

This session discusses the establishment of a collaborative pedagogy developed during a multi-year Information Literacy (IL) research project conducted through Massey University. This work served as a foundational study for the 2021 publication, *Literacy Across the Divide: Information Literacy as the Key to Student Transition* (Editors: Emerson, Kilpin, & Lamond). The focus of this presentation is on the pedagogical approaches developed between a secondary English teacher and the school librarian, specifically exploring how integrating IL instruction into the NCEA Level 3 Critical Literacy research standard supported student achievement and the transition to tertiary education. It will also examine how resources and approaches learned in the project have been implemented and further developed in research assessments across other levels in the school.

In a complex information landscape, the ability to navigate and evaluate critical texts is a foundational literacy requirement. This work aligns with the conference theme by demonstrating how cross-professional partnerships empower learners to achieve and become confident in their abilities beyond the secondary classroom. It also shows how rural or isolated educational settings can foster sophisticated research capabilities through targeted, embedded interventions.

Drawing on practitioner-researcher reflections and longitudinal data, the session outlines a collaborative approach to IL development. Key components include:

Identifying the Transition Gap: Addressing deficits in hypothesis formulation and general research skills among school-leavers.

Embedded Librarianship: Moving beyond "one-off" visits to a model where the librarian is more active within the physical classroom and digital environments (Google Classroom) to provide intervention and support alongside the teacher.

The session will include a critical thinking discussion regarding sustainable strategies for implementing IL frameworks within different school systems. Participants will explore how to foster teacher-librarian collaboration to improve student agency and academic persistence, and consider how this could work to promote student achievement in their own setting and subject.