



Education Program

Selecting Learning Resources

Policy Number EP-08

The Simcoe Muskoka Catholic District School Board encourages the use of a wide variety of resources to promote learning and critical literacy* in our students. In keeping with our Ontario Catholic School Graduate Expectations, students in our schools learn to “use and integrate the Catholic faith tradition in the analysis of the arts, media, technology and information systems to enhance the quality of life” as they become effective models of gospel values.

When selecting materials for use in our schools, educators are responsible for ensuring that these resources:

- are selected with Catholic values and student wellbeing in mind;
- serve an appropriate educational purpose which is clear to students and parents;
- are legal to use in school (respecting copyright laws).

**Critical literacy refers to a level of engagement with texts of all sorts, including media texts, which goes beyond simply decoding the intended meaning. Critical readers/viewers/listeners understand that they should pose questions about the text and “challenge” it with alternative viewpoints or information.*

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_PromotingCriticalLiteracy.pdf

http://www.edugains.ca/resources/LIT/CoreResources/Critical_Literacy_Guide.pdf

Procedural Guidelines Follow

Approved: Board Meeting #10 (Wednesday, June 21, 2017)



Procedures and Guidelines Supporting Policy Number EP-08 **Selecting Learning Resources**

PURPOSE

This document provides criteria for educators to apply when they select learning resources for use in school.

PROCEDURES

Selecting Resources with Catholic Values and Student Wellbeing in Mind

The resources educators ask students to read, view or listen to in school must be selected using the following criteria in mind:

- The resource supports the development of Catholic virtues and values, including faith, hope, love, family, compassion, service, truth, justice and forgiveness.
- The content is appropriate to the student's age, cognitive, emotional and social development.
- The content is suitable for the identified audience and intended purpose in terms of the elements such as abuse (physical, sexual or psychological); obscenities and blasphemies; graphic, horrifying or violent language or depictions; nudity and implied or explicit sexual activity.
- The resource supports the development of respect for people of all ages, ancestries, cultures, religions, citizenships, colours, creeds, ethnic origins, family and marital statuses, places of origin, races, genders and sexual orientations, mental and physical traits.
- The resource contributes to a balanced presentation of perspectives on issues.
- The resource enhances students' continuously developing self-concept.
- The resource deals with sensitive issues appropriately.

Selecting Resources for Clear Educational Purposes

Relevance to learning expectations is a key criterion in the selection of learning resources. Connections to these expectations are made clear to students when resources are presented in the context of classroom discussions, activities and study of the selected resource.



When only a portion of the resource is related to learning expectations, then just this portion should be used. For example, clips from a feature film may be sufficient to demonstrate or elaborate on educational concepts; viewing the complete film may not be necessary or an appropriate use of class time.

[Ministry of Education Curriculum](#) - Resource for Elementary and Secondary Curriculum Documents

Selecting Resources that are Legal to Use in School

The resources educators ask students to read, view or listen to in school must adhere to current copyright laws. [Copyright Matters!](#) should be referred to for key questions and answers for teachers.

[Ministry of Education Policy/Program Memo 157](#) is also a useful resource.

Resources Selected by Students

When students are invited to select or create resources for their peers to read, view or hear as part of student-led learning, teachers will inform students that they must apply the same selection criteria. A version of these criteria that may be shared with intermediate and senior students is available in this shared document: [Quality Learning Resources](#).

Teachers should preview student-selected or student-created resources before they are shared with other students.

Resources Selected by Classroom Visitors

The content and resources shared with students by visitors are expected to adhere to the same selection criteria. When visitors are invited to lead or participate in learning, educators should inquire about the message and materials the visitor plans to share with students in advance of the visit. If the educator has any concerns that these may not fulfill the criteria described in this Procedure, she/he should discuss this with the visitor and/or reconsider the appropriateness of having this visitor.

Resources Used in School but not in Class

Occasionally, movies, music or other resources are used as part of activities that take place outside of "class." In these situations, it may not be necessary for the resource to serve a clear educational purpose; however, the two other criteria are still required:



- selected with Catholic values and student wellbeing in mind
- legal to use in school (respecting copyright laws).

It should be noted in particular that, while copyright laws permit the use of many resources in the classroom, this permission may not extend to their use in extracurricular activities such as assemblies, dances, fashion shows, movie nights, etc. Refer to [Copyright Matters!](#) (ie., movie night (Frozen)) for further clarification.

References

TBD

Resources

[The Catholic Film Reader: Reading and Making Film/Media Text with Meaning](#) <http://www.kids-in-mind.com/Quality Learning Resources Ministry of Education Curriculum>

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