum for the classroom and grade.	Promotes or enhances: <ul style="list-style-type: none"> • Core Competencies • Social responsibility • Digital literacy and citizenship
Content	The resource incorporates accurate, relevant and up-to-date information from authoritative sources.	Content is accurate and current Content is relevant and engaging The scope of content is appropriate for the cognitive and linguistic levels of the intended audience The resource reflects lived experiences of students
Age Appropriateness	The resource is appropriate for the age, grade level and maturity of the students in the class.	The content is appropriate for the subject area, age, emotional development, ability levels, social-emotional and intellectual development of the students for whom the materials are selected.

	Criteria	Elaboration
Social Considerations	The resource is representative of gender, appearance, sexual orientation, ability/disability, family structure, race and ethnicity, and socio-economic status. The resource promotes respect for and understanding of inclusion and diversity in Canadian society.	<p>The resource appropriately depicts:</p> <ul style="list-style-type: none"> • race and ethnicity gender roles multiculturalism • First Nations and Black, Indigenous, and People of Colour (BIPOC) voices • authentic indigenous perspectives • gender identity and sexual orientation • ability/disability • socio-economic status <p>Resource is free of:</p> <ul style="list-style-type: none"> • gratuitous violence • inappropriate humour • unsafe/unhealthy behaviours • inappropriate language • cultural insensitivity
Design	The resource promotes active student engagement.	<p>The resource makes effective use of medium.</p> <p>The resource does not contain overt advertising or promotional information.</p> <p>Digital content is user friendly.</p> <p>The instructional suggestions and assessments tools enhance value of the resource.</p>
Personal Bias	The influence of opinion and bias is taken into consideration in the decision-making process regarding learning resource selection.	<p>The resource represents a degree of characters and themes.</p> <p>The resource represents different cultural experiences.</p> <p>The resource represents various view-points.</p>

Source: Focused Education <https://focusedresources.ca/>

References: *Administrative Procedure 251 – Learning Resources*
Focused Education Resources – Selecting Resources Selection Criteria

Related Documents:
Focused Education Resources – Resource Selection Model (Appendix 1)
Form 251-2: Learning Resource Review Form
Form 251-3: Learning Resource Concern Form
Form 251-4: Reconsideration of Learning Resources Form