**Library Learning Path:**

**Supporting the development of information fluency.**

*Information Fluency: the ability to unconsciously and intuitively interpret information in all forms and formats in order to extract the essential knowledge, perceive its meaning and significance, and use it to complete real-world tasks.*

*(Lee Crockett, Ian Jukes and Andrew Churches, Literacy is Not Enough, 2012)*

To assist students to make the most of their learning, an understanding of the processes of learning is required. When learning becomes visible, improvements in understanding and achievement are possible.

One such process is that which incorporates Information Skills.

The Library Learning Path steps are:

* Connect and Wonder
* Discover and Learn
* Create and Share
* Synthesise (included as skills develop towards the end of Stage 3)
* Reflect and Rethink

The targeted skills shown in the following pages belong on a continuum and will be the focus of learning during Library lessons. They should be used at a standard appropriate to each Stage level with all skills at their peak at the end of stage 3. For example – referencing during research should begin with title and progress to full bibliographic detail / online bibliographic creation in all assignment.

The Teacher Librarian will assess the prior knowledge, ability and needs of the cohort when designing lessons, and collaborate with class teachers to determine the NSW English content and outcomes to be addressed and assessed.

Students will be guided through the Library Learning Path, completing one full inquiry unit, each semester. Time will be allocated for feedback and revision of skills as required.

Literature will be included in all lessons to support learning and foster a love of reading.