

AP 250 APPENDIX – GUIDELINES FOR THE ASSESSMENT AND SELECTION OF LEARNING RESOURCES

General Principles

The aim of the Division is to provide learning resources which will enrich and support the aims and outcomes of the Division, and meet the highest possible standards in quality and compatibility with the curriculum.

The intent is to place principle above personal opinion, and reason above prejudice in the selection of learning resources, which help students grow in knowledge, aesthetic, and literary appreciation, moral and ethical values. The selection shall be guided by the contribution all learning resources will make to the students' growth, according to faith and morals as taught by the Catholic Church.

Criteria for Assessment of Learning Resources

Learning resources shall be assessed:

1. In accordance with the above principles;
2. For their artistic, aesthetic, historic and literary qualities;
3. For their accuracy and competence in presenting information;
4. For their appropriateness to the subject area and the age, emotional development, ability level, learning styles and social development of the students for whom the resources are intended;
5. For their contribution to the instructional program's outcomes that will enrich and support curricula;
6. For information which will enable students to make intelligent judgments in their daily life and develop, under guidance, the practice of critical listening, reading, viewing, and thinking;
7. For their suitability in physical format and appearance; and
8. With emphasis on the selection of Canadian resources.

Criteria for Selection and Use of Learning Resources

1. The school and Division Office staff will be expected to provide a rationale for the selection of specific resources based upon the principles and criteria outlined.
2. Selection will consider the expectations, objectives and ideals of the specific community.

3. In the treatment of controversial issues, varied views should be dealt with adequately to enable students to properly analyze the issues and form judgments. Resources dealing with controversial issues must serve a sound pedagogical purpose, be congruent with the goals of Catholic education, and Administrative Procedure 205 – Controversial Issues.
4. Materials for purchase shall be considered on the basis of overall purpose, match with current curriculum, importance of the subject material, quality of the writing and production, readability, reputation of the author, format and price.
5. Some resources acceptable for students at a certain level of maturity may be found to be inappropriate for others. In cases such as this, use will be restricted as good judgment dictates.
6. In the process of selection, it must be recognized that the subject matter of print and non-print resources reflects the human condition in its goodness and lack thereof. Where moral aberration is described, the value of the whole rather than the individual bears examining for a convincing conclusion that it will bring good to the students, provided that the aberration is clearly presented as an aberration and that the present is appropriate to the age of the students. When used under these guidelines, such resources may be helpful in forming Christian values.
7. To achieve dimension in the total collection, a variety of resources on the same subject should be made available for comparison and study.

Reference: Sections 85, 87, 108, 109, Education Act