

ALIA ACSL Statement on School Libraries and Information Literacy

Purpose

To provide guidance on the role of information literacy in a school's teaching and learning program.

Principle

Information literacy is the ability to make balanced judgements about any information found, used, created, co-created or evaluated. It encompasses and intersects with many literacies, particularly media and digital literacy, and is the cornerstone for lifelong learning, empowering people to develop informed views and to engage fully with each other, technology and society.

Information literacy is a fluid concept. Qualified school library staff have expertise in navigating the evolving and expanding information landscape, leading information literacy development and a culture of inquiry across the school community.

Statement

Information literacy skills are a core component of inquiry learning, embedded and contextualised in a range of learning areas in Australian school curricula. Qualified school library staff play an expert role in collaborating with teachers to design and facilitate information literacy development across the curriculum for all students.

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

- critically analyse information needs
- identify and evaluate a variety of appropriate sources
- process and curate information that is both sought and received to construct personal knowledge
- re-imagine and use information creatively
- present and share information safely, responsibly and ethically
- reflect critically on personal engagement with information.

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

- develop and maintain resources that meet the needs and interests of students across the full range of abilities
- model and support the development of strategies to ensure the safe, responsible and ethical use of information sources in learning and teaching
- seek opportunities where the development of information literacy can be included in teaching and learning experiences to support learning area outcomes

- lead or contribute to discussion relating to consistency in assessment procedures and appropriate scaffolding of information literacy skills within these procedures
- promote the value and importance of information literacy to teaching staff and school executive and where necessary providing coaching and professional learning about information literacy
- participate in ongoing professional learning to maintain and develop current knowledge of information literacy, emerging technologies and educational practices.

Related documents

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

ALIA ACSL Statement on School Library Staffing (2024)

Australian Curriculum and Reporting Authority (ACARA). (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>

NSW Department of Education (2023). *Information Fluency Framework*.

https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/media/documents/Information_fluency_framework.pdf

Adopted: November 1994

Amended: February 2009

Revised: July 2016 (incorporated *Statement on Guided Inquiry and the Curriculum*)

Revised: August 2024 (previously *ALIA ASLA Statement on Information Literacy*)

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