

# The New 3'R's in Education are Reading, Research and Resources

By Jo-Anne Naslund.

K-12 Benchmarks for Information Literacy were presented in this session by Moira Ekdahl, Teacher-Librarian Consultant for the Vancouver School Board, Executive Member of BCTLA; Michele Farquharson, Teacher-Librarian, Kerrisdale Elementary School, Vancouver & CLA's Teacher-Librarian of the Year; Julie Robinson, Teacher-Librarian, Hollyburn Elementary, & Co-chair of the District Teacher-Librarian Association; and Lynn Turner, Teacher-Librarian, Thornhill Junior Secondary School, Terrace. Formed in 2008, this committee of teacher-librarians responded to a workshop at BCLA 2007 entitled "Bridging the Gap".

The committee's intent was to create a framework of information literacy skills for grades K to 12 that could then be shared with academic and public librarians. Participants were invited to offer feedback and discuss the framework that has been developed to date and offer help in its formulation as it continues as a work in progress. The K-12 Benchmarks project is available on pbworks.com and the workspace is entitled bcinfolitk-12. It can be found at <http://infolitbctla.pbworks.com/FrontPage>.

## Highlights of the K-12 benchmarks project

The K-12 Benchmarks Project uses a three dimensional model, in which strands, benchmarks, and dimensions of student learning serve as a frame for Information Literacy learning outcomes.

The three STRANDS represent aspects of all school library programs and these include READING, RESEARCH and RESOURCES. The learning outcomes have been drawn from teacher-librarian and teaching experience, from Integrated Resource Packages (the curricula) and from new understandings about literacy's.

The four BENCHMARK periods include Gr. 3, 7, 10, and 12. As opposed to a scope-and-sequence or list of skills to be introduced and reinforced at each grade level, the content learning outcomes were matched

to what students need to be able to do by the end of primary, intermediate, junior secondary and upper secondary.

The four DIMENSIONS of student learning that were used to organize the learning outcomes did so according to the student as **information seeker**, **information processor**, **communicator**; and as **reflective learner**.

Much of the planning and thinking that went into preparing this initial framework is grounded in evidence-based research and wide reading from the fields of educational technology, librarianship and constructivist pedagogy. Explanations as to its context, history and organization were clear and well constructed. The K-12 Benchmarks for Information Literacy have begun an important conversation for BC's school, public and academic libraries. Perhaps it will result in a coordinated program of instruction from K to 12 designed to further the information smarts of BC's 21<sup>st</sup> century learners.



Sky High, from morguefile.com

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