

Guidance for Selecting Short Term Learning Resources

"All students should feel that they belong in an inclusive school—accepted, safe, and valued—so they can best learn and succeed."
(NS Inclusive Education Policy, 2020)

This document is intended to guide teachers in their *"commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student"*.

Teachers will use the questions below as they select learning resources such as (but not limited to) short videos, newspaper articles, pictures, songs, social media posts, posters, advertisements, artifacts, art work, etc. that would not require completion of the Bias Evaluation Instrument.

ACCESSIBILITY



Design

- Does the resource allow students to customize the visual display?
- Is the resource user friendly and easy to navigate and free of unnecessary distractions?

Compatibility

- Is the resource compatible with accessible and assistive technologies and operate on a variety of platforms?

Supports

- Does the resource provide vocabulary and language support including alternatives for auditory and visual information?

BIAS



- Are there topics, genres, authors, that you avoid based on your own preferences, cultural experiences, or comfort level? Does this impact students' understanding?
- Do you focus on content and texts that match your personal and political beliefs, or do you provide a range of viewpoints?
- Were there any instances of explicit bias (discrimination, stereotypes, unfair negative portrayals)?
- Were there any instances of implicit bias (omission, token representation, superficial representation)?

When reviewing a potential resource for bias, teachers should consider the following:

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| • age | • sex, sexual orientation, or gender (including gender identity and gender expression) |
| • appearance | • socio-economic status |
| • family structures, marital status, or relationships | • values (belief system/ creed/religion, political affiliation) |
| • language | |
| • physical ability or disability and mental ability, disability, or illness | |
| • race, ethnicity, nationality, and indigenous ancestry | |

DIVERSITY



- Who will see themselves and their communities in the resource?
- Whose experiences are portrayed or presented in the resource? Are the experiences authentic?
- Whose perspectives are presented in the resource? Whose voice is being used to share the perspective?
- Considering the resources that have been selected over time, what aspects of diversity have been reflected?

CURRICULUM



Outcomes, Essential Graduation Competencies

- How does this resource align with the relevant curriculum outcomes, and Essential Graduation Competencies

Content and Concepts

- Are the concepts and content presented with an appropriate level of complexity for the grade level and students I'm teaching?

Pedagogy

To what extent does the resource:

- encourage learners in their personal construction of knowledge and make connections across the curriculum and with the world beyond the school and reflect on those connections?
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings?
- represent various ways of learning support the use of Inquiry Based Learning?

For a More Comprehensive Review

If through this review, questions come up for you, consider pausing using the resource until further consultation can take place.

- [NS Bias Evaluation Instrument](#) (2023)
- [Mi'kmaw Ways of Being and Knowing](#) (2022)
- [Know the Signals](#) (2021)
- [NS Inclusive Education Policy](#) (2020)

