



## Cilip CSG IL Group meeting with DfES 2<sup>nd</sup> November 2006

On the 2nd November a meeting was held, to discuss information literacy and the school curriculum, at the DfES, Sanctuary Buildings in London. The meeting was co-ordinated by Julie Bramman (Deputy Director - Curriculum, DfES) and was attended by Julie Bramman and Alan Clarke (also Deputy Director - Curriculum, DfES), Mark Orrow-Whiting (Science Curriculum Team, QCA), Angela Ruggles (Team Leader - Creativity and Arts Team, DfES), Colin Seale, (Head of GCSE and A levels and post 14 maths, DfES), Fred Sharrock (National Strategy Policy Team, DfES), Ruth Harrison (The Reading Agency). Jo Webb (CILIP) also attended the meeting.

Representing CILIP and the Information Literacy group were Dr. Mark Hepworth (Information Literacy Committee Member; Senior Lecturer, Loughborough University), Debbi Boden (Chair, Information Literacy Committee; Faculty Team Leader, Imperial College) and Marcus Wooley (Treasurer, Information Literacy Committee; Head of Library and Academic Liaison, Bedfordshire University).

The objective of the meeting was to persuade the audience that the current school curriculum did not foster information literacy (what the DfES call independent study skills) and that people in Library and Information Science could help educators enable pupils to become information literate. To achieve this we first asked them to think about their own information literacy. This proved successful partly because people seldom have the opportunity to think about how they use information and raised awareness of the complexity of the domain as well as the unconscious nature of information literacy. The presentation went on to give definitions of information literacy, outlined current practice in schools and used data from a number of studies involving pupils in schools that showed how current approaches were not working. For example, how pupils involved in projects did not engage with the process or understand what they were doing, or why, and felt very insecure about the process. Finally possible changes in the way information literacy (independent study skills) was taught were suggested.

This stimulated much discussion and the outcome was that the audience were convinced that we did have something to offer. This was partly because our suggestions tied in with future planned changes to the curriculum for 2008/9, including the introduction of an extended project. As a result Julie Bramman agreed to circulate our presentation to other people including the Training Development Agency (TDA). The implication was that we could get involved in the development of training material for teachers as well as curriculum development.

Overall we felt the meeting was a success in that we managed to communicate with high level educational policy makers in government and to demonstrate that our profession had something to offer.

Further to these developments, at the last meeting of the CILIP Information Literacy committee (December 1st), it was agreed that we would contact other professional groups who are concerned with information literacy and the school curriculum such as the School Library Association and the Education Libraries Group. This will help make sure that we are aware of what each of us are doing and enable us to present a common front.

Dr. Mark Hepworth  
November 2006