



Framework for the Selection of Culturally Responsive and Relevant Learning Resources

The purpose of this framework is to guide educators in our system to identify and vet resources, films, and presentations that are accessible, reflect diversity, and conducive to facilitating meaningful learning experiences for our students. In doing so, this will ensure accountability and transparency in embedding the principles of human rights, equity and inclusion within DCDSB pedagogical tools. To inform this process, criteria is provided in four interconnected areas, followed by guiding questions to discern the appropriate selection of culturally responsive and relevant learning resources.

Teachings of the Catholic Church

- Resources will reflect a belief system that is in accordance with the teachings of the Catholic Church

Questions for Consideration

1. Does the resource support the teachings and values of the Catholic Church?
2. Will it provide a forum to examine and appreciate attitudes toward self and others to support the Ontario Catholic School Graduate Expectations?
3. Does the resource promote equality, democracy, and solidarity for a just, peaceful and compassionate society, fostering a positive sense of self and the dignity of others?

Ministry of Education Directives

- Resources will have relevance to the curriculum as outlined by the Ministry, the Board and the school.
- Resources used as textbooks will be selected from the Trillium List – The Ministry of Education list of approved textbooks.
- In the selection of learning resources, staff will adhere to copyright restrictions and appropriate licensing agreements. Refer to DCDSB's Copyright Policy (PO439)

Questions for Consideration

1. Is the resource in alignment with grade-appropriate curriculum expectations and learning goals?

Diverse Interests of Students

- Resources will develop literary and aesthetic appreciation, encourage the exploration of different points of view, and enable students to develop, with guidance, the best practices of inquiry-based learning, virtues education, citizenship, communication, critical thinking, collaboration and creativity, and the ability to become informed decision-makers, problem-solvers and lifelong learners.
- Resources will address specific interests, abilities, maturity levels and needs of students in terms of their emotional development, intellectual development, language development, physical development, social development, and learning styles

Questions for Consideration

1. Does the resource account for students' interests, backgrounds, cultures, and lived experiences?
2. Does the resource silence or omit the perspectives related to the diverse history, cultural heritage and pluralism of today's contemporary society?
3. Does the resource allow students to access the content with sufficient difficulty (prior knowledge, reading level, ELL Steps framework, age-appropriateness)?
4. Does the resource make visible the author's perspectives, beliefs, and identities?

Equity and Inclusion*

- Resources will be in alignment with the DCDSB's Equity Policy – must promote anti-racism and equitable treatment of individuals or groups regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, disability, gender expression, gender identity, receipt of public assistance, record of offences, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.
- The physical format of all resources will be suitable for their intended use. Non-print resources should be user friendly and compatible with existing equipment. Accessibility standards for new purchases must be considered when purchasing new resources – Accessibility for Ontarians with Disabilities Act (AODA) compliance for materials bought after 2020.
- Staff should include Canadian learning resources representing Indigenous Peoples' perspective and the creative talent of our nation when making selections. These resources should focus on strengthening student knowledge and understanding of Indigenous histories, cultures, perspectives, contributions, and ways of knowing to support the Calls to Action outlined in the Truth and Reconciliation Report (2015).
- Staff should include resources with positive representation and recognition of the Black community and the diverse perspectives of the multi-cultural make-up of our general community.
- **Staff should include resources that reflect positive representation and recognition of equity deserving and/or historically disadvantaged communities including Black and Indigenous Peoples.**

*Reference Policy 516 when selecting and reconsidering resources related to Indigenous Education.

Questions for Consideration:

1. Can the resource be accessed in different formats and alternative versions (e.g., film, audio, adapted texts, dual language books)?
2. Does the resource portray specific groups (e.g., Black, Indigenous, People of Colour; 2SLGBTQ+; etc.) in society in a tokenistic, stereotypical, or derogatory manner?
3. Does the resource present potentially triggering content that may be sensitive or traumatic to students?
4. Does the resource provide opportunities for students to act considering gospel values by respecting the human rights, responsibilities, and contributions of self and others?
5. Will the resource increase access and opportunity for under-represented individuals/groups?
6. Are there individuals/groups that will be disproportionately and negatively affected by this resource (e.g., unintended consequences)?