Resource review flowchart

The resource review flowchart has been designed to assist teachers when making decisions about the suitability of teaching and learning resources to support curriculum implementation in PDHPE and Crossroads. The questions within the flowchart are intended as a guide to assist the teacher or principal when making decisions about which resources are used to support teaching and learning. These decisions are based on the suitability of the materials or content to student learning and support needs.

It should be noted that any flowchart or checklist to assist with learning resource evaluation may not be able to capture the full range of issues which may arise and as such should only be used as a guide. Where the user is ‘not sure’ of the exact response to be a yes or a no, then a no response should be followed.

For the purpose of this document the term ‘resource’ is defined as any learning material, text, video, digital media, software, program, service or other materials that teachers use to assist students to meet the expectations for learning defined by the syllabus.

On completion of the flowchart, the principal or teacher should have a strong understanding of what needs to be adapted in a resource and/or have sound evidence for using the resource to support curriculum implementation within the context of their school.
START

Is the publication date less than 5 years ago?

NO

YES

Is the resource published by a reputable source?

NO

YES

Do you have the latest edition/version of the resource?

NO

YES

Does the resource reference reliable sources of information?

NO

YES

Is the resource based on current research or evidence?

NO

YES

Can experts or other resources confirm the data, trends and/or information found in the resource?

NO

YES

Is the content and data represented accurately in charts, graphs and text?

NO

YES

Are you able to modify the charts, graphs and text to ensure the information or data is accurate and reliable?

NO

YES

Consider using another resource which has a stronger evidence/research base.

It is suggested that a copy of the latest version of the resource be sought before continuing with this flowchart.
Does the resource comply with the relevant NSW Department of Education policies and procedures? 

AND/OR 

Is the resource content/information consistent with the values of public education? 

YES 

Does the resource support achievement of syllabus outcomes and/or curriculum requirements? 

NO 

Consider using another resource which is better matched to policy and curriculum. 

YES 

Can the resource content be matched to the syllabus outcomes within the specific school program/s it is intended to support? 

NO 

Can the resource content be matched to other whole school objectives embedded within the specific school program/s they are intended to support? 

NO 

Consider using other resources which are more effective in meeting the needs of students. 

YES 

Does the resource use age-appropriate data, terminology and content that meet the needs of the target audience/group? 

NO 

Are you able to adapt the resource content to meet needs of the students you will be using it with? 

NO 

YES 

Does the resource focus on a strengths based approach? 

NO 

Do you have access to experts who could assist in adapting the resource to meet student needs? 

NO 

YES 

Does the resource allow for differentiated learning opportunities for students?
Does the resource promote inclusive practices through the inclusion of a range of diverse individuals, groups and families?

Does the resource reflect realistic situations which will create connection and meaning for student learning?

Will the resource challenge students to be critical, creative, imaginative, inquisitive and reflective?

Does the resource provide opportunities for students to become competent, discriminating and creative uses of information and communication technologies in health and physical activity contexts?

Does the resource provide opportunities for students to develop and apply the skills that enable them to adopt and promote healthy lifestyles?

Consider using other resources which are more effective in engaging students in active learning, are inclusive and celebrate diversity and are connected to a range of student skills and experiences.

Are you able to modify the resource materials or activities to provide opportunities for students to develop and enhance their health literacy and ICT skills?

Are you able to modify the resource content so that the diverse backgrounds and/or beliefs of students are recognised?

If the resource review has landed at this section of the flowchart, then you have sound evidence for using the resource to support curriculum implementation within the context of your school/programs.

Finish