
ADMINISTRATIVE PROCEDURE 342 SELECTION OF LEARNING RESOURCES

OBJECTIVES:

The Board affirms that it is the responsibility of its professional staff:

1. To provide materials that will support the learning outcomes and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and societal standards.
3. To provide a range of materials on issues so that young citizens may have an opportunity to develop and practice critical analysis in order to make informed judgments in their daily lives.
4. 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.

RESPONSIBILITY:

While selection of learning resources may involve many people (administrators, teachers, students, parents, community persons, resource staff), the responsibility for the selection of school-based learning resources rests with the principal and teaching staff.

CRITERIA:

1. The following criteria will be used as they apply:
 - a) Learning resources shall support and be consistent with the policy directives of the Ministry of Education and Child Care and with the provincially prescribed curriculum.
 - b) Where possible, educators will provide choice in reading materials to promote student interest and personalization as mandated by the BC redesigned curriculum. Social considerations are some of the most challenging criteria with which to evaluate a learning resource. Ideally, BC students should see themselves and their life experiences, as well as their community and society at large, reflected and validated in the learning materials in their classroom (Source: Focused Education Resources).
 - c) Learning resources should be fair, objective, and free from inappropriate images, bias, propaganda, discrimination and stereotyping, except where a teaching/learning situation requires illustrative material to develop critical thinking about such issues.

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- d) Learning resources shall be representative of the many religious, ethnic, and cultural groups and of their contributions to our national heritage and the world community.
 - e) 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.
 - f) 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.
2. Learning resources should not be used except to meet specific prescribed learning outcomes; for example, to recognize propaganda and its purpose in a given context or to balance an argument.
 3. The selection of learning resources on controversial issues will be directed toward maintaining a balanced collection representing various views. Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.
 4. Emphasis will be placed on the selection of Canadian and local learning resources where appropriate. These resources include learning materials from a variety of media by or about a Canadian person, about a region or event, and/or published or produced in Canada.
 5. Learning resources should be current, interesting, engaging and meet high standards of quality in factual content and presentation.

PROCEDURES:

1. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared sources. The actual resource will be examined first-hand whenever possible.
2. Recommendations for purchase may involve administrators, teachers, students, parents, district personnel and community members.
3. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
4. Selection is an on-going process that should include the removal of materials no longer appropriate according to the criteria for the selection of learning.

Related Legislation: [Ministerial Order 333/99](#), the Educational Program Guide Order; section 5.

Related Contract Article: Nil

Cross Refs:

Adopted: March 23, 1988

Amended: December 1994; January 2005; February 7, 2023