

## **INSTRUCTIONAL MATERIALS SELECTION**

### **Background**

A collection of learning materials assists students to acquire and strengthen skills in reading, observing, listening and communicating ideas. Learners interact with others, develop a spirit of inquiry and a capacity for self-evaluation, and achieve great self-motivation and self-discipline. With a quality learning commons and Instructional Materials Centre program, the Division can encourage its members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.

### **Procedures**

#### **1. Objectives of Selection**

- 1.1 To provide learning materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, socioeconomic background and maturity levels of the students served.
- 1.2 To provide learning materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- 1.3 To provide as wide a variety of learning materials as possible to enable students to develop the practice of critical analysis and make intelligent judgments in their daily lives.
- 1.4 To provide learning materials representative of many religious, ethnic and cultural groups and their contributions to our national heritage and to the world community.
- 1.5 It is understood that these learning materials are selected and made accessible with the understanding that principle is placed above personal opinion and reason above prejudice.

#### **2. Criteria for the Selection of Learning Resources**

- 2.1 The needs of the Division and/or the individual school based on knowledge of the curriculum and the existing collection are given first consideration. Requests from staff and students are also given consideration.
- 2.2 Priority shall be given those materials developed and produced in Canada, in the selection of commercially-produced learning materials when all other factors are considered of equal merit.
- 2.3 Learning materials for purchase include books, pamphlets, periodicals, audio visual and other instructional materials. They will be considered on the basis of:
  - 2.3.1 Appropriateness to educational goals;
  - 2.3.2 Timeliness or permanence;
  - 2.3.3 Importance of the subject matter;

- 2.3.4 Quality of the writing/production;
  - 2.3.5 Readability and/or popular appeal;
  - 2.3.6 Authoritativeness;
  - 2.3.7 Reputation of the publisher/producer;
  - 2.3.8 Reputation and significance of the artist, composer, producer;
  - 2.3.9 Format;
  - 2.3.10 Price.
- 2.4 Instructional materials too expensive for single school purchase, but necessary to enhance the curriculum, may be purchased by the Instructional Material Centre and are available then to all teachers and students in the Division. Such requests for consideration are to be submitted in writing to the Assistant Superintendent of Teaching and Learning.

### 3. Selection and Retention Process

- 3.1 In selecting learning materials for purchase, the purchaser shall evaluate in consultation with professional staff the existing collection and consult:
  - 3.1.1 Reputable, unbiased professionally prepared selection aids.
  - 3.1.2 Specialists from all departments and/or grade levels.
- 3.2 In specific areas, the purchaser shall:
  - 3.2.1 Judge gift items by basic selection standards and accept or reject them by those standards.
  - 3.2.2 Purchase multiple copies of outstanding and frequently used items.
  - 3.2.3 Periodically replace worn or missing standard items.
  - 3.2.4 Withdraw out-of-date or no longer useful learning materials from the collection.

Adopted/Revised: JUN 2016/JUN 2019/NOV 2019

Reference: Section 18, 52, 53, 196, 197, 204, 222, 225 Education Act  
Guide to Education ECS to Grade 12