Rubric for Appraising an Information Literate School Community

Indicator	Emerging	Developing	Proficient	Advanced
The existence of an information policy	The school is planning an information policy.	Only the school head participates in all phases of the policy development, implementation, assessment and any necessary amendments.	Only the principal and his/her deputies participate in all phases of the policy development, implementation, assessment and any necessary amendments.	All stakeholders are able to participate in all phases of the policy development, implementation, assessment and any necessary amendments.
An ICT plan is in place	The school is considering an ICT plan.	The school has an ICT plan that aims to: ▪ develop a fully ICT literate community (Access); ▪ ensure that ICTs are meaningfully integrated into all levels of the curriculum (Integration).	The school has an ICT plan that aims to: ▪ develop a fully ICT literate community (Access); ▪ ensure that ICTs are meaningfully integrated into all levels of the curriculum (Integration); ▪ create conditions whereby ICTs are used routinely (Evolution); ▪ introduce the latest information handling ideas.	The school demonstrates its appreciation for the exponential growth of information access, by implementing an ICT plan, and allocating appropriate funding, to allow for future contingencies. The plan provides: ▪ Access; ▪ Integration; ▪ Evolution; and ▪ Readiness and professional development.
Authentic assessment enables the development of integrated information skills	The school is planning to implement authentic assessment.	Authentic assessment is only implemented in a small number of subjects.	The school develops assessable portfolios of learning experiences so that students are provided with a framework for reflective practices.	Assessable portfolios of learning are used, metacognitive scaffolds are integral to instructional practice. Students are encouraged to identify any deficiencies in their research methods.
School-wide appreciation of the role of the teacher librarian	A member of the teaching staff is selected to fill a teacher librarian vacancy.	The school appoints a qualified teacher librarian.	The qualified teacher librarian has a clear role statement ensuring that resources are current, relevant, appropriate and accessible.	Information skills are taught in context and across the curriculum. The teacher librarian ensures that resources are current, relevant, appropriate and accessible.
Learning contexts are varied and available in a variety of formats	The library resource centre contains printed resources only.	The library resource centre contains print and non-print resources.	The teacher librarian contributes to school policy on ICTs. The library resource centre contains print, non-print and online resources. .	The teacher librarian is a senior member of staff who has a major impact on school policy. The library resource centre contains appropriate resources and access to worldwide information. Classes use information on demand.
Information skills are taught and learned in context and across the curriculum	Information skills are taught in the lessons devoted to 'library' only.	Information skills are acquired and required by students for all subjects, not just for those lessons devoted to 'library'.	Information skills are acquired and required by students for all subjects, not just for those lessons devoted to 'library'. The teacher librarian organizes professional development (PD) for teachers on information skills.	The teacher librarian works with students to prompt the right questions and to guide in the availability and use of information resources. The teacher librarian collaborates with teachers as a curriculum partner helping to design, plan and teach units, and assesses learning outcomes.
Mechanisms in place for supporting the professional development (PD) of teachers for information literacy	The school is planning to establish a mechanism for supporting the professional development of information literacy.	The teacher librarian is able to facilitate informal PD by the circulation of professional reading to colleagues and educates teaching staff regarding issues such as copyright, intellectual property rights, and Freedom of Information.	The teacher librarian is able to facilitate informal PD by the circulation of professional reading to colleagues and educates teaching staff regarding issues such as copyright, intellectual property rights and Freedom of Information. The teacher librarian models PD by engaging in higher education, attendance at conferences, and networking both within and beyond the physical boundaries of the school.	The teacher librarian facilitates the formalisation of school-wide policy and practice through PD to educate teaching staff, eg. developing a plagiarism policy that acknowledges issues – copyright, intellectual property rights, and Freedom of Information – to underpin initiatives such as critical thinking and authentic assessment. The teacher librarian models PD by engaging in higher education, attendance at conferences, and networking both within and beyond the physical boundaries of school, and successfully integrates PD outcomes into current teaching practice/ learning programs.

Adapted from Henri, J., Hay, L. and Oberg, D. (2002). *The School Library-Principal Relationship: Guidelines for Research and Practice*. [International Federation of Library Associations and Institutions (IFLA) Professional Report]. The Hague, Netherlands: IFLA Headquarters, p.90.