

FOCUS:

**Education Development Initiative
Information Literacy in Schools**

Sabbatical Report

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Desired Outcomes:

“Information Literacy embraces information skills, ICT skills and library skills, along with the problem solving and cognitive skills, and the attributes and values that enable learners to function effectively in the Information Landscape”

The School Library and Learning in the Information Landscape
Guidelines for New Zealand Schools

Rationale:

Our Education Development Initiative will allow us to develop a school wide Information Literacy Programme so that all our staff and students can become increasingly information literate. This programme will include:-

- A shared educational philosophy and commitment by all staff to integrating an information process model across the curriculum.
- A systematic approach to developing all aspects of Information Literacy.
- An environment where all staff practice and model Information Literacy skills and behaviours.
- Opportunities for the students to explore issues relating to the provision and uses of information.
- Readily available resources (hardware and software) to support the students in developing Information Literacy and to support Professional Development for staff.
- Sound processes for assessing the student’s achievements in Information Literacy and for evaluating and improving school Information Literacy Programmes.

Development of our School Library:

Within the Information Landscape we see that our school library will function as a reliable foundation upon which to build effective information access, management and use.

- It will play an important part in developing Information Literacy and in school-wide information management.
- It will become a physical learning environment where access to information is well managed and supported.
- It will also retain a central role in supporting literacy and fostering a love of reading by providing an up to date relevant collection. This traditional role of our library is as important as ever.

Education Development Initiative Action Plan

This Action Plan is based on the development of teaching and learning practice as well as the provision of personnel and resources to support this improved practice.

The following publications were used as a research basis for this Action Plan:-

- *E-Learning in Primary Schools*
February 2005 Education Review Office, Wellington

- *The School Library and Learning in the Information Landscape, Guidelines for New Zealand Schools*
School Services National Library of New Zealand
Learning Media Wellington 2002

Teaching and Learning Practice and Personnel:

The University of Auckland – Faculty of Education (Wellington Centre) will provide school based Professional Development for our staff during 2006, support Information Literacy Skills and the implementation of The School Library and Learning in the Information Landscape.

All staff will undertake the module *InfoLink: Information Literacy Skills* as a school based option. As part of this module staff will visit libraries and schools within the Wellington and Taranaki areas to look at best practice examples.

This development will be facilitated by Brian Waddell from AUT and led by our Library Resource Teacher, Mrs Jenny Rowlands; assisted by our School Librarian, Debbie Feather and Library Assistant, Ani Sharland.

Library staff will also be involved in Professional Development undertaken with Gloria Dravitski from the School Service, National Library.

This Professional Development, along with release time allowed for in the application, will facilitate a complete review and revamp of our library's place within the school, it's structures, layout and provision of service. There will also be a significant change in class practice as teachers integrate an inquiry approach across all curriculum areas.

Graeme Nelson from Lamberts Business Systems in New Plymouth will provide Professional Development for our staff by training them to use new information technology that will support them in the teaching of Information Literacy skills.

This will include eight hours Professional Development per staff member in the use of interactive whiteboards.

Education Development Initiative Action Plan

Resources:

The school already has an efficient network system, large computer suite and broadband access. In order to facilitate our school-wide development in the area of Information Literacy we would purchase the following resources:-

- a pod of eight computers to be set up in our library
- two new computers for each of our classrooms
- eight interactive whiteboards to be used within the library and in each classroom throughout the school
- a photocopier that would also act as our main school printer
- an upgrade of our present server and patch panel to cope with the additional usage and traffic
- additional computer furniture for classrooms and library
- an upgrade of our present television system, both fixed within the library and portable throughout the school
- software and book resources
- the supply of additional cabling and system setup

Sustainability:

This development is largely focused on the Professional Development of staff and would be sustained through the Professional Development area of our yearly Budget.

Budgetary provision would also be made for the replacement and repair of capital items as this becomes necessary.



Education Development Initiative

Quality Information

This application is based around the following three identified and observed needs:-

Education Report Office Comments:

Our last ERO Report issued on 23 June 2003 recommended *“the Board, teaching staff and community explore ways to make further use of the school library facility”*.

Mention was also made during their review visit that staff needed to be up-skilled in developing a systematic approach in all aspects of Information Literacy.

Staff Professional Development:

All our staff members have felt the need to up-skill in the area of Information Literacy. This will enable them to integrate a common school wide information process model as well as giving them the skills to practice and model Information Literacy skills and behaviours.

Quality Pupil Achievement Data:

Staff felt the need to have pupil achievement data that was current and relevant and that could also be compared to national data sets. The NEMP Test “Mary Borg” which focuses on developing questioning skills and knowledge of reference sources was selected as our assessment tool.

We decided to focus testing on our Year 4 children because:-

- this would allow us to undertake comparison tests with and track this group over a number of years
- the assessment tool has standardised data at this year level and at Year 8

All children were tested individually and results compared to national norms. A copy of the test and our findings is attached.

We have concerns about the high percentage of children who are unaware of relevant sources to go to in order to gain information. Our aim, by the end of 2006 is to have 50%+ of our students knowing and recognising four or more relevant sources of information.

We will retest this group of children in November of 2006. We will also test our 2006 Year 4 children in February and November. This will give us a wider sampling of students. Our findings will be reported to staff, parents and the Board of Trustees. We will also report to the Ministry of Education as part of our Variance Report attached to our Annual Charter.

We will also use our recently developed ‘Information Technology Assessment Tool’ in order to track and assess all our students. This assessment tool will be included in pupil reports and assessment profiles and will also guide future planning and programmes.