

LEARNING RESOURCE MATERIALS

Background

Northwest School Division selects learning resources to support and enrich the educational program of its schools. The learning resources for schools shall be selected from Core and Additional Resources or bibliography lists accompanying Ministry of Saskatchewan Curriculum Guides. Administrators, Teachers or Resource Centre personnel may select additional learning resources to support classroom instruction or student interest using the Learning Resource Selection Guidelines from the Ministry.

Definition

Learning resource materials are materials used for educational purposes in any format, real or virtual, that illustrate or support one or more elements of a school program or course and may enrich the learning experience of the pupil or the teacher. Materials may be print or non-print resources used in a formal or informal learning context or for student interest. They may be used by a student independently or under teacher guidance and would normally be included in a Learning Resource Centre collection, in a classroom collection, or available for classroom use provided by the school. Classroom resources may include materials provided by the Division as well as materials selected by individual teachers.

Procedures

1. The primary objective of learning resources is to support, enrich, and to assist in implementing the educational program of the school through the interaction of professional personnel and other members of the school. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal as well as presenting materials with varying points of view.
2. The Division delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.
 - 2.1 While selection of learning resources involves many people (administrators, teachers, students, community persons, resource centre personnel), the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the Principal and professional personnel. These persons will be guided by the list of instructional materials authorized by the Ministry of Education and the Director or designate.
3. It is the responsibility of professional staff to:

- 3.1 Assess available materials in relation to curriculum outcomes and student learning needs. Selection decisions must be guided by reputable, professionally developed selection tools and other relevant, authoritative sources.
 - 3.2 Wherever feasible, staff shall review the actual resource directly prior to making a final recommendation.
 - 3.3 Remove materials no longer appropriate and replace lost or worn materials still of educational value.
4. Materials received as gifts shall be evaluated and accepted or rejected at the school level based on the priorities and criteria below.
 5. Any resident or employee of the Division may formally challenge learning resources used in the Division educational program on the basis of appropriateness. Request for reconsideration of material may be informal or formal. Procedures to follow are outlined in Administrative Procedure 251 – Learning Resource Materials Challenge.

Guiding Principles for the Selection of Learning Resources

The following general principles serve as guidelines for the selection of learning resources.

- A variety of learning resources are needed to support individual and group instruction, to permit both teacher-directed and student-directed activities and to meet the varying needs of students and educators.
- Learning resources are recommended based on their overall merit and suitability to support curricula.
- Learning resources are fair, equitable and supportive of the belief that each individual has value as a human being and should be respected as a worthwhile person. Some resources, however, contain an inherent bias. For example, many classic works of literature and historical documents reflect viewpoints and biases of the era in which they were written or set. These resources may be used to aid in the development of critical thinking. Lessons may be structured to help students recognize the bias, to interpret it within a historical or cultural framework and to relate it to the world of today.
- Resources on controversial issues are necessary to support student achievement of particular curriculum outcomes.
- All other factors being equal, resources with Saskatchewan or Canadian content receive preference; however, it is also important to consider resources from other countries to represent diverse perspectives, cultures and experiences.

Criteria for Selection of Learning Resource Materials

The following criteria guide the selection of resources. Specific criteria, including First Nations, Métis and Inuit resource selection criteria, are found in Appendix A.

Curricular Alignment

- Materials that are consistent with the educational goals of the Province, Division, individual schools, specific curricula, and programs.
- Materials that are consistent with the Ministry of Education's Learning Resource Selection Guidelines.
- The resource supports the goals, outcomes and foundational components of the curriculum. It provides opportunities for integration with various areas of study.

Instructional Design

- Learning resources are user-friendly (e.g., do not require extensive in-service before using). Learning resources foster deeper understanding of the subject being addressed. They relate to the curriculum and are consistent with its philosophy. They are reasonable regarding expected classroom time commitment.

Content/Format

- Learning resources are well organized and of high artistic/literary quality. They offer content that is current, accurate, free from copyright infringement and authentic. They also include appropriate and significant Saskatchewan or Canadian content.

First Nations, Métis and Inuit Content

- Learning resources by and about First Nations, Métis and Inuit people are historically accurate, contain respectful and appropriate language and have been validated by qualified Indigenous elders, traditional knowledge keepers, authors or other qualified reputable people.

Social Considerations

- Learning resources are fair and equitable concerning age, ability, culture, gender, socioeconomic status, religion, occupation and sexual orientation. They are as free from bias as reasonably possible, and they are appropriate for the general age and maturity level of the audience. Also, learning resources are free of intrusive advertising.

Physical Quality

- Learning resources offer durability and high physical and technical quality. They are appealing to the intended audience.

Qualifications of Developer

- Learning resources have been developed and validated by qualified, reputable people or organizations.

Cost

- Learning resources provide value for cost.

Reference: [Learning Resource Selection Guidelines - SK Government](#)

Approved: November 19, 2025