LIBRARY TEACHING AND LEARNING POLICY

Information literate students are competent, independent learners. They know their information needs, and actively engage in the world of ideas. They display confidence in their ability to solve problems and know what is relevant information. They manage technology tools to access information and communicate. They operate comfortably in situations where there are multiple answers, as well as those with no answers. They hold high standards for their work and create quality products. Information literate students are flexible, can adapt to change, and are able to function independently and in groups. (Todd, 1996)

PURPOSE
St Andrew’s Cathedral School Library provides programs and resources to support teachers’ and students’ research needs and to facilitate life-long independent learning and to ignite a passion for learning and literature. The library supports a guided inquiry approach.

PHILOSOPHY
Best practice in learning happens collaboratively.
Change is a constant for all learners.
Quality teaching pedagogy underpins the approach to developing life-long learning.
A constructivist approach is the platform for developing life-long learning.
Life-long learning develops as students:
* realise that learning continues as a lifelong process
* value truth and the disciplines of scholarship
* recognise that access to information gives them power
* recognise the different forms and purposes of information
* value information skills to help them develop as learners
* value creative and critical thinking through the research process
* develop enthusiasm for learning and reading
* become aware of their own learning styles
* become independent learners
* develop confidence in using different technologies
* develop teamwork and improve their communication skills.

IMPLICATIONS
* Tasks will be constructed in collaboration with classroom teachers to create, implement and assess stimulating units of work which give students opportunities to choose their preferred learning styles and which develop critical literacy and problem-solving skills in the use of text, electronic and visual sources of information across the curriculum K-12
* Dynamic emerging technologies will be embedded into tasks to provide students with opportunities for digital learning and to foster responsibility in the use of these sources of information
* The guided inquiry approach is used to assist students develop competency along the continuum of the information skills process
* Creative and critical thinking processes are embedded in units of work
* Information and digital literacy skills are actively taught and reinforced in a relevant context
* The teaching and learning will be embedded into the actual learning and assessments needs of students as learning happens best at the point of need
SOURCES:
Trinity Grammar School draft Information Literacy Policy [c1995]
Information skills in the school. [1988]. NSW Department of Education.
Riverview Library Life-long learning policy (2006)
Birrong Girls’ High School Library Information Literacy Policy
St Andrew’s Cathedral School Library staff