

CURRICULUM MATERIALS INFORMATION SERVICES (CMIS)

SELECTION POLICY

General Purpose Statement

CMIS Evaluation provides information about quality educational resources that support, extend and enrich the education of students in West Australian government schools and contribute to student learning outcomes. This policy has been developed to guide the policy decisions within CMIS. In a school environment the needs of the particular school and its students and teachers need also to be addressed in conjunction with the Library Resource Centre's Collection Development Policy.

Selection Criteria For Resources

These general principles and selection criteria provide overall guidelines for the selection of quality curriculum related resources. However the contribution to student learning outcomes is the ultimate resource selection criteria.

General Principles

- Select resources that will foster growth in factual knowledge, literary, aesthetic and cultural appreciation; moral and ethical values and will aid in daily and future decision-making.
- Ensure there are adequate resources at appropriate levels for resource-based and student-centred learning and to meet personal and recreational needs.
- Resource new curriculum and interest areas.
- Ensure that resources provide optimum value in terms of curriculum relevance, accuracy, authority, reliability and accessibility.
- Information resources are selected according to the principles of intellectual freedom and provide students with access to information that represents diverse points of view.
- Resources encompass a variety of media and information formats to suit varied learning purposes and styles, including:
 - print resources eg. books (reference, fiction, non-fiction), periodicals, newspapers, pamphlets, ephemera
 - electronic resources eg. Internet sites, online databases, computer software, multimedia, CD-ROM,
 - non-book resources – Audio-visual eg. videocassettes, audiocassettes, films and Graphic eg. charts, posters, pictures, maps, models, realia, kits
- Consider students with particular needs, taking into account race, ethnic group, culture, gender, socioeconomic group, physical and intellectual capacity.
- Assist staff in their teaching roles by providing resources and materials for professional development. For example resources which:
 - model best practice
 - support outcomes-focused education
 - provide a variety of teaching strategies and teaching aids
 - reflect current trends in curriculum development and assist in further professional development

General Selection Criteria for all Resources

Educational Soundness :

- supports the Curriculum Framework and outcomes-focused education
- is learner focused (has purpose, meaning and relevance for the learner)

Authority :

- qualified and/or experienced author
- reputable sources of information
- recognised publisher

Physical Format and Technical Quality :

- quality materials
- sturdy construction
- attractive presentation and clear reproduction

Arrangement of Material :

- content is easily accessible
- instructions and support materials are adequate, clear, comprehensive and effective

Appropriateness :

- content, language, symbols and concepts are at a suitable level for the intended user

Cost :

- value for money
- may be used across a number of curriculum areas and levels

Availability :

- currently available to schools

Format :

- the most suitable medium to present the subject matter
- includes paperback, hardback, big book, audio cassette, video cassette, kits, realia, games, charts, posters, slides, film, computer software, CD-ROM and online resources

Controversial Material :

- consider any controversial content and/or issues

Specific criteria follow for the following formats

- Nonfiction Print
- Fiction Print
- Electronic
- Graphic
- Audio-Visual

Nonfiction Print Resources

Non-Fiction print includes encyclopaedias, yearbooks, almanacs, dictionaries, thesauruses, anthologies, atlases, handbooks, pamphlets, periodicals, journals and information books.

Scope and Purpose :

- fulfil the purpose of the item (quick reference, browsing or extensive research)
- support and enrich the curriculum
- balance of subject coverage: in-depth, detailed account or a general overview, as appropriate
- Informational texts should include good models of the genre in which students are expected to write.

Readability :

- text, print size and style of writing appropriate to the intended reader
- style of writing appropriate to the purpose or intention of the author
- text is smooth to read, clear and concise, interesting and non-repetitive
- language used reflects the intended use of the item
- reading level of the item matches the user's experience, interest level and capability

Accuracy :

- information is accurate and up-to-date
- vital facts are not omitted or over-simplified

Educational Soundness :

- supports the Curriculum Framework and outcomes-focused education.
- is learner focused ((has purpose, meaning and relevance for the learner)

Organisation of Information :

- clear and functional
- contains index, table of contents, glossary, bibliography, as appropriate
- clearly defined chapters/sections

Page Layout :

- headings/sub-headings clearly defined
- text well spaced and organised into paragraphs
- background colour/borders/illustrations do not interfere with the readability of the text
- adequate use of 'white space'

Bias :

- avoid stereotypes in text or illustrations
- avoid biased opinions/value judgements
- reflect gender equity principles of social justice (includes race, sex, physical and intellectual disability, cultural grouping)
- relevant to Australian conditions, as appropriate

Illustrations :

- support or extend the information base of the text
- may include diagrams, maps, graphs, photographs, drawings, paintings, tables
- positioned relevant to the text
- clear, attractive and/or interesting
- labelled/captioned effectively/accurately

Fiction Print Resources

Fiction includes picture books, beginning readers, early chapter books, graphic novels and novels.

Purpose :

- provide enjoyment and entertainment
- stimulate the imagination
- develop language
- extend the student's experience
- develop discriminatory and independent readers
- support the curriculum
- develop life-long readers

Readability :

- text and print size appropriate to the intended reader
- text is smooth to read, clear and concise
- reading level of the item matches the user's experience and capability

Language :

- appropriate to the plot, theme and characters
- imaginative and interesting with natural dialogue and vivid descriptions
- concepts developed by the language are appropriate for the age/maturity of the intended reader
- style of writing is appropriate to the genre
- provides the opportunity for students to practise/develop/extend literacy skills

Content:

Plot:

- stimulates the readers imagination
- encourages awareness of issues
- story is interesting and entertaining
- sequence of events is logical and (within the genre) believable
- factual elements are correct

Theme:

- easily identified
- resolution of conflict within acceptable moral codes and behavioural modes
- avoids moralising and didacticism

Characterisation:

- convincing and credible
- uses natural and suitable dialogue
- characters develop and grow
- avoids stereotyping by gender, race, disability or culture

Other considerations:

- comparative merit with other items by the same author, in the same genre or by other authors

Curriculum Relevance:

- may be used to support Non-Fiction curriculum Learning Areas. ie. links can be made across-the-curriculum

Page Layout:

- content well spaced and logically organised
- background colour/borders/illustrations do not interfere with readability of the text

Illustrations: include here cover, end papers, within text, textless

- appropriately placed/positioned
- clear, attractive and/or interesting
- purpose:
 - enhance/extend elements of the story
 - enhance readability of the text
- appropriate to the reading/interest/maturity level of the reader

Bias:

- avoid stereotypes in text or illustrations
- avoid biased opinions/value judgements
- reflects gender equity principles of social justice (includes race, sex, physical and intellectual disability, cultural grouping)
- relevant to Australian conditions, as appropriate

Sensitive Issues:

- elements of language may be unacceptable to some members of the school community
- treatment of issues eg. sex, violence, drugs, AIDS, death, religion, the supernatural

Electronic Resources

Include computer software, CD-ROM, DVD, Internet sites, online subscription sites, teacher or school-developed electronic materials.

Purpose:

- using the technology is an appropriate way to access this information
- adds value to the overall resource collection

Educational Soundness

- is relevant in terms of the Curriculum Framework
- supports the process of learning

Authority:

- authority information easy to locate and verify
- experience of intellectual content providers, qualifications and expertise (of design and content)
- other titles published

Appropriateness:

- supports the content and enhances the understanding of the user
- appropriate to the level of the intended user/s
- long term value of information
- encourages students to use more than once to gain new experiences

Accuracy and recency of information:

- Site updated regularly
- bibliographies of further reading included, plus affiliated titles and support services
- accuracy of information especially Australian content
- be aware of short/long term value of Internet sites.

Scope:

- depth of coverage (as appropriate)
- uses a variety of forms so students of different levels have access to appropriate information
- offers students an overview plus a more detailed analysis of subject material
- provides information not readily available through other media

Accessibility and Useability :

- easy to load or to access
- navigation offers flexibility of access to information
 - easy cross referencing with hotlinks to more specific information
 - menus clear, of a suitable number and easy to use
 - interpretation of icons appropriate to the intended users.
- variable search options eg. keyword, topic, picture, alphabetical listing, freetext search, multimedia items.

Presentation:

- level of interaction: multimedia includes text, graphics, animated graphics, sound, video clips, facility to enable student participation. ie. offers alternative media to those found in other resources.
- high quality of production. Include here:
 - text is clear and easy to read
 - graphics clear, relevant and attractive
 - background colour design does not interfere with texts,
 - hotlinks easy to identify
 - depth/pace/clarity of sound recording

- provides ancillary applications eg. records student participation, print facility, notes/word processing facility.

Accompanying material:

- printed course material/teacher's notes/synopsis:
- easy to interpret:
- contain enough detail to facilitate easy access to content
- enable easy loading of software
- appropriate to intended users
- clearly set out
- relevant to the curriculum (not just busy work Black Line Masters)
- support the learning process

Packaging if applicable: facilitates storage and long term use

Cost: is not prohibitive

Graphic Resources

Graphic resources include charts, posters, pictures, games, maps, models, realia such as puppets, globes etc. Specific selection criteria for Non-Fiction and Fiction print resources also apply.

Charts: includes maps, diagrams, pictures, posters, friezes, study prints.

- clear and logical layout
- information and graphics uncluttered
- overall size and print size appropriate for intended use
- attractively presented to generate interest
- simplify information and summarise key concepts
- support a specific educational purpose

Games:

- support an educational purpose
- safety aspects eg. size of pieces, sharp edges
- packaging/storage to facilitate long-term use
- durability of game pieces
- accompanying instructions clear and appropriate for the intended user
- attractive, interesting, stimulating and fun

Realia/Models

- support an educational purpose
- durable construction
- size/weight appropriate for intended use
- attractive and interesting
- easy to use

Audio-Visual Resources

Audio-visual resources include audiocassettes, videocassettes, slides, film etc. General selection criteria also apply.

Audiocassettes:

- sound clarity
- clear pronunciation and enunciation
- reading is well paced
- background music/sound effects appropriate and don't interfere with main reading
- abridged or full-text version as appropriate
- story reading or dramatised version
- length appropriate for intended user
- accompanying teachers' notes - appropriate, useful and relevant

Videocassettes:

- clarity of sound and images
- visually appealing
- voice production clear and suited for intended purpose and user
- accuracy and currency of visual information
- content appropriate for intended user
- variety in presentation
- production well paced
- length appropriate for the intended user