

Statement on Information Literacy

Australian Library and Information Association (ALIA) and Australian School Library Association (ASLA)

Purpose

To describe what is information literacy in the context of an information literate school community.

ALIA objects addressed:

- ❖ To promote the free flow of information and ideas in the interest of all Australians and a thriving culture, economy and democracy.

ASLA objectives addressed:

- ❖ Establish, review and maintain national standards and guidelines for school library resource services.
- ❖ Promote an understanding of the aims, needs and educational significance of school library resource services and teacher librarianship.
- ❖ Develop, write and publish materials which will promote the development of school library resource services and teacher librarianship.

Principle

The ability to locate, manage and use information to create information products using a variety of inquiry methods is an essential component of any information literacy program. A framework is required to ensure all targeted skills are identified and taught strategically and sequentially within the context of the school's curriculum. The aim of this framework is the development of highly competent, confident information users and creators.

Statement

Essential skills for contemporary learners are the ability to:

- ❖ critically analyse their information needs
- ❖ identify appropriate sources and synthesise
- ❖ curate and re-imagine the information to construct personal knowledge

Information literacy skills are embedded in the Australian curriculum within the general capabilities and contextualised in a range of learning areas, providing the framework for teacher librarians to create and manage a program.

Implementing an information literacy program ensures that:

- ❖ skills are explicitly taught in the context of learning and teaching programs
- ❖ evidence can be captured to demonstrate the achievement of these skills
- ❖ skills are covered sequentially across the school's curriculum
- ❖ the teacher librarian's learning and teaching role is recognised

The outcome of the information literacy program is to develop students who are able to:

- ❖ be aware of their information needs
- ❖ ethically use information for a given purpose in a variety of formats
- ❖ locate relevant and authoritative information
- ❖ select, analyse and synthesise a variety of sources
- ❖ create high quality products
- ❖ evaluate the success of the process as well as new understandings acquired

Related documents

International Federation of Library Associations, 2015. *IFLA School library guidelines*, 2nd ed, IFLA, The Hague.

Johnson, L., Adams Becker, S., Estrada, V., and Freeman, A. 2015, *NMC Horizon report: 2015 library edition*, The New Media Consortium, Austin, Texas.

Australian Library and Information Association, 2014, *ALIA AITSL Standards for teacher librarian practice*, Australian Library and Information Association, Canberra.

Australian School Library Association, 2014 *Evidence guide for teacher librarians in the highly accomplished career stage*, Australian School Library Association, Canberra, ACT.

Australian School Library Association, 2014, *Evidence guide for teacher librarians in the proficient stage*, Australian School Library Association, Canberra, ACT.

Statement on library and information services in schools

Statement on school libraries and information and communication technologies

Statement on teacher librarians in Australia

Adopted: November 1994

Amended: February 2009

Revised: July 2016 (incorporates *Statement on Guided Inquiry and the curriculum*)