AP 213-1

Criteria for the Selection of Library Learning Commons (LLC) Resources

Objective
The following criteria for the selection of resources for the LLC is intended to guide LLC teachers and library technicians when choosing print, visual or electronic learning resources. All resources in the LLC must align with the District's Selection of Resources for the LLC Criteria.

Considerations for LLC Resource Selection
The following criteria is a guideline to use in selecting resources that will provide all members of the school community access to an array of well-managed resources that deepen understanding and promote a life-long learning. All resources will not necessarily meet all the criteria listed below.

Learning Commons Resource Selection Criteria	Criteria	Elaboration
Appropriateness to Program	The resource is aligned to one or more core competencies, big ideas, curricular competencies, or content standard in the provincial curriculum.	Materials should: • support and enrich the curriculum as outlined in Ministry, Board, and school documents. • support specific kinds of programs, e.g. Special Education, ELL, Indigenous Education, Enrichment, IB, AP, French Immersion; • be appropriate for the grade(s) and level(s) of instruction; • stimulate personal growth and the growth of critical thinking; • promote cross-curricular, holistic, and inquiry-based approaches to learning.
Suitability for Students	The resource is appropriate for the age, grade level and maturity of the students in the school.	Materials should: • engage readers; • serve students' varied interests, abilities, and learning styles; • stimulate personal growth and the growth of critical thinking; • sustain the interest of students; • be appropriate to the maturity and experience of students; • be relevant and reflective of students' lives.

Equity and Inclusiveness	The resource contributes to an equity-informed collection that reflects the diversity of Canadian society.	Materials should: • represent people of a variety of races, religions, genders, diverse backgrounds, sexual orientations, gender identities and expressions, classes, and varying abilities; • depict individuals and groups in a range of social, economic, and political environments; • include Indigenous perspectives and ways of knowing; • represent and address a variety of perspectives, including controversial issues.
Canadian Content and Publication	The resource represents the diversity of Canadian people authentically.	Materials should: • present a broad-based perspective of Canada within a global framework; • present the diversity of Canada's religious, ethnic, and cultural groups and their contributions to our heritage; • present Indigenous Canadians in contemporary contexts where appropriate; • present Canada and its people within a multicultural context; • be written, illustrated, or edited by a Canadian when available.
Quality of Visual and Physical Format	The resource is of high quality.	Materials should: • be well-organized and presented clearly and logically; • include high quality illustrations, graphics, photographs, and artwork when applicable.
Cost and Durability	The resource is long-lasting.	Materials should: • be durable; • be used in a way that justify cost.