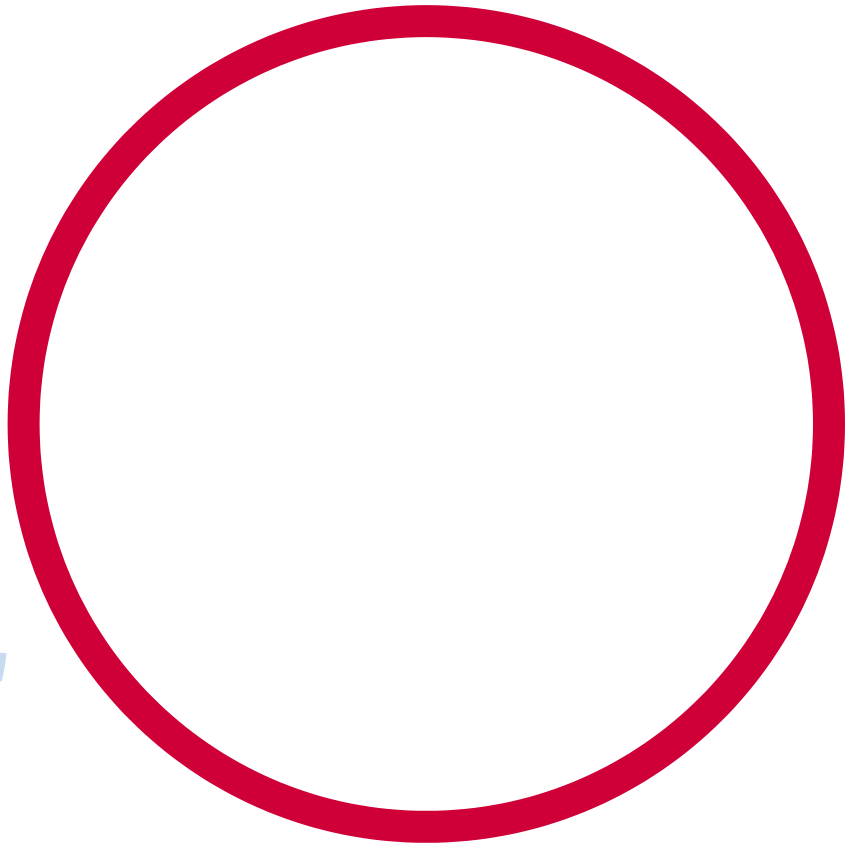
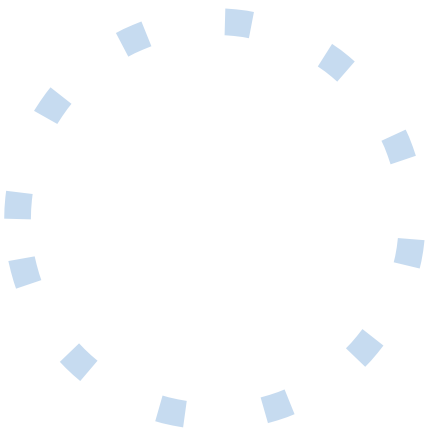
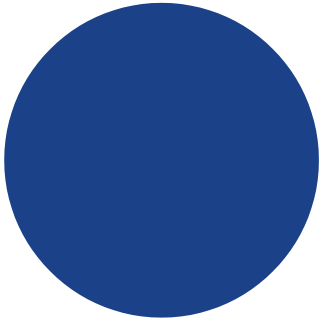


# Information Fluency Framework



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# Rationale

Design of the Information Fluency Framework (the Framework) has been prioritised as an essential piece in maximising the impact of every school library.

The Framework is designed to articulate the work of a teacher librarian so that:

- teacher librarians can more efficiently and effectively work with curriculum outcomes and information fluency
- teachers can better collaborate with teacher librarians
- students know what expertise they can access from teacher librarians
- the impact of the library, and the expertise of the teacher librarian, are known and valued in the school community.

# What is information fluency?

Information fluency is the ability to critically think while engaging with, creating and utilising information and technology, regardless of the information platform or medium.

It can be considered as both an overall competency and as a collection of knowledge and skills (Zhang, 2010).

The concept of information fluency builds on what we have become familiar with as information literacy embedded within the Information Skills document currently used by schools. The Information Fluency Framework has been developed in line with a range of frameworks. (See Appendix A)

In summary, the real difference between information literacy and fluency lies not in what searchers or consumers do, but how they do it (Reid-Smith, 2015).

# Why is it important?

Information literacy has been the primary focus for all libraries and, in particular, school libraries, since 1987 (NSW Department of Education), as it enables a learning interaction, and research process with resources, that works within all curriculum areas. It is a basis for inquiry learning that underpins the Australian Curriculum. Information literacy is also embedded within all NSW curricula.

# Where and how is it taught in schools?

## The “where” – it is found throughout all the curricula

The skills in the Information Fluency Framework are (mainly) found in the general capabilities, which are now incorporated into every learning area syllabus.

These are presented in each curriculum as distinct skills in order to categorise and describe them. In reality, these skills are developed and used together. For example, students will use technologies and critical thinking to select information and clarify their ideas. This crosses the ICT Digital Literacy and CCT capabilities, and is a common task students undertake when researching in a school library.

“While the importance of these skills is increasingly appreciated, they are yet to be consistently embedded across schools” (Gonski, 2018). The Information Fluency Framework provides a structure for teacher librarians and teachers to use so they can work collaboratively to develop these skills in students.

## The “how” – in collaboration with the teacher librarian

Gonski (2018, p.40) frames the challenge for teachers:

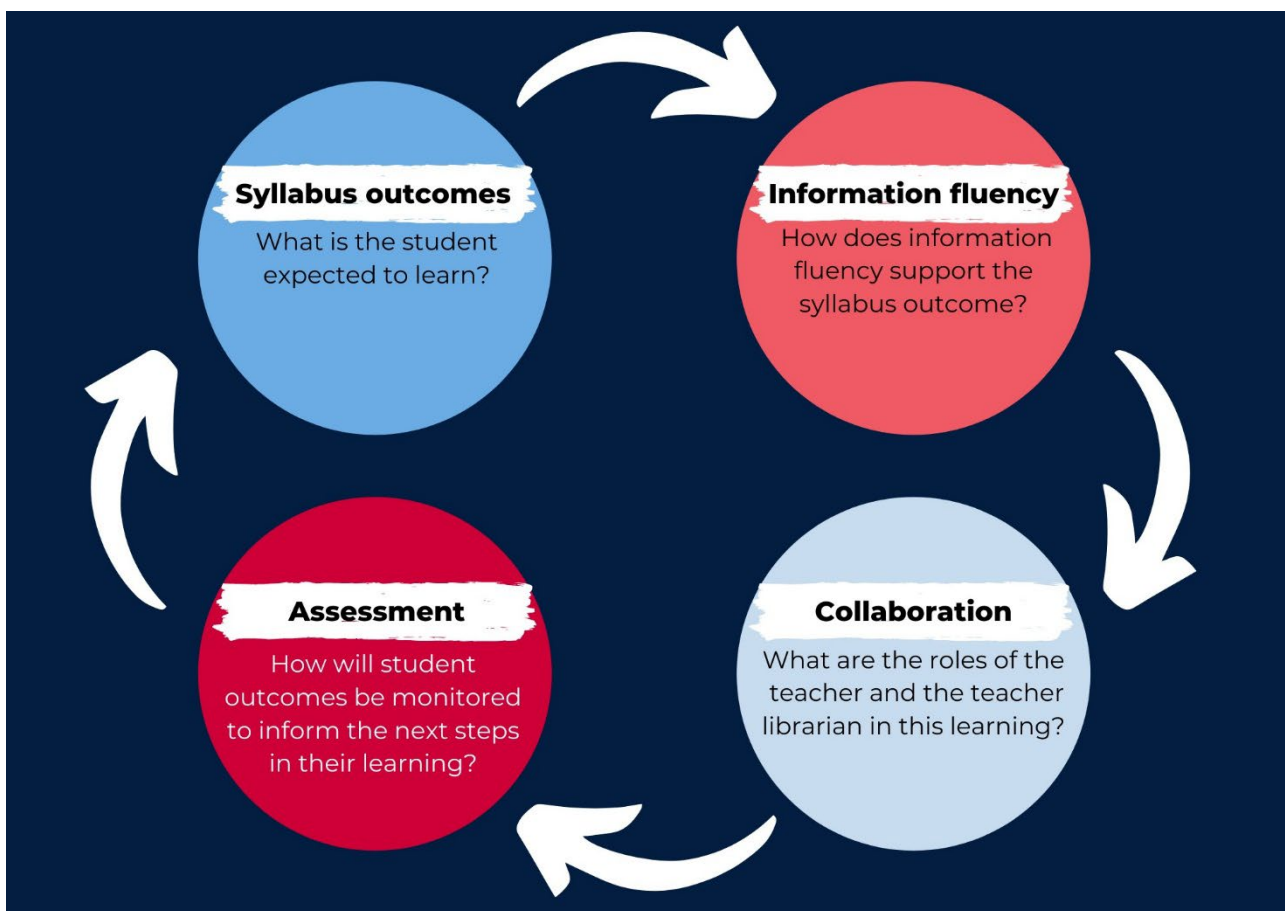
“Teachers are expected to embed teaching of the general capabilities into learning areas. In practice, teaching and assessing the general capabilities... is a highly complex task. It requires teachers to have a sound understanding of how to teach these capabilities and to design engaging material which advances both learning areas and general capabilities. It takes deep expertise to know how best to interweave the teaching of the general capabilities into different learning areas, as general capabilities vary in their relevance to each learning area.”

The teacher librarian is well placed to support this practice through co-teaching relationships (Sharratt & Fullan, 2012, p. 118). As a dual-qualified teacher and expert in many of the general capabilities, teacher librarians can work with teachers to design learning that integrates learning area content, information literacy and general capabilities. The Information Fluency Framework is the tool to help guide this collaboration and ensure that learning is authentic and stage-appropriate.

## Information Fluency Framework

To understand the relationship between information fluency (expertise of the teacher librarian) and learning area content (expertise of the teacher), consider:

- How do the outcomes of a learning area apply to the fluent use, creation and communication of information?
- How can the fluent use, creation and communication of information support development of learning area outcomes?



# The Information Fluency Framework

## Structure

### Elements

Elements describe the competencies that a student with information fluency will demonstrate.

### Strands

The outcomes within each element are viewed through the lens of interacting with information in two ways:

- as consumers
- as creators

### Sub-elements

Sub-elements break down each element into a small number of statements that describe the development of student outcomes.

### Outcomes

Statements that describe what a student should be expected to do at the completion of that learning stage.

### Progression

Outcomes are presented along a progression, linked to learning stages. The outcomes are informed by the [ACARA general capabilities learning continua](#) and [NESA syllabuses](#).

A coding system has been applied to designate specific outcomes. Coding is based on:

IFF as the designation of the framework

Stage or level eg K, 1, 2, 3, 4, 5, 6

Element e.g. S for Social

Strand e.g. 1. For consumer and 2 for creator

Sub element e.g. 1 through to 3 as needed

## Information Fluency Framework

e.g. **IFF4S.1.2** is the stage 4 outcome: [describe and compare the knowledge, beliefs and practices of various cultural groups](#). These codes are also shown in the checklists in Appendix B

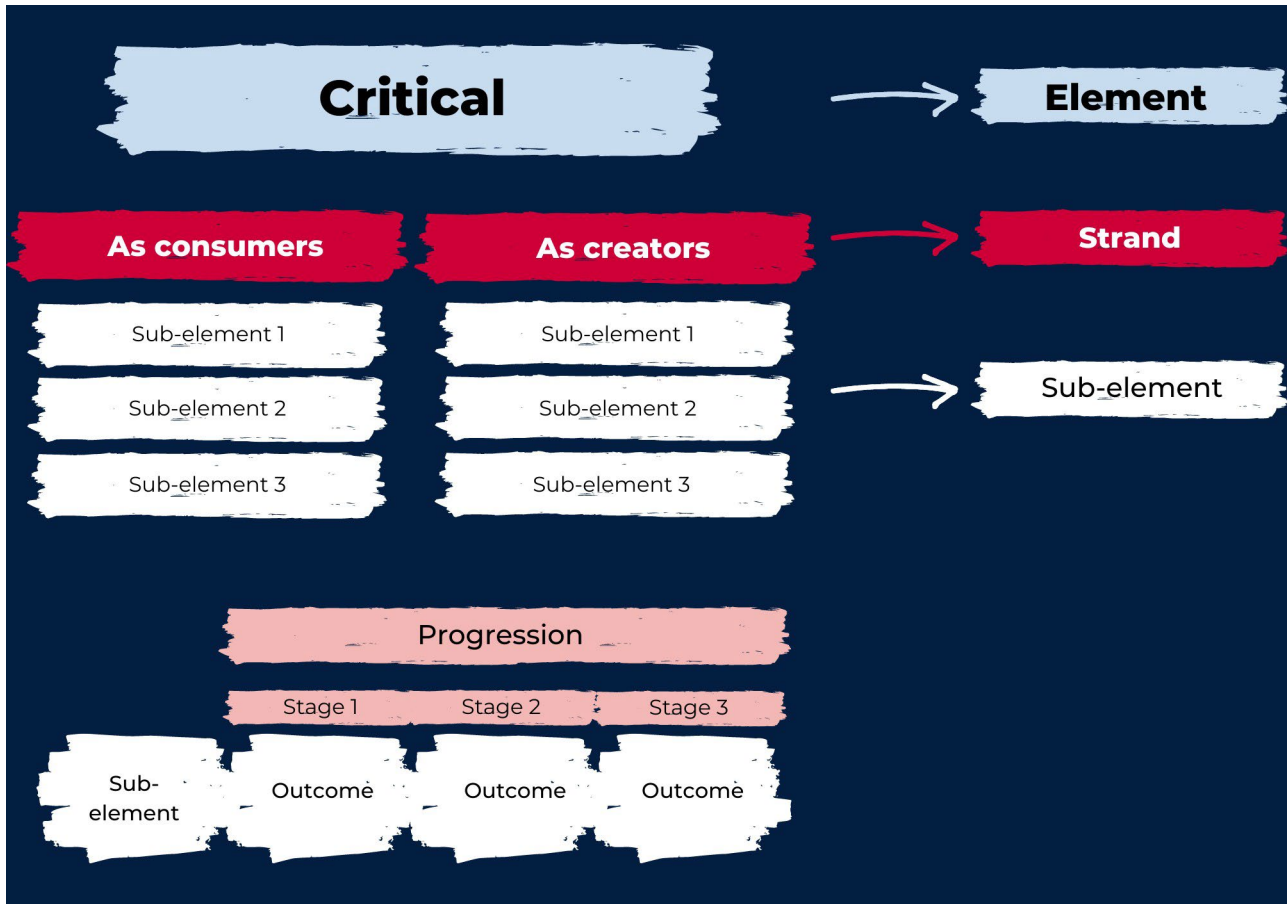


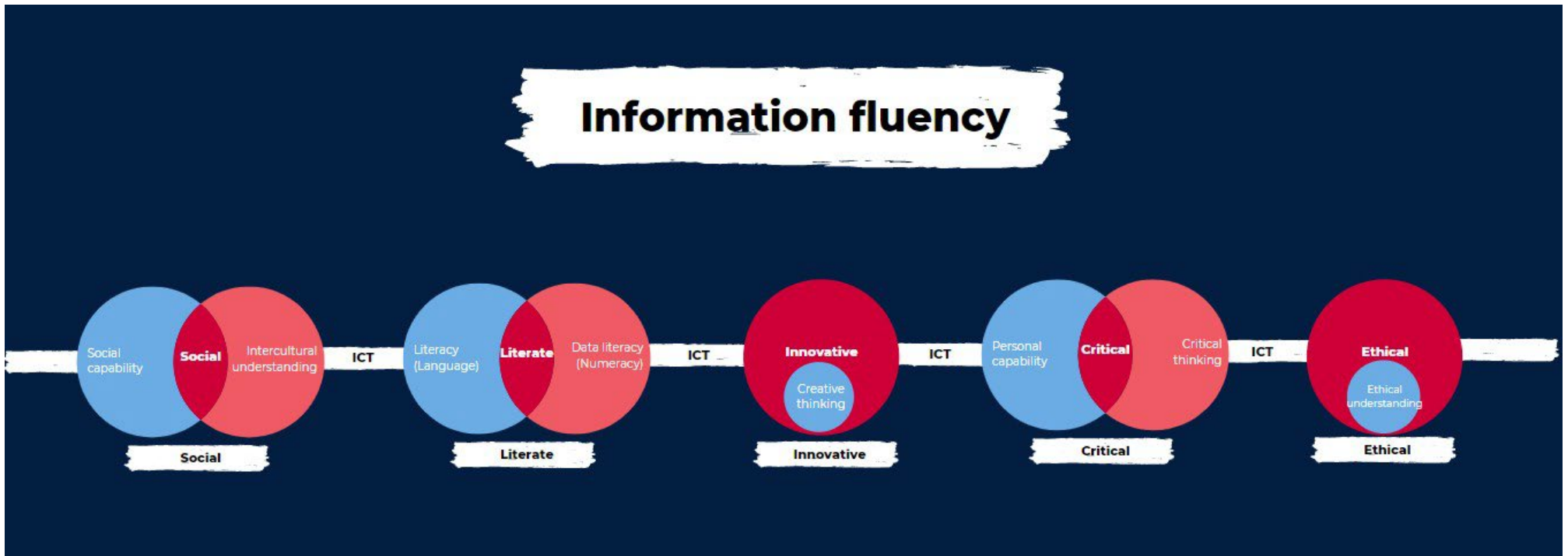
Figure 1 Overview of the Information Fluency Framework structure

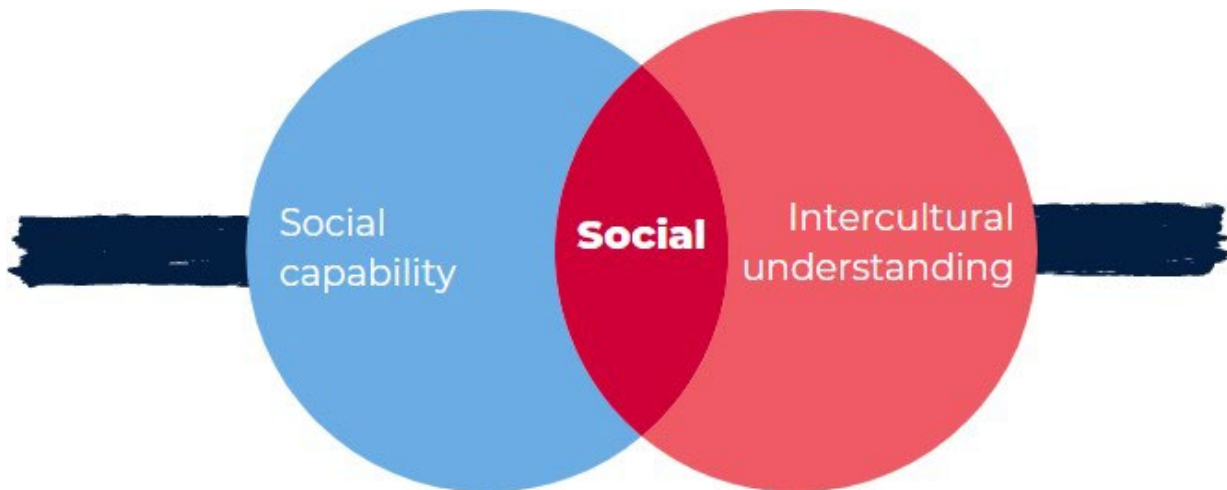


# Overview of the Information Fluency Framework

The red sections are the elements of the Information Fluency Framework. Blue and pink circles show the relationship of each element to the ACARA and NESA general capabilities.

Digital Literacy (DL) is presented as a thread that runs through the elements – enabling students to investigate, create and communicate information fluently.





## Social - Information fluency means students are social

### Element statement

**Students learn with, and from, diverse groups of people.**

### Why is this element important?

Changing demographics, as well as a range of social issues, are presenting new challenges for countries across the globe. This has led to demands for schools to focus on the development of competencies to support social cohesion, equity and inclusivity (Lambert, 2018).

Intercultural understanding is an essential part of living with others in a diverse world. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world. Central to working with others are the interpersonal skills outlined in the personal and social capability (ACARA, n.d.).

Students must be able to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. This requires the ability to communicate and empathise with others, to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.

## How can we teach it?

Social-emotional learning (SEL) is a process designed to develop the skills outlined in the social element of information literacy. “Through the process of SEL students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes. Social-emotional competence helps students cope with everyday challenges and improves learning and wellbeing” (NSW Department of Education, 2020.c).

SEL is a deeply-ingrained part of the way students and adults interact, both in the classroom and out of it, and it helps provide children with equitable, supportive and welcoming learning environments.

Research has shown that social and emotional development can be taught using a variety of approaches, including:

- free-standing lessons designed to enhance students’ social and emotional competence explicitly
- teaching practices such as cooperative learning and project-based learning
- integration of SEL with the academic curriculum
- organizational strategies that promote SEL as a school-wide initiative that creates a climate and culture conducive to learning (CASEL, 2020).

## What does it look like?

The “social” element combines interpersonal and social knowledge and skills. It involves students learning to value and view critically their own perspectives and practices and those of others through their interactions with people and information.

These skills are derived from social awareness and social management (personal and social capability) and intercultural understanding general capabilities (ACARA, n.d.).

The social element is divided into two strands of sub-elements: as consumers and as creators. Students with information fluency will consume and create information.

## Sub-elements

### As consumers, students:

- appreciate and resolve diverse perspectives
- understand how information is affected by cultural knowledge, beliefs and practices
- empathise across cultures

### As creators, students:

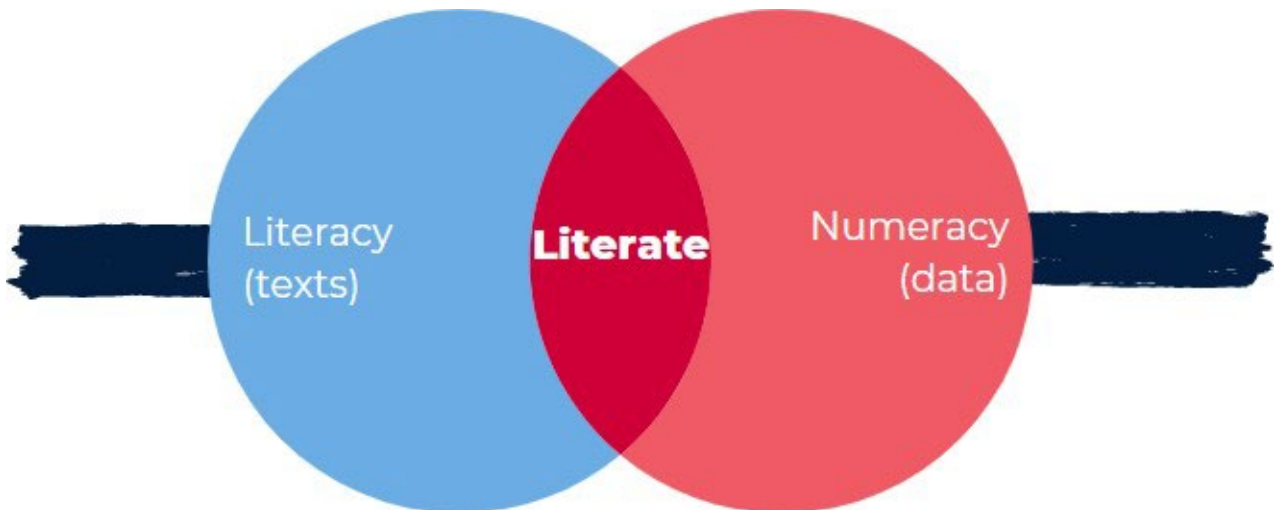
- collaborate with others
- communicate information across cultures
- contribute to society

## Social Learning Progression

Learning stage	K	S1	S2	S3	S4	S5	S6	Examples
<b>1. As consumers, students:</b>								
<b>1. Appreciate and resolve diverse perspectives</b>	IFFKS.1.1 express their opinions and listen to the opinions of others in given situations	IFF1S.1.1 identify the perspectives of others	IFF2S.1.1 identify and describe shared perspectives within and across various cultural groups	IFF3S.1.1 describe various perspectives on an issue	IFF4S.1.1 explain perspectives that differ, to expand their understanding of an issue	IFF5S.1.1 present diverse perspectives and the assumptions on which they are based	IFF6S.1.1 present a balanced view on issues where conflicting views cannot be easily resolved	
<b>2. Understand how information is affected by cultural knowledge, beliefs and practices</b>	IFFKS.1.2 identify other cultures in their learning group to see how this affects information use	IFF1S.1.2 Identify and explore culturally diverse activities and languages	IFF2S.1.2 describe and compare the way their own and other cultures live and communicate with people in other places or times	IFF3S.1.2 describe and compare a range of cultural stories, events, artefacts and communication methods	IFF4S.1.2 describe and compare the knowledge, beliefs and practices of various cultural groups	IFF5S.1.2 identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding	IFF6S.1.2 analyse the complex nature of information, knowledge, beliefs and practices to understand and enhance communication	
<b>3. Empathise across cultures</b>	IFFKS.1.3 show an awareness of the feelings, needs and interests of others	IFF1S.1.3 imagine and describe their own feelings if they were put in someone else's place	IFF2S.1.3 imagine and describe the feelings of others in a range of unfamiliar contexts	IFF3S.1.3 describe the situations of others in local, national and global contexts	IFF4S.1.3 describe the feelings of others in situations across local, national and global contexts	IFF5S.1.3 describe the feelings and motivations of people in different situations	IFF6S.1.3 recognise the effect that empathising with others has on their own feelings, motivations and actions	

## Information Fluency Framework

Learning stage	K	S1	S2	S3	S4	S5	S6	Examples
<b>2. As creators, students:</b>								
<b>1. Collaborate with others</b>	IFFKS.2.1 respond to the feelings, needs and interests of others	IFF1S.2.1 share experiences of cooperation in information retrieval and use	IFF2S.2.1 contribute to groups and teams	IFF3S.2.1 cooperatively develop information / knowledge using group expertise	IFF4S.2.1 collaborate in groups and teams, suggesting improvements in methods used for collaborative creation	IFF5S.2.1 assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	IFF6S.2.1 critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to create information	
<b>2. Communicate information across cultures</b>	IFFKS.2.2 identify their own point of view or idea	IFF1S.2.2 communicate their point of view to others and listen to the views of others	IFF2S.2.2 describe similarities and differences in points of view between themselves and people in their communities	IFF3S.2.2 discuss the value of diverse perspectives and describe a point of view that is different to their own	IFF4S.2.2 explain how a point of view might need to be communicated differently to different groups	IFF5S.2.2 analyse how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	IFF6S.2.2 appreciate the values, opinions and attitudes of different groups within society when communicating a point of view	
<b>3. Contribute to society</b>	IFFKS.2.3 identify who helps them	IFF1S.2.3 describe how they contribute to their homes, school and local communities, and how others care for and assist them	IFF2S.2.3 identify the various communities to which they belong and what they can do to make a difference	IFF3S.2.3 identify a community need or problem and consider ways to act to address it	IFF4S.2.3 explain personal and social roles and responsibilities in contributing to their communities	IFF5S.2.3 analyse how contributing information can benefit society at local, national regional and global levels	IFF6S.2.3 critically evaluate the challenges and benefits of living and working in a culturally diverse society and the role that information fluency plays	



## Literate - Information fluency means students are literate

### Element statement

**Students create and communicate an understanding of information through texts.**

### Why is this element important?

Texts provide the means for communication. Students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning endeavour depends on being able to make meaning from information.

The definition of “texts” is taken from the literacy and numeracy progressions (ACARA, n.d.) and is encompassing of a wide range of information sources. Texts include components of print, image, sound, animated movements and symbolic representations. They can be written, spoken, visual, multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken words, as in film or computer presentation media. Texts include all forms of Augmentative and Alternative Communication (AAC), for example gesture, signing, real objects, photographs, pictographs and braille.

This element also considers “data literacy” – the ability to recognise and use visual and numerical displays to describe data, and to critically evaluate investigations by others.

## Information Fluency Framework

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Making sense of data draws on knowing the concepts and tools that are being used to describe the global features of data. A student understands how these concepts and tools make meaning of data in context, and develops the ability to think critically about any claims, either questioning or confirming them.

Lyria Bennet Moses (2019) describes the increasingly datafied world in which we live. Algorithms are trained to make inferences about users based on their location, operating system, purchasing patterns and search terms. Everyone needs to be aware of how data about them is used to select information with which they are presented, fix prices, assess entitlements and detect non-compliance. There will always be an imbalance between how well companies like Facebook or Google understand their algorithm and the understanding of ordinary consumers, but we can and should reduce that gap.

In summary, data literacy is a core skill that citizens will need to understand and navigate a world where decisions are increasingly automated, often through processing of large volumes of data.

## How can we teach it?

This element is aligned with both the literacy and numeracy progressions and learning area content to support the development of each.

The literacy and numeracy progressions describe common pathways for the acquisition of literacy and numeracy development. The progressions provide a tool to:

- locate the literacy and numeracy development of students and identify the literacy and numeracy development that should follow
- facilitate a shared professional understanding of literacy and numeracy development.

The progressions do not describe what to teach; they provide a detailed map of how students become increasingly adept in particular aspects of literacy and numeracy development. Outcomes and content continue to be the focus for planning, programming, teaching, learning and assessment in relation to the NSW syllabuses (NESA, n.d.).

The information fluency learning progression, along with the literacy and numeracy progressions, support teachers and teacher librarians to collaboratively:

- understand the current level of student development
- understand the desired syllabus outcome(s)
- support achievement of syllabus outcomes through literacy, numeracy and information fluency support
- evaluate student achievement to inform next steps



## What does it look like?

The literate element of the Information Fluency Framework does not attempt to replace the content or role of the classroom teacher in developing literacy. Instead, it seeks to complement both the literacy and numeracy progressions, and the content within each learning area.

The school library is an information service for students and teachers. It is a place to access and use, under the guidance of an information specialist, resources to support learning. This includes a curated literature collection, which plays an important role in inspiring and supporting the literacy development of students.

These resources, including the human resources, support the practicalities of developing the functional skills within the literacy and numeracy progressions. They provide opportunities to enrich and enhance learning experiences, particularly those related to the sub-elements below.

### Sub-elements

#### As consumers, students:

- find and select useful information from a range of sources
- interpret texts and data to build meaning
- organise information

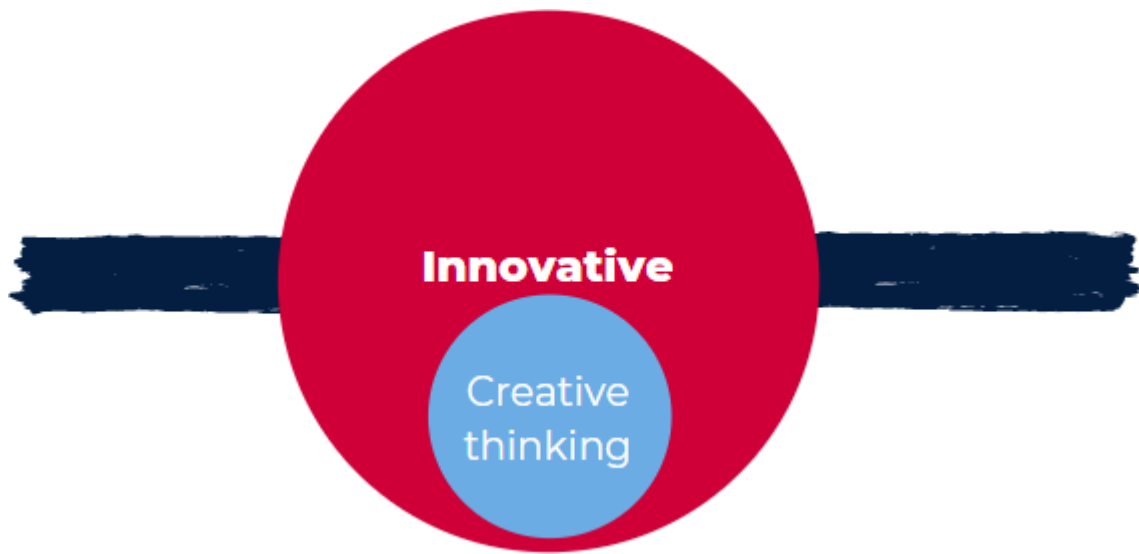
#### As creators, students:

- select and create appropriate forms of information
- communicate information effectively to different audiences
- reflect on the efficacy of communication

## Literate Learning Progression

Learning stage	K	S1	S2	S3	S4	S5	S6	Examples
<b>1. As consumers, students:</b>								
<b>1. Find and select useful information from a range of sources</b>	IFFKL.1.1 navigate simple texts and images and use information or narrative	IFF1L.1.1 read and use simple texts and images to identify and use information or story	IFF2L.1.1 navigate, read and view a range of texts for information purposes or literary exploration	IFF3L.1.1 independently locate and access information or literary texts and viewpoints	IFF4L.1.1 locate and identify relevant and irrelevant information in texts	IFF5L.1.1 select and cite the most appropriate information for a task or purpose	IFF6L.1.1 efficiently locate precise information that supports the development of new understandings	<i>perform an information search</i>
<b>2. Interpret texts and data to build meaning</b>	IFFKL.1.2 listen to / view texts read by an adult to discuss and build meaning	IFF1L.1.2 interpret and use texts to explore topics, gather information and make some obvious inferences	IFF2L.1.2 interpret literal information / story and make inferences to expand knowledge or understanding of the story	IFF3L.1.2 Interpret and analyse information and ideas, comparing texts on similar topics or themes, including multimedia texts	IFF4L.1.2 interpret and integrate visual, auditory and print elements of multimodal texts	IFF5L.1.2 analyse how language, images, sound and data in texts serve different purposes	IFF6L.1.2 analyse how authors manipulate language features, image, sound and data representation for a purpose	
<b>3. Organise information</b>	IFFKL.1.3 recount detail from a text	IFF1L.1.3 record details from a text	IFF2L.1.3 make connections within and between texts	IFF3L.1.3 compare and contrast information between texts	IFF4L.1.3 extract information from a number of sources according to task and purpose	IFF5L.1.3 synthesise information from a variety of texts	IFF6L.1.3 select and synthesise evidence from multiple and varied texts to support understanding	<i>use concept maps to organise information</i>

Learning stage	K	S1	S2	S3	S4	S5	S6	Examples
<b>2. As creators, students:</b>								
<b>1. Select and create appropriate forms of information</b>	IFFKL.2.1 express an idea, drawing on familiar experiences and topics using words and pictures	IFF1L.2.1 select and create texts for a familiar topic	IFF2L.2.1 select from a range of information forms to present their information	IFF3L.2.1 compose texts for a range of purposes by selecting and discarding ideas to make texts suitable for audiences and purposes	IFF4L.2.1 compose informative, imaginative and persuasive texts using learnt ideas on a range of topics	IFF5L.2.1 Select and compose appropriate texts that inform, persuade, or communicate imaginative ideas. Use multimodal resources, data representation, references, and literary techniques.	IFF6L.2.1 Select appropriate forms and compose sustained texts that inform, persuade, or communicate imaginative ideas.	
<b>2. Communicate information effectively to different audiences</b>	IFFKL.2.2 convey messages through actions or talk to retell a familiar story or share knowledge or opinion	IFF1L.2.2 share information in different ways e.g. talk, act, draw, use icons	IFF2L.2.2 deliver short presentations, incorporating some visual or multimodal elements	IFF3L.2.2 plan and deliver presentations, incorporating learned content and appropriate visual and multimodal elements	IFF4L.2.2 deliver information, selecting appropriate content and visual and multimodal elements to suit different audiences	IFF5L.2.2 communicate information, sequencing selected content and multimodal elements for accuracy and their impact on the audience	IFF6L.2.2 communicate information on complex issues, combining elements creatively, including effective graphical representation of data, where appropriate, to engage and persuade an audience	
<b>3. Reflect on the efficacy of communication</b>	IFFKL.2.3 talk about why people compose texts	IFF1L.2.3 talk about the purpose and audience of familiar texts	IFF2L.2.3 ask relevant questions to find out others' ideas, thoughts and feelings	IFF3L.2.3 make judgements about how well communicated information was understood	IFF4L.2.3 discuss the strengths and weaknesses of a communication	IFF5L.2.3 evaluate whether an intended goal or purpose was achieved through communication	IFF6L.2.3 design and implement criteria to evaluate whether an intended purpose was achieved through communication	



## Innovative - Information fluency means students are innovative

### Element statement

**Students generate and implement new and useful ideas.**

### Why is this element important?

Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying innovative thinking, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas. In addition, the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. (ACARA, n.d.)

## How can we teach it?

Creative and innovative thinking is often defined as a process. A process implies a series of phases, steps or procedures that people go through to produce creative thoughts. It is an often effortful and prolonged process, which differs from the more mysterious and instantaneous way that some people, including some people who have generated highly creative ideas, have characterised it.

The implementation of potentially creative ideas often includes setbacks, multiple iterations, and sometimes even the abandonment of highly original ideas in favour of ideas that may be less original, but actually work (Beghetto, 2016a; von Thienen et al., 2017).

Given this process, developing innovative thinking requires opportunities for students to engage in learning that encourages generation, evaluation and implementation of ideas. Inquiry processes are suited to these opportunities, as a typical inquiry process encourages students to:

- ask an answerable question or identify a researchable problem
- develop a plan and take some form of action
- gather resources; analyse and summarise information
- draw conclusions and report findings
- reflect on the process (Lupton, 2016)

## What does it look like?

Innovation is the generation and implementation of creative ideas. Creative ideas are characterised as being both original and useful.

Innovative thinking involves students:

- learning to generate and apply new ideas in specific contexts
- seeing existing situations in a new way
- identifying alternative explanations
- seeing or making new links that generate a positive outcome

This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. Creativity demands the generation of numerous ideas, which then requires ideas to be evaluated.

The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality. When these ideas are implemented under constraints, innovation is said to occur.

## Sub-elements

As consumers, students:

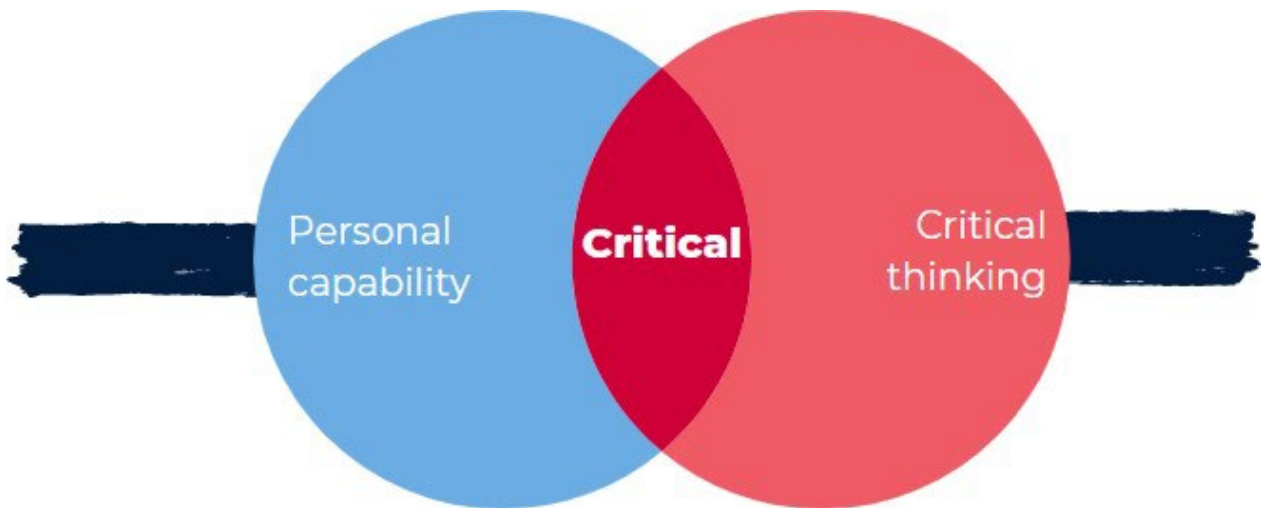
- pose questions to be answered using information
- connect and combine ideas

As creators, students:

- generate and evaluate ideas
- implement ideas under given constraints

## Innovative Learning Progression

Learning stage	K	S1	S2	S3	S4	S5	S6	Examples
<b>1. As consumers, students:</b>								
<b>1. Pose questions to be answered using information</b>	IFFKI.1.1 pose questions based on personal interests and experiences	IFF1I.1.1 pose questions to identify and clarify issues, and compare information	IFF2I.1.1 pose questions to expand their knowledge about the world and clarify information	IFF3I.1.1 pose questions to expand and interpret information	IFF4I.1.1 pose questions to probe for causes and consequences	IFF5I.1.1 pose questions to investigate complex issues	IFF6I.1.1 pose questions to analyse complex issues and abstract ideas	<i>Generative questioning activities to initiate an information search</i>
<b>2. Connect and combine ideas</b>	IFFKI.1.2 draw connections between similar ideas	IFF1I.1.2 use imagination or creative thinking to connect two things that seem different	IFF2I.1.2 build on what they know to understand information in a new way	IFF3I.1.2 expand on known ideas to create new ideas or understandings	IFF4I.1.2 combine ideas in a variety of ways and from a range of sources	IFF5I.1.2 draw parallels between known and new ideas to create new ways of achieving goals	IFF6I.1.2 create and connect complex ideas using imagery, analogies and symbolism	<i>Concept formation activities to compare, contrast and classify ideas, objects, and events</i>
<b>2. As creators, students:</b>								
<b>1. Generate and evaluate ideas</b>	IFFKI.2.1 share their thinking about their ideas to others	IFF1I.2.1 discuss and evaluate ideas	IFF2I.2.1 create ideas and possibilities in ways that are new to them	IFF3I.2.1 create and refine ideas and possibilities, suggesting alternative solutions	IFF4I.2.1 select from a range of new ideas by applying criteria	IFF5I.2.1 generate a range of ideas and evaluate their utility	IFF6I.2.1 design criteria to evaluate self-generated ideas	<i>Divergent and convergent thinking activities</i>
<b>2. Implement ideas under given constraints</b>	IFFKI.2.2 predict what might happen in a given situation when putting ideas into action	IFF1I.2.2 investigate options and predict possible outcomes when putting ideas into action	IFF2I.2.2 experiment with a range of different options when putting ideas into action	IFF3I.2.2 assess and test options to put ideas into action	IFF4I.2.2 explain how constraints are considered when implementing ideas	IFF5I.2.2 successfully navigate constraints when implementing ideas	IFF6I.2.2 plan for, undertake, and evaluate implementation of ideas in consideration of constraints	<i>Design an implementation strategy for an information creation</i>



## Critical - Information fluency means students are critical

### Element statement

**Students evaluate and use information to reflect and solve problems.**

### Why is this element important?

The Australian Curriculum defines critical thinking as "at the core of most intellectual activity that involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems."

This definition includes behaviours such as explaining, evaluating, analysing and hypothesising. Critical thinking is also classified as a general capability. This means that it can be developed both across and within different subject domains. The position of critical thinking as a general capability highlights its importance across all key learning areas. This is likely to become increasingly important as students will need to sift through large amounts of information, understand its source, and make decisions as to its accuracy.

It is widely agreed that critical thinking is a necessary capability across all content areas, and in a rapidly changing world. "Critical thinking has, of course, long been a valuable skill for young people to master, though its importance is expected to increase as the world becomes ever more augmented by artificial intelligence and other emerging technologies" (Willingham, 2019).



## How can we teach it?

“Critical thinking begins with understanding our own thinking. This experiential aspect of critical thinking means that certain elements of knowing how to think cannot be transmitted by language alone. For example, I cannot teach someone how to surf by simply speaking to them. At some stage, they must get on the board and find out for themselves what it’s like” (Ellerton, 2019).

The fact that critical thinking has this experiential flavour carries with it pedagogical implications. Ellerton (2019) argues that the skills of critical thinking can be thought of as the skills that support effective inquiry – as inquiry begins by reflecting and casting doubt on existing belief or knowledge. This view brings with it an incompatibility with a curriculum that is “clear and settled, for this paralyses thought” (Lipman, 2003).

Ellerton (2019) also explores the relationship between learning area content and critical thinking. When content is understood, it is organised into a schema in students’ minds. Activities that encourage critical thinking can help better organise content into these schemata, supporting deeper understanding of content knowledge. When the content is well organised, it can more easily be retrieved and used for higher order thinking.

These two observations - the experiential requirement of critical thinking, and a symbiosis with learning content - present considerations for teaching critical thinking:

- The first is that critical thinking requires active learning, achieved through pedagogies such as inquiry learning (Barron & Darling-Hammond, 2010)
- The second is that critical thinking should be integrated within learning areas (Willingham, 2019).

The teacher librarian can collaborate with teachers to plan and lead student inquiries that develop learning area content and critical thinking skills. This has the added benefit of the teacher librarian coordinating an approach across learning areas and years, a recommendation to improve learning (Willingham, 2019).

## What does it look like?

The critical element contains skills from critical thinking (critical and creative thinking) and personal capability (personal and social capability) from the general capabilities.

It’s divided into two strands of sub-elements: as consumers and as creators. Students with information fluency will consume and create information by being aware of their own cognition, applying logic and carefully selected strategies to evaluate, synthesise and transfer information into new contexts.

These skills heavily overlap with the self-aware and self-management aspects of personal and social capability.

### Sub-elements

#### As consumers, students:

- reflect on information needs, emotions, biases, thoughts and strategies when consuming information
- apply logic and reasoning to evaluate information sources
- synthesise and make sense of information from diverse sources

#### As creators, students:

- generate ideas in response to problems
- hypothesise results of a problem, using logic and reasoning
- connect information and transfer into new contexts

## Critical Learning Progression

Learning stage	K	S1	S2	S3	S4	S5	S6	Examples
<b>1. As consumers, students:</b>								
<b>1. Reflect on information needs, emotions, biases, thoughts and strategies when consuming information.</b>	IFFKC.1.1 talk about how emotions can influence thinking about information	IFF1C.1.1 identify situations where information is needed	IFF2C.1.1 apply persistence to locate and access information	IFF3C.1.1 discuss emotions and thoughts in response to different information sources	IFF4C.1.1 select appropriate strategies to find and use information	IFF5C.1.1 explain responses to different information sources	IFF6C.1.1 justify strategies to find and use information	<i>Describe approaches used to identify, select, evaluate and use information.</i>
<b>2. Apply logic and reasoning to evaluate information sources</b>	IFFKC.1.2 select an information source	IFF1C.1.2 explain the usefulness of an information source to a topic	IFF2C.1.2 discern fact from opinion	IFF3C.1.2 use evidence to choose a course of action or reach a conclusion	IFF4C.1.2 identify assumptions, and sources of bias and motivation in information sources	IFF5C.1.2 apply criteria to judge the validity of a conclusion	IFF6C.1.2 evaluate premises, conclusions and assumptions within an argument	<i>Evaluating factors such as currency, reliability, relevance, authorship, completeness and veracity.</i>
<b>3. Synthesise and make sense of information from diverse sources</b>	IFFKC.1.3 draw meaning from an information source	IFF1C.1.3 organise information based on similar or relevant ideas from several sources	IFF2C.1.3 collect, compare and categorise facts found in a widening range of sources	IFF3C.1.3 identify and clarify relevant information and opinions and prioritise ideas	IFF4C.1.3 clarify, condense and combine relevant information from multiple sources	IFF5C.1.3 analyse information and ideas when exploring challenging issues	IFF6C.1.3 synthesise complex information and reconcile diverse ideas drawn from a range of sources	<i>Compare two opposing arguments to reach an opinion or conclusion</i>

## Information Fluency Framework

Learning stage	K	S1	S2	S3	S4	S5	S6	Examples
<b>2. As creators, students:</b>								
<b>1. Generate ideas in response to problems</b>	IFFKC.2.1 Brainstorm ideas	IFF1C.2.1 Discuss possible ideas	IFF2C.2.1 Generate a range of ideas	IFF3C.2.1 construct and demonstrate an idea	IFF4C.2.1 Propose alternative ideas	IFF5C.2.1 Analyse ideas	IFF6C.2.1 formulate and critically evaluate ideas.	<i>Apply and justify an inquiry process</i>
<b>2. Hypothesise results of a problem, using logic and reasoning</b>	IFFKC.2.2 make basic predictions	IFF1C.2.2 create a basic hypothesis	IFF2C.2.2 use evidence to explain a range of results as a result of their hypotheses	IFF3C.2.2 use cause-effect statements to explain a claim, conclusion or outcome	IFF4C.2.2 identify assumptions in reaching a conclusion	IFF5C.2.2 assess assumptions in thinking and discuss alternative opinions	IFF6C.2.2 justify reasoning used in reaching a conclusion	<i>Create a persuasive argument</i>
<b>3. Connect information and transfer into new contexts</b>	IFFKC.2.3 connect information from one setting to another	IFF1C.2.3 use information from a previous experience to inform a new idea	IFF2C.2.3 transfer and apply information in one setting to enrich another	IFF3C.2.3 apply knowledge gained from one context to another unrelated context	IFF4C.2.3 justify reasons for decisions when transferring information to similar and different contexts	IFF5C.2.3 combine ideas in a variety of ways and from a range of sources	IFF6C.2.3 connect complex ideas and justify transference to new contexts	<i>Synthesise information from multiple sources to form an argument</i>



## Ethical - Information fluency means students are ethical

### Element statement

**Students apply reasoning to consider the influence and impact of information on others.**

### Why is this element important?

Leslie Lobel, former Deputy Secretary for the department, brings awareness to new issues in ethics:

“At a time when personal data has become a commodity concentrated in the holdings of a handful of tech billionaires, and privacy is emerging as a new frontline of human rights law, equipping young people with the ability to identify the winners and losers of an unequal digital playing field is a key part of education.

While learning to think ethically imposes responsibilities on students, it also enables them to discover rights to fairness and care for themselves and others. This awareness of self and world is critical both to prevent our young people from becoming collateral victims of the proliferation of AI and big data, and to ensure technology delivers on its positive promise.” (NSW Department of Education, 2020).

Ethical issues are not new, nor are they localised to technology. Robert Sternberg points to the need for people to think ethically about other big problems in society, including automation, pollution, terrorism, antibiotic resistance, income disparity and the decline of democracy (NSW Department of Education, 2020). Building ethical understanding will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms (ACARA, n.d.).

## How can we teach it?

There are two basic models that education systems can use for teaching ethical reasoning:

- **separate instruction** – as a standalone subject such as ethics or philosophy
- **integrated instruction** – using learning area contexts to explore ethical thinking (NSW Department of Education, 2020)

While either (ideally both) models can be desired, the Framework deals only with integrated instruction. In this model, the teacher librarian collaborates with teachers to find opportunities within the content of the learning area to explore ethical thinking. Through this partnership, teachers are supported by the teacher librarian to teach ethics through core content in the syllabus (NSW Department of Education, 2020).

## What does it look like?

This element contains skills from the ethical understanding general capability.

Ethical reasoning is a type of critical thinking that uses ethical principles and frameworks. It is a process of identifying ethical issues and weighing multiple perspectives to make informed decisions. Ethical reasoning is not about knowing right from wrong, but being able to think about and respond to a problem fairly, justly and responsibly (NSW Department of Education, 2020.b).

The ethical element of information fluency is divided into two strands of sub-elements: consumers and creators. Students with information fluency will consume and create information by first identifying situations that require an ethical consideration, then considering the impact of different actions from various perspectives.

## Sub-elements

### As consumers, students:

- understand ethical decisions that are embedded in information
- apply reasoning to consider consequences and make decisions about the use of information

### As creators, students:

- understand ethical issues when creating information
- apply reasoning to consider consequences and make decisions about the creation of information
- consider the information rights and responsibilities of different groups when creating information

## Ethical Learning Progression

Learning stage	ES1	S1	S2	S3	S4	S5	S6	Examples
<b>1. As consumers, students:</b>								
<b>1. Understand ethical decisions that are embedded in information</b>	IFFKE.1.1 describe familiar situations that involve ethical decisions	IFF1E.1.1 discuss ethical decisions within a range of familiar contexts	IFF2E.1.1 discuss ethical decisions within a range of unfamiliar contexts	IFF3E.1.1 explain what constitutes an ethical decision and how it might be reached	IFF4E.1.1 distinguish between ethical and non-ethical dimensions of issues in information	IFF5E.1.1 analyse ethical reasoning and decisions	IFF6E.1.1 infer, from a range of resources, ethical decisions inherent in the creation of information	<i>Evaluate sources for bias</i>
<b>2. Apply reasoning to consider consequences and make decisions about the use of information</b>	IFFKE.1.2 identify how people make decisions based on emotions, wants and needs	IFF1E.1.2 describe the effects that feelings, emotions and dispositions have on how people use information	IFF2E.1.2 explain the links between emotions, dispositions and intended and unintended consequences of actions on others within a research process or in literature	IFF3E.1.2 discuss the consequences of different actions in relation to information use	IFF4E.1.2 apply ethical information use protocols to new situations	IFF5E.1.2 explain the links between the ethical use of information and a range of possible actions and consequences	IFF6E.1.2 assess ethical protocols in concrete situations to consider the consequences of using information in different ways	<i>Respect intellectual property</i>



Learning stage	ES1	S1	S2	S3	S4	S5	S6	Examples
<b>2. As creators, students:</b>								
<b>1. Understand ethical decisions when creating information</b>	IFFKE.2.1 recognise their own work and the work of others	IFF1E.2.1 consider ethical decisions for information projects	IFF2E.2.1 apply ethical decisions when creating information	IFF3E.2.1 identify what constitutes an ethical decision and how it might be reached when creating information	IFF4E.2.1 distinguish between ethical and non-ethical dimensions of issues in information	IFF5E.2.1 discuss ethical decisions when creating information	IFF6E.2.1 explain the importance of ethical decisions when creating information	<i>Propose ethical considerations</i>
<b>2. Apply reasoning to consider consequences and make decisions about the creation of information</b>	IFFKE.2.2 understand how people make decisions based on emotions, wants and needs	IFF1E.2.2 understand the effects that feelings, emotions and dispositions have on how people create information	IFF2E.2.2 discuss the consequences on other people of new information or ideas	IFF3E.2.2 identify the consequences of ethical decision-making in relation to information creation	IFF4E.2.2 demonstrate reasoning when creating information by applying ethical information protocols in context	IFF5E.2.2 analyse ethical decisions and relate them to different potential consequences	IFF6E.2.2 justify ethical decisions in information creation, demonstrating reasoning	<i>Communicate processes for ethical decision making</i>
<b>3. Consider information rights and responsibilities of different groups when creating information</b>	IFFKE.2.3 share examples of rights and responsibilities in the use of personal information or ideas	IFF1E.2.3 identify their rights and responsibilities and those of their classmates when creating information	IFF2E.2.3 investigate and use copyright and intellectual property in relation to information creation	IFF3E.2.3 apply rights and responsibilities when creating information	IFF4E.2.3 discuss the rights and responsibilities of information creators and people affected by information creation	IFF5E.2.3 analyse rights and responsibilities in relation to ethical creation of information	IFF6E.2.3 justify decisions on rights and responsibilities of different groups when creating information	<i>Respects the privacy of others</i>

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# Appendices

## A. Analysis of information fluency frameworks

The table below is a summary of five information fluency frameworks. Elements have been arranged by the framework (vertically) and grouped by affinity across frameworks (horizontally).

1	2.	3.	4.	5.
Technology	Computer literacy		Digital	
	Critical thinking	Critical thinking	Evaluation/ critical thinking	Reflection and curiosity
Access information  Synthesise, evaluate information	Information literacy		Search, Access, Use information	
Create				Design thinking Action
Communication  Collaboration		Presentation  Participation		Communication  Multimedia literacy
			Language	
		Domain knowledge	Learn	Inquiry
			Ethical and social	Ethics and citizenship/ cultural understanding

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## B. Stage checklists

### Early Stage 1 checklist

<b>S</b>	<b>L</b>	<b>I</b>	<b>C</b>	<b>E</b>
<b>Social</b>	<b>Literate</b>	<b>Innovative</b>	<b>Critical</b>	<b>Ethical</b>
IFFKS.1.1 express their opinions and listen to the opinions of others in given situations	IFFKL.1.1 navigate simple texts and images and use information or narrative	IFFKI.1.1 pose questions based on personal interests and experiences	IFFKC.1.1 talk about how emotions can influence thinking about information	IFFKE1.1 describe familiar situations that involve ethical decisions
IFFKS.1.2 identify other cultures in their learning group to see how this affects information use	IFFKL.1.2 listen to / view texts read by an adult to discuss and build meaning	IFFKI.1.2 draw connections between similar ideas	IFFKC.1.2 select an information source	IFFKE1.2 identify how people make decisions based on emotions, wants and needs
IFFKS.1.3 show an awareness of the feelings, needs and interests of others	IFFKL.1.3 recount detail from a text		IFFKC.1.3 draw meaning from an information source	
IFFKS.2.1 respond to the feelings, needs and interests of others	IFFKL.2.1 express an idea, drawing on familiar experiences and topics using words and pictures	IFFKI.2.1 share their thinking about their ideas to others	IFFKC.2.1 brainstorm ideas	IFFKE2.1 recognise their own work and the work of others
IFFKS.2.2 identify their own point of view or idea	IFFKL.2.2 convey messages through actions or talk to retell a familiar story or share knowledge or opinion	IFFKI.2.2 predict what might happen in a given situation when putting ideas into action	IFFKC.2.2 make basic predictions	IFFKE2.2 understand how people make decisions based on emotions, wants and needs
IFFKS.2.3 identify who helps them	IFFKL.2.3 talk about why people compose texts		IFFKC.2.3 connect information from one setting to another	IFFKE2.3 share examples of rights and responsibilities in the use of personal information or ideas

## Stage 1 checklist

<b>S</b>	<b>L</b>	<b>I</b>	<b>C</b>	<b>E</b>
<b>Social</b>	<b>Literate</b>	<b>Innovative</b>	<b>Critical</b>	<b>Ethical</b>
IFF1S.1.1 identify the perspectives of others	IFF1L.1.1 read and use simple texts and images to identify and use information or story	IFF1I.1.1 pose questions to identify and clarify issues, and compare information	IFF1C.1.1 identify situations where information is needed	IFF1E.1.1 discuss ethical decisions within a range of familiar contexts
IFF1S.1.2 Identify and explore culturally diverse activities and languages	IFF1L.1.2 interpret and use texts to explore topics, gather information and make some obvious inferences.	IFF1I.1.2 use imagination or creative thinking to connect two things that seem different	IFF1C.1.2 Explain the usefulness of an information source to a topic	IFF1E.1.2 describe the effects that feelings, emotions and dispositions have on how people use information
IFF1S.1.3 imagine and describe their own feelings if they were put in someone else's place	IFF1L.1.3 record details from a text		IFF1C.1.3 organise information based on similar or relevant ideas from several sources	
IFF1S.2.1 share experiences of cooperation in information retrieval and use	IFF1L.2.1 select and create texts for a familiar topic	IFF1I.2.1 discuss and evaluate ideas	IFF1C.2.1 Discuss possible ideas	IFF1E.2.1 consider ethical decisions for information projects
IFF1S.2.2 communicate their point of view to others and listen to the views of others	IFF1L.2.2 share information in different ways e.g. talk, act, draw, use icons	IFF1I.2.2 investigate options and predict possible outcomes when putting ideas into action	IFF1C.2.2 create a basic hypothesis	IFF1E.2.2 understand the effects that feelings, emotions and dispositions have on how people create information
IFF1S.2.3 describe how they contribute to their homes, school and local communities, and how others care for and assist them	IFF1L.2.3 talk about the purpose and audience of familiar texts		IFF1C.2.3 use information from a previous experience to inform a new idea	IFF1E.2.3 identify their rights, responsibilities and those of their classmates when creating information

## Information Fluency Framework

### Stage 2 checklist

<b>S</b>	<b>L</b>	<b>I</b>	<b>C</b>	<b>E</b>
<b>Social</b>	<b>Literate</b>	<b>Innovative</b>	<b>Critical</b>	<b>Ethical</b>
IFF2S.1.1 identify and describe shared perspectives within and across various cultural groups	IFF2L.1.1 navigate, read and view a range of texts for information purposes or literary exploration	IFF2I.1.1 pose questions to expand their knowledge about the world and clarify information	IFF2C.1.1 apply persistence to locate and access information	IFF2E.1.1 discuss ethical decisions within a range of unfamiliar contexts
IFF2S.1.2 describe and compare the way their own and other cultures live and communicate with people in other places or times	IFF2L.1.2 interpret literal information / story and make inferences to expand knowledge or understanding of the story	IFF2I.1.2 build on what they know to understand information in a new way	IFF2C.1.2 discern fact from opinion	IFF2E.1.2 explain the links between emotions, dispositions and intended and unintended consequences of actions on others within a research process or in literature.
IFF2S.1.3 imagine and describe the feelings of others in a range of unfamiliar contexts	IFF2L.1.3 make connections within and between texts		IFF2C.1.3 collect, compare and categorise facts and opinions found in a widening range of sources	
IFF2S.2.1 contribute to groups and teams	IFF2L.2.1 select from a range of information forms to present their information	IFF2I.2.1 create ideas and possibilities in ways that are new to them	IFF2C.2.1 generate a range of ideas	IFF2E.2.1 apply ethical decisions when creating information
IFF2S.2.2 describe similarities and differences in points of view between themselves and people in their communities	IFF2L.2.2 deliver short presentations, incorporating some visual or multimodal elements	IFF2I.2.2 experiment with a range of different options when putting ideas into action	IFF2C.2.2 use evidence to explain a range of results as a result of their hypotheses	IFF2E.2.2 discuss the consequences on other people of new information or ideas
IFF2S.2.3 identify the various communities to which they belong and what they can do to make a difference	IFF2L.2.3 ask relevant questions to find out others' ideas, thoughts and feelings		IFF2C.2.3 transfer and apply information in one setting to enrich another	IFF2E.2.3 investigate and use copyright and intellectual property in relation to information creation



### Stage 3 checklist

<b>S</b>	<b>L</b>	<b>I</b>	<b>C</b>	<b>E</b>
<b>Social</b>	<b>Literate</b>	<b>Innovative</b>	<b>Critical</b>	<b>Ethical</b>
IFF3S.1.1 describe various perspectives on an issue	IFF3L.1.1 independently locate and access information or literary texts and viewpoints	IFF3I.1.1 pose questions to expand and interpret information	IFF3C.1.1 discuss emotions and thoughts in response to different information sources	IFF3E.1.1 explain what constitutes an ethical decision and how it might be reached
IFF3S.1.2 describe and compare a range of cultural stories, events, artefacts and communication methods	IFF3L.1.2 interpret and analyse information and ideas, comparing texts on similar topics or themes, including multimedia texts	IFF3I.1.2 expand on known ideas to create new ideas or understandings	IFF3C.1.2 use evidence to choose a course of action or reach a conclusion	IFF3E.1.2 discuss the consequences of different actions in relation to information use
IFF3S.1.3 describe the situations of others in local, national and global contexts	IFF3L.1.3 compare and contrast information between texts		IFF3C.1.3 identify and clarify relevant information and opinions and prioritise ideas	
IFF3S.2.1 cooperatively develop information / knowledge using group expertise	IFF3L.2.1 compose texts for a range of purposes by selecting and discarding ideas to make texts suitable for familiar audiences and purposes	IFF3I.2.1 create and refine ideas and possibilities, suggesting alternative solutions	IFF3C.2.1 construct and demonstrate an idea	IFF3E.2.1 identify what constitutes an ethical decision and how it might be reached when creating information
IFF3S.2.2 discuss the value of diverse perspectives and describe a point of view that is different to their own	IFF3L.2.2 plan and deliver presentations, incorporating learned content and appropriate visual and multimodal elements	IFF3I.2.2 assess and test options to put ideas into action	IFF3C.2.2 use cause-effect statements to explain a claim, conclusion or outcome	IFF3E.2.2 identify the consequences of ethical decision-making in relation to information creation
IFF3S.2.3 identify a community need or problem and consider ways to act to address it	IFF3L.2.3 make judgements about how well communicated information was understood		IFF3C.2.3 apply knowledge gained from one context to another unrelated context	IFF3E.2.3 apply rights and responsibilities when creating information

## Information Fluency Framework

### Stage 4 checklist

<b>S</b>	<b>L</b>	<b>I</b>	<b>C</b>	<b>E</b>
<b>Social</b>	<b>Literate</b>	<b>Innovative</b>	<b>Critical</b>	<b>Ethical</b>
IFF4S.1.1 explain perspectives that differ, to expand their understanding of an issue	IFF4L.1.1 locate and identify relevant and irrelevant information in texts	IFF4I.1.1 pose questions to probe for causes and consequences	IFF4C.1.1 select appropriate strategies to find and use information	IFF4E.1.1 distinguish between ethical and non-ethical dimensions of issues in information
IFF4S.1.2 describe and compare the knowledge, beliefs and practices of various cultural groups	IFF4L.1.2 interpret and integrate visual, auditory and print elements of multimodal texts	IFF4I.1.2 combine ideas in a variety of ways and from a range of sources	IFF4C.1.2 identify assumptions, and sources of bias and motivation in information sources	IFF4E.1.2 apply ethical information use protocols to new situations
IFF4S.1.3 describe the feelings of others in situations across local, national and global contexts	IFF4L.1.3 extract information from a number of sources according to task and purpose		IFF4C.1.3 clarify, condense and combine relevant information from multiple sources	
IFF4S.2.1 collaborate in groups and teams, suggesting improvements in methods used for collaborative creation	IFF4L.2.1 compose informative, imaginative and persuasive texts using learnt ideas on a range of topics	IFF4I.2.1 select from a range of new ideas by applying criteria	IFF4C.2.1 propose alternative ideas	IFF4E.2.1 distinguish between ethical and non-ethical dimensions of issues in information
IFF4S.2.2 explain how a point of view might need to be communicated differently to different groups	IFF4L.2.2 deliver information, selecting appropriate content and visual and multimodal elements to suit different audiences	IFF4I.2.2 explain how constraints are considered when implementing ideas	IFF4C.2.2 identify assumptions in reaching a conclusion	IFF4E.2.2 demonstrate reasoning when creating information by applying ethical information protocols in context
IFF4S.2.3 explain personal and social roles and responsibilities in contributing to their communities	IFF4L.2.3 discuss the strengths and weaknesses of a communication		IFF4C.2.3 justify reasons for decisions when transferring information to similar and different contexts	IFF4E.2.3 discuss the rights and responsibilities of information creators and people affected by information creation

## Stage 5 checklist

<b>S</b> <b>Social</b>	<b>L</b> <b>Literate</b>	<b>I</b> <b>Innovative</b>	<b>C</b> <b>Critical</b>	<b>E</b> <b>Ethical</b>
IFF5S.1.1 present diverse perspectives and the assumptions on which they are based	IFF5L.1.1 select and cite the most appropriate information for a task or purpose	IFF5I.1.1 pose questions to investigate complex issues	IFF5C.1.1 explain responses to different information sources	IFF5E.1.1 analyse ethical reasoning and decisions
IFF5S.1.2 identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding	IFF5L.1.2 analyse how language, images, sound and data in texts serve different purposes	IFF5I.1.2 draw parallels between known and new ideas to create new ways of achieving goals	IFF5C.1.2 apply criteria to judge the validity of a conclusion	IFF5E.1.2 explain the links between the ethical use of information and a range of possible actions and consequences
IFF5S.1.3 describe the feelings and motivations of people in different situations	IFF5L.1.3 synthesise information from a variety of texts		IFF5C.1.3 analyse information and ideas when exploring challenging issues	
IFF5S.2.1 assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	IFF5L.2.1 select and compose appropriate texts that inform, persuade, or communicate imaginative ideas. Use multimodal resources, data representation, references, and literary techniques.	IFF5I.2.1 generate a range of ideas and evaluate their utility	IFF5C.2.1 analyse ideas	IFF5E.2.1 discuss ethical decisions when creating information
IFF5S.2.2 analyse how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	IFF5L.2.2 communicate information, sequencing selected content and multimodal elements for accuracy and their impact on the audience	IFF5I.2.2 successfully navigate constraints when implementing ideas	IFF5C.2.2 assess assumptions in thinking and discuss alternative opinions	IFF5E.2.2 analyse ethical decisions and relate them to different potential consequences
IFF5S.2.3 analyse how contributing information can benefit society at local, national regional and global levels	IFF5L.2.3 evaluate whether an intended goal or purpose was achieved through communication		IFF5C.2.3 combine ideas in a variety of ways and from a range of sources	IFF5E.2.3 analyse rights and responsibilities in relation to ethical creation of information

## Information Fluency Framework

### Stage 6 checklist

<b>S</b>	<b>L</b>	<b>I</b>	<b>C</b>	<b>E</b>
<b>Social</b>	<b>Literate</b>	<b>Innovative</b>	<b>Critical</b>	<b>Ethical</b>
IFF6S.1.1 present a balanced view on issues where conflicting views cannot easily be resolved	IFF6L.1.1 efficiently locate precise information that supports the development of new understandings	IFF6I.1.1 pose questions to analyse complex issues and abstract ideas	IFF6C.1.1 justify strategies to find and use information	IFF6E.1.1 infer, from a range of resources, ethical decisions inherent in the creation of information
IFF6S.1.2 analyse the complex nature of information, knowledge, beliefs and practices to understand and enhance communication	IFF6L.1.2 analyse how authors manipulate language features, image, sound and data representation for a purpose	IFF6I.1.2 create and connect complex ideas using imagery, analogies and symbolism	IFF6C.1.2 evaluate premises, conclusions and assumptions within an argument	IFF6E.1.2 assess ethical protocols in concrete situations to consider the consequences of using information in different ways
IFF6S.1.3 recognise the effect that empathising with others has on their own feelings, motivations and actions	IFF6L.1.3 select and synthesise evidence from multiple and varied texts to support understanding		IFF6C.1.3 synthesise complex information and reconcile diverse ideas drawn from a range of sources	
IFF6S.2.1 critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to create information	IFF6L.2.1 select appropriate forms and compose sustained texts that inform, persuade, or communicate imaginative ideas	IFF6I.2.1 design criteria to evaluate self-generated ideas	IFF6C.2.1 formulate and critically evaluate ideas	IFF6E.2.1 explain the importance of ethical decisions when creating information
IFF6S.2.2 appreciate the values, opinions and attitudes of different groups within society when communicating a point of view	IFF6L.2.2 communicate information on complex issues, combining elements creatively, including effective graphical representation of data, where appropriate, to engage and persuade an audience	IFF6I.2.2 plan for, undertake, and evaluate implementation of ideas in consideration of constraints	IFF6C.2.2 justify reasoning used in reaching a conclusion	IFF6E.2.2 justify ethical decisions in information creation, demonstrating reasoning
IFF6S.2.3 critically evaluate the challenges and benefits of living and working in a culturally diverse society and the role that information fluency plays	IFF6L.2.3 design and implement criteria to evaluate whether an intended goal or purpose was achieved through communication		IFF6C.2.3 connect complex ideas and justify transference to new contexts	IFF6E.2.3 justify decisions on rights and responsibilities of different groups when creating information

## C. Glossary

### **Account**

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

### **Analyse**

Identify components and the relationship between them; draw out and relate implications

### **Apply**

Use, utilise, employ in a particular situation

### **Appreciate**

Make a judgement about the value of

### **Assess**

Make a judgement of value, quality, outcomes, results or size

### **Calculate**

Ascertain/determine from given facts, figures or information

### **Clarify**

Make clear or plain

### **Classify**

Arrange or include in classes/categories

### **Compare**

Show how things are similar or different

## Information Fluency Framework

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### **Construct**

Make; build; put together items or arguments

### **Context**

The circumstances or facts that surround a particular situation, event, etc

### **Contrast**

Show how things are different or opposite

### **Critically (analyse/evaluate)**

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

### **Deduce**

Draw conclusions

### **Define**

State meaning and identify essential qualities

### **Demonstrate**

Show by example

### **Describe**

Provide characteristics and features

### **Discuss**

Identify issues and provide points for and/or against

### **Distinguish**

Recognise or note/indicate as being distinct or different from; to note differences between

### **Evaluate**

Make a judgement based on criteria; determine the value of

**Examine**

Inquire into

**Explain**

Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract**

Choose relevant and/or appropriate details

**Extrapolate**

Infer from what is known

**Identify**

Recognise and name

**Imagery**

the formation of images, figures, or likenesses of things

**Interpret**

Draw meaning from

**Investigate**

Plan, inquire into and draw conclusions about

**Justify**

Support an argument or conclusion

**Narrative**

a story of events, experiences, or the like, whether true or fictitious

**Outline**

Sketch in general terms; indicate the main features of

## Information Fluency Framework

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### **Perspective**

the relation of parts to one another and to the whole, in a mental view or prospect

### **Point of View**

a mental position or viewpoint

### **Predict**

Suggest what may happen based on available information

### **Propose**

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

### **Recall**

Present remembered ideas, facts or experiences

### **Recommend**

Provide reasons in favour

### **Recount**

Retell a series of events

### **Summarise**

Express, concisely, the relevant details

### **Synthesise**

Putting together various elements to make a whole

### **Theme**

a subject of discourse, discussion, meditation, or composition; a topic