

REGULATION #8800.1

LEARNING RESOURCES: DEFINITION AND SELECTION

1. DEFINITION OF LEARNING RESOURCES

Learning resources are defined as information represented, accessible, or stored in a variety of media and formats.

Learning resources must meet Ministry and/or local criteria for selection.

There are two types of approved learning resources:

1.1. Provincially Recommended Learning Resources

Provincially Recommended Learning Resources are print and non-print materials that have been selected, reviewed and approved by BC educators in collaboration with the BC Ministry of Education according to a defined set of criteria. They are typically materials suitable for student use but may also include information primarily intended for teacher use.

1.2. Locally Approved Learning Resources

- a) **Locally Approved Learning Resources** are print and non-print materials selected, reviewed and approved by a team of Surrey educators according to the BC Ministry of Education defined set of criteria to meet learning outcomes, course content and specific local needs.
- b) **Library materials** refer to print and non-print resources that are age appropriate and complement the curriculum. In addition, they satisfy a wide range of interests and enrich students' appreciation for literature. Library materials are typically evaluated and selected by the teacher-librarian, usually in consultation with school educators.

2. RESPONSIBILITY FOR SELECTION OF LEARNING RESOURCES

2.1. The responsibility for the selection of learning resources rests with the superintendent of schools, or designate, and other professional staff employed by the board.

2.2. The superintendent, or designate, and principals/vice principals are responsible for ensuring this selection process is known and applied.

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- 2.3. If the selection of a learning resource is challenged by a district employee, student or parent/guardian, a district process will be followed (See [Regulation 8800.2](#)).

3. SELECTION OF LEARNING RESOURCES

Educators must be aware of the general criteria to be applied in the evaluation and selection of learning resources.

School District No. 36 (Surrey) teachers review learning resources in their area of expertise. Teachers are trained in the review process and work in groups of two (2) or more to evaluate the resources against a set of criteria appropriate to the particular learning resources.

The criteria is grouped under four main areas:

Content

- Evaluators examine the resource to determine the degree to which it supports the BC curriculum; is current, accurate, and relevant; and is cognitively and linguistically appropriate for the intended audience.

Instructional Design

- Evaluators examine the resource against current best practice to determine the appropriateness of the instructional objectives and the effectiveness of the instructional organization, teaching strategies and assessment practices.

Technical Design

- Evaluators examine the technical aspects of a resource to determine if it enhances student and teacher accessibility and understanding.

Social Considerations

- Evaluators examine the resource to identify potentially controversial or offensive elements that may exist in the context or presentation, and to highlight where resources might support pro-social attitudes and promote diversity and human rights.

The evaluators use the criteria to think critically about the resource and evaluate it in detail. The application of the criteria will vary depending on the nature of the resource and/or its intended use.

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While all media share a majority of common criteria, video, digital resources, and manipulatives have additional media-specific criteria.

Equally important, evaluators must consider the wide range of audiences that comprise the classroom situation in which the resources are to be used. The age and first language of students, the existence of special needs, Aboriginal education and gender equity are some of the important factors to keep in mind. Consideration should also be given to using a range of media in order to best support learning outcomes.

Generally, learning resources need to be fair, objective, free from gratuitous violence and offensive language, propaganda and discrimination. However, where a teaching/learning situation would benefit from illustrative material to develop critical thinking about such issues, the resource may be approved with cautionary notes.

The board recognizes that from time to time teachers may wish to use supplementary teaching resources that are neither provincially recommended or locally approved. Examples include newspaper and magazine articles, news reports, unpublished works, demonstrations, simulations, taped interviews, selected websites, selected teacher-made materials and Mobile Software Applications (Apps).

It is expected that teachers use sound professional judgement in their own review of supplementary resources ensuring that they meet District standards.

3.1. Provincially Recommended Learning Resources

The BC Ministry of Education is responsible for the evaluation and selection of learning resources to support Provincial Curriculum. Resources that are chosen using the Ministry evaluation process receive Ministry approval in accordance with the *School Act*, and become “Recommended”. These resources may be selected for use in Surrey schools.

3.2. Locally Approved Learning Resources

There is a district approval process which incorporates the BC Ministry of Education criteria to evaluate and select learning resources. ([Refer to Appendix I – Summary of District Learning Resource & Software Local Approval Process.](#))

It is recognized that Special Education, Surrey College and Continuing

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Education Community Programs require “small scale” deployment of instructional and non-instructional software related resources which fall outside the purview of the Learning Resources Review Committee’s formal process. In such unique circumstances, approval of software resources is the responsibility of the appropriate Director of Instruction or designate. Software that is forwarded for approval under this provision will undergo a technical evaluation by Information Management Services. When approved, the software title will be placed on the district approved software list maintained jointly by Education Services and Information Management Services.

3.3. Resource Evaluation – Process

1. SUBMISSION – An educator or supplier submits a request for a resource to be evaluated.
2. INITIAL REVIEW – An initial assessment/review of the evaluation request is conducted by the Review/Selection Coordinator in consultation with the appropriate Helping Teacher.
3. TECHNICAL REVIEW – For software resources. All digital resources must be reviewed by the IMS department to ensure compatibility with district computer systems.
4. EVALUATION – District evaluation teams with expertise related to the resource being reviewed complete their evaluation using the appropriate evaluation criteria.
5. RECOMMENDED/NOT RECOMMENDED – The Assistant Director of Instruction approves or denies request for District Local Approval Status and submitter is advised.

3.4. LIBRARY MATERIALS

The school library plays an important role as a gateway to information resources. An effective school library provides access to a wide array of materials and services to meet learning needs or literature appreciation. The collection is to be designed to encourage free inquiry and to provide multiple points of view.

Collaborative collection development and evaluation by the teacher-librarian and other educators ensure that resources, in a variety of formats, are

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available to meet curricular objectives and enrich student appreciation of literature.

APPENDICES:

1. Summary: [District Learning Resources & Software – Local Approval Process](#)

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