

Learners and learning

| Guidelines & Indicators | Current Situation | Action Required |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------|
| School policies & goals reflect the statements and learning outcomes related to information literacy as outlined in national, system & other documents | | |
| School-wide programs address the skills of information literacy through resource-based inquiry learning | | |
| Information skills are developed and monitored in the context of the * learning areas in which statements and profiles have been developed | | |
| Decisions regarding the skills to be developed across the curriculum are made collaboratively as part of the school development process | | |
| A continuum of information skills is used as the basis for planning classroom programs in order to develop the skills incrementally in the context of the students' needs | | |
| Information skills are developed using an agreed information process framework which is understood by students and used consistently across curriculum areas | | |
| Students experience learning programs which integrate the acquisition of knowledge, understandings and information skills and which are developed cooperatively by teachers and the RT. | | |
| Time for cooperative planning of resource-based programs is allocated on a regular basis in the timetable | | |
| Learning programs provided for: Varying learning styles Different levels of student achievement Learners with special needs | | |
| Learners have regular & systematic exposure to resource-based inquiry learning | | |
| In leaning programs, progress is monitored at specified stages in the process to facilitate self-assessment and student learning of the process | | |
| Student competency in the information process is an integral part of assessment across all learning areas | | |
| Students have opportunities to work with the RT as individuals, in small groups and as a whole class | | |
| All students have equal opportunity for access to staff assistance and use of facilities & services | | |
| The LRC has adequate & appropriate staff to support resource-based learning | | |
| The LRC's facilities provide for the needs of resource-based teaching and learning strategies | | |