



Australian Library and
Information Association



AUSTRALIAN COALITION
FOR SCHOOL LIBRARIES

ALIA ACSL Statement on School Libraries and Digital Literacy

Purpose

To provide guidance on the development of effective policy and practice in relation to school libraries supporting digitally literate school communities.

Principle

Digital literacy is the ability to problem solve and investigate, manage, share, and create data, information, and ideas in a society where living, learning and working is increasingly through digital technologies.

As physical devices and software are developed to meet new possibilities and demands, human skills and knowledge also change. Therefore, responding to what it means to be 'digitally literate' also changes over time.

Qualified staff within a well-resourced school library play an expert role in leading a digitally literate school community, making the most of available technologies, contributing to policy development, and ethically adapting to new practices as technologies evolve.

Statement

Essential digital literacy skills for contemporary learners include the ability to:

- manage digital safety and wellbeing, including online safety, privacy and personal representation
- select and operate a variety of digital tools
- locate information, acquire and collate data, and interpret that data effectively
- plan, create, communicate, and collaborate on content
- respect intellectual property
- manage, evaluate and securely store content
- reflect critically on personal digital engagement.

Policies guidelines and regulations which nurture a digitally literate school community will:

- be developed in consultation with library and information professionals. Qualified library staff have expertise in information ethics, data and knowledge management, intellectual freedom and literacies and bring essential perspectives to discussions. They have practical experience of the challenges of digital literacy and opportunities to support an agile school community
- ensure school libraries are adequately resourced to purchase, promote and advise of the appropriate use of digital content to support teaching and learning

- ensure regular professional learning for school library staff to be digitally and artificial intelligence (AI) literate
- prioritise programs giving library and information staff the capabilities to provide for groups identified as needing additional media and digital literacy support or extension.

To effectively embed digital literacy in a school's teaching and learning program, school library staff will:

- champion digital citizenship through role-modelling, explicit instruction and the collaborative design of programs
- model and support the development of strategies to ensure the safe, responsible and ethical use of digital sources and technologies
- curate the school library's digital collections and provide ease of access to support teaching and learning
- support students and teachers to access technologies and ideas that enhance their learning
- liaise to ensure the library space is equipped to support the school's digital literacy program
- promote the library as a creative and flexible learning space
- seek opportunities where the development of digital literacy can be included in teaching and learning experiences to support learning area outcomes
- promote the value and importance of digital literacy to teaching staff and school executive and where necessary provide coaching and professional learning about digital literacy
- lead or contribute to discussion relating to consistency in assessment procedures and appropriate scaffolding of digital literacy skills within these procedures
- participate in decision-making regarding digital technologies and data management within the school environment
- participate regularly in ongoing professional learning to maintain and develop current knowledge of digital literacy, emerging technologies, trends and educational practices.

Related documents

ALIA ACSL Statement of School Libraries and Information Literacy (2024)

ALIA ACSL Statement on School Library Staffing (2024)

Australian Curriculum and Reporting Authority (2023). *General capabilities*.

<https://v9.australiancurriculum.edu.au/f-10-curriculum/f-10-curriculum-overview/general-capabilities>

IFLA School Libraries Section Standing Committee (2015). *IFLA School Library Guidelines*, 2nd revised edition. <https://repository.ifla.org/handle/123456789/58>

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Replaces: *ALIA ASLA Statement on School Libraries and ICT (2016)*

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