Knowledge management (KM) is an interdisciplinary approach employed to assure leadership and competence by engaging strategies for the efficient, effective, and speedy use of information. KM techniques harness a variety of technologies in order to maximize the use of resources in the school and in surrounding schools. In other words, the creative use of technology and the creative act of sharing these experiences are paramount to knowledge-sharing and its management. Consequently, capturing knowledge and working collaboratively with the aid of technology is a condition that promotes growth in teachers and students alike.

The abundance of information around us is a powerful phenomenon. It is more powerful and overwhelming for school students who are still going through the process of making sense of themselves and the world around them, let alone the surrounding information. Educators and information practitioners amid all this are responsible for identifying and connecting with examples of good practices and enabling students to sift through information in the hope of developing in them the skills needed for making the best use of the available information.

Schools as learning organizations need to capitalize on all the factors that play into the educational process to successfully leverage knowledge that is normally dispersed all over the school. This knowledge, much of which is locally produced, is usually poorly indexed and haphazardly disseminated. In this situation, the concepts of the least time and effort for the right person at the right moment seem to be inactive and not fully operational, and neither are the processes of identifying, codifying, and integrating information and its resources. To produce a favorable environment that fosters education and the successful performance of students, the collaboration of students, teaching and training staff, parents, and management and administrative staff is an essential and key factor.

Information literacy, information policy, and knowledge management are essential to affirming and ensuring information leadership for organizations. Relevant to this are the information literacy standards for students’ learning. Using only the most basic level of knowledge management skills—for example, cramming and memorizing information, added to the increasing abundance of information—has aggravated the situation and created a state of information overload for many students. Knowledge management enables them to move to a higher level of knowledge skills:
teaching students the skills they need for self-management, for time and anxiety management, for interpreting exams, and for lifelong learning.

In a nutshell, KM as a technique and theory seeks to develop the individual by enabling him or her to make sense of the abundance of information, using technology when possible. KM seeks to apply the old slogan of “putting knowledge to work,” elevating information to knowledge, and shifting the status of being informed to the status of being knowledgeable.

Three varied articles for this Theme Section on KM in schools and for schools appear in this issue. The first, “The School as an Information Ecology: A Framework for Studying Changes in Information Use,” focuses on KM as an infusion theory, explores the dynamic relationship between practice and knowledge construction, and recommends future research related to knowledge management in schools. The second, “Knowledge Management in Secondary Schools and the Role of the School Librarian,” describes the various knowledge(s) that exist in and outside the school and how to make better use of them with the aid of technology. The last article, “Borrowing Media from Around the World,” helps deepen our understanding of copyright law, one aspect of knowledge management in schools, and its ramifications on practice.

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