
This title is a 'how-to' manual for librarians in educational institutions, offering advice for those contemplating changes to the way their information literacy programmes are conducted. With changes in the contemporary educational landscape, changes in competency levels in students, changes in outcomes within the educational process, changes in expected standards of information literacy competencies and the like, all perspectives need to be considered by library professionals who value relevance within their institution.

This manual sets out the steps when undertaking a shift in the way information literacy programmes are conducted. The author starts with recommending an honest, realistic self-assessment, and she supplies a sample survey and scoring matrix for this purpose. The librarian needs to set goals for an information literacy programme that is robust and consisting of a meta-set of elements intended to support improvement with a range of possible strategies.

Early in the title the author sets out obstacles that every educational librarian will recognise. Many librarians wear a variety of hats and often work without adequate support, time, budget provision or facilities, yet in their educational institutions they are the advocates for change in information literacy. Noe clearly sets out the requirements for a well-planned strategy which offers every chance of success, beginning with a statement which links the information literacy mission to the school's mission, broad aims and objectives, and includes definitions of all stakeholders, broad plans for integration and involvement across the curriculum and demonstration of awareness of the nature of student growth through clear sequential outlines.

Research begins with the gathering of data such as circulation statistics, borrowing rates, gate counts, web hits on databases and the like. The next stage is the development of detailed goals and objectives involving a collaborative process with identified stakeholders. Priorities are determined and a plan developed for articulating the change to all, from the executive and administrative levels through all levels of staff and students. Noe gives due emphasis to the importance of outreach and marketing, emphasising that all stakeholders will benefit from the changes, with value that will extend beyond the walls of the library.

The author supplies detailed support with three excellent appendices which could well be the most useful part of the book for someone interested in this kind of project – they supply lists of best practice characteristics, competency standards, objectives and a standards document which offers a wide range of perspectives. This is followed by an extensive bibliography consisting of many recent journal
articles, books and websites. This title is a useful manual for any librarian in an educational institution.

Heather Fisher
New England Girls’ School