

Empowered Leadership:



Building Connections for Transforming
Teaching and Learning

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Resources for this Presentation



<https://iasl2019.pbworks.com>

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#IASL2019 #schoolibrarianleadership @CactusWoman

Workshop Objectives



- Build shared background in **standards** and **research**.
- Build systems thinking understanding to support school librarians' roles as **instructional leaders**.
- Analyze your unique learning community for **patterns** of interaction and innovation and identify **promising partnerships**.
- Use **partnerships and leadership** to maximize the impact of the school library program.

Taylor, R. (2009.) "Birds of a Feather." *Flickr.com*. Retrieved from http://commons.wikimedia.org/wiki/File:Birds_of_a_feather.jpg



Connect:

IFLA School Library Guidelines

3.3: Definition of a school librarian...

3.4: Competencies needed to provide school library programs...

3.5.1: Instruction, including professional development for teachers...

3.5.3: Leadership and Collaboration

IFLA School Libraries Section Standing Committee. (2015). *IFLA school library guidelines* (2nd ed.). Retrieved from <https://www.ifla.org/files/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf>

Connect: IFLA School Library Guidelines



3.3: Definition of a school librarian, includes the “**complex roles** of instruction, reading and literacy development, school library management, **collaboration with teaching staff**, and engagement with the educational community” (IFLA, 2015, p. 25).

Connect: IFLA School Library Guidelines



3.4: Competencies needed to provide school library programs, including **communication and collaboration skills** (IFLA, 2015, p. 26).

3.5.1: Instruction, including **professional development for teachers** (IFLA, 2015, p. 27).

Connect:

IFLA School Library Guidelines

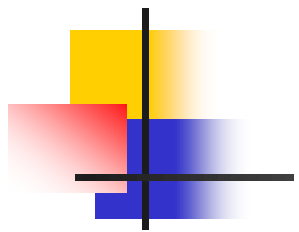


3.5.3: Leadership and Collaboration: “A school librarian’s main role is to contribute to the mission and goals of the school. In **collaboration with the school’s administrators and teachers**, the librarian develops and implements curriculum-based library services and programs that support teaching and learning for all” (IFLA, 2015, p. 28).

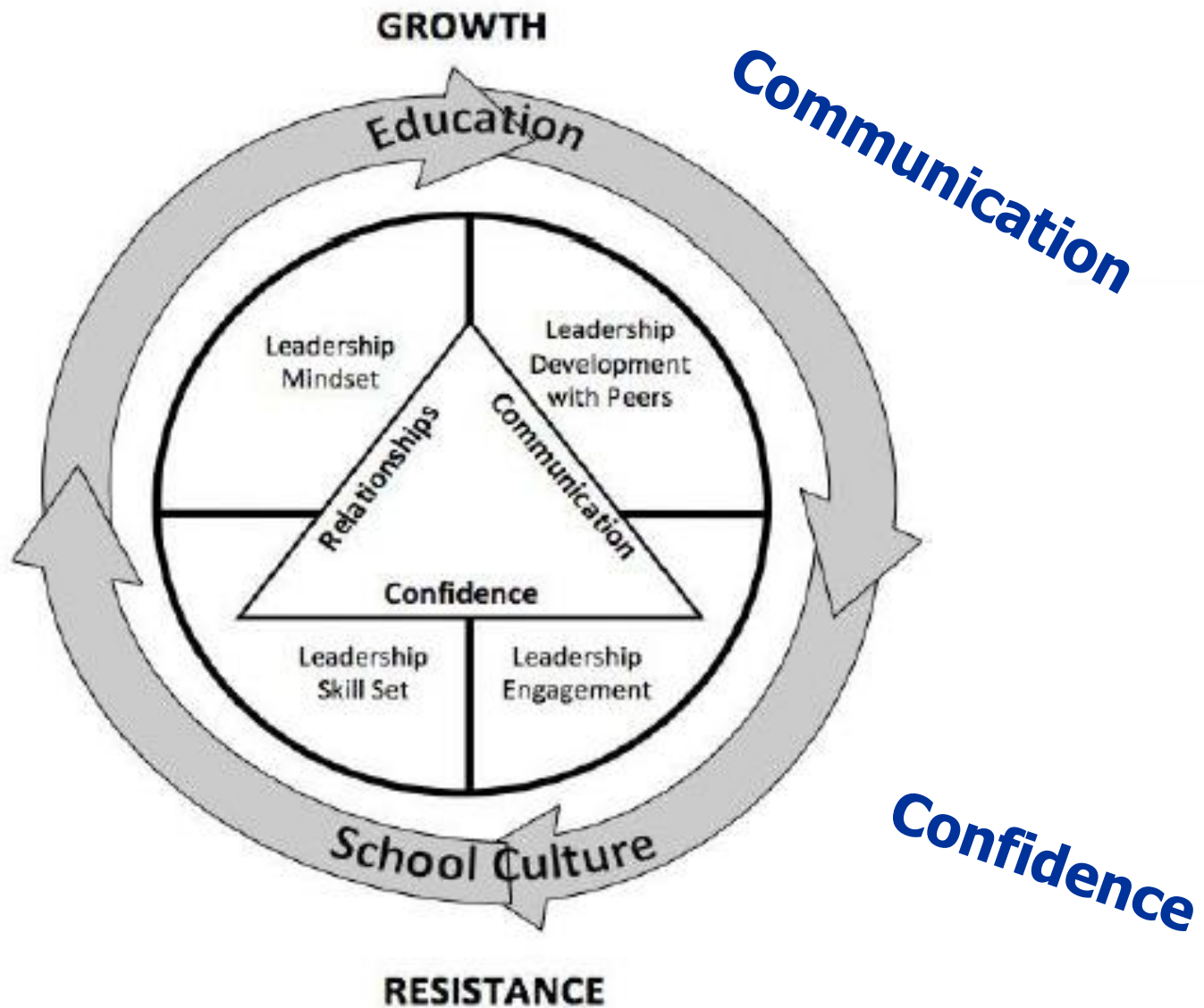


Leadership Skills – Why?

- Using interpersonal skills and knowledge to **positively** influence:
 - Other people's values;
 - Other people's behaviors;
 - Other people's priorities.
- Leaders must be willing to **take risks** and **step out of their comfort zone** in order to influence others.



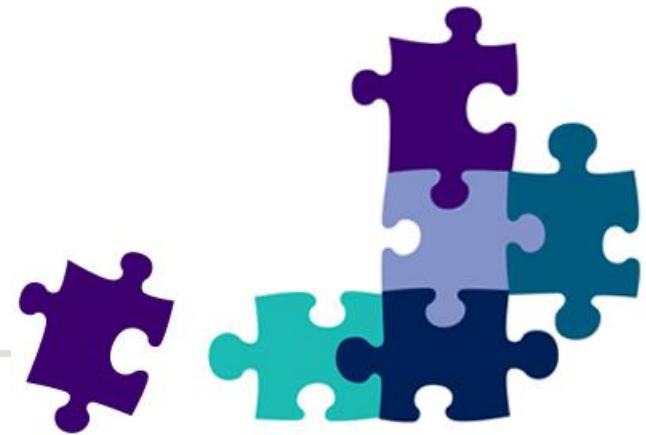
Relationships



Everhart, N., & Johnston, M. P. (2016). "A proposed theory of school librarian leadership: A meta-ethnographic approach." *School Library Research* 19.



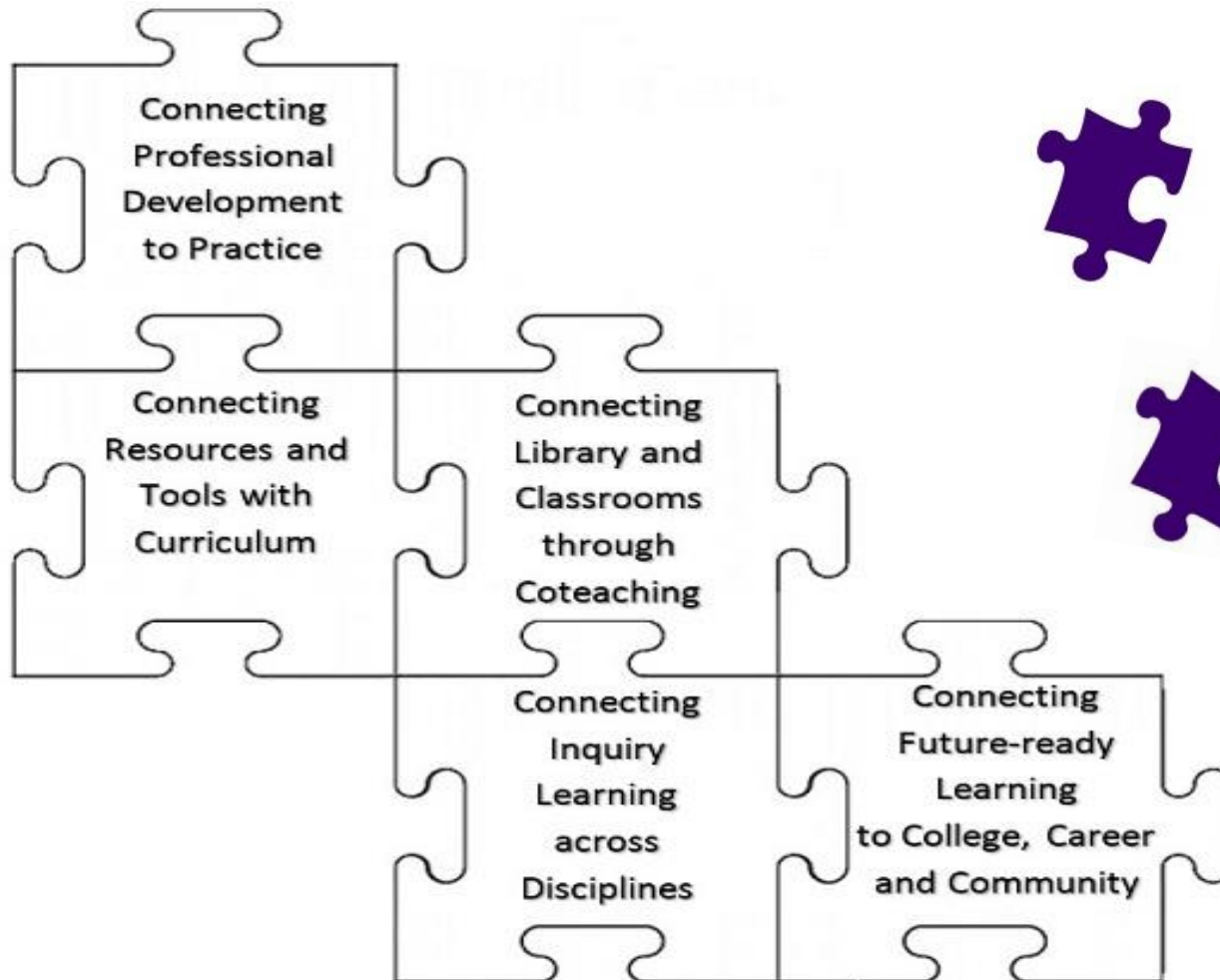
Global View: Systems Thinking



In systems thinking, “people learn to better understand **interdependency and change** and thereby are able to deal more effectively with the forces that shape the consequences of their actions” (Senge et al. 2012, 8).

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2012). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown Business.

What we do: Make connections for Learning



Moreillon, J. (2018). *Maximizing school librarian leadership: Building connections for learning and advocacy*. Chicago: ALA.

How we “do” leadership...



- “... while instructional partnerships could lead to being an instructional leader, Judi Moreillon explained that future school librarians must be educated on how to **first develop instructional partnerships before parlaying these into leadership opportunities** (2013)” (Johnston and Green 2018, 12).

How we “do” it: AASL Definition “Collaboration”



“working with a member of the teaching team to **plan, implement, and evaluate** a specialized instructional plan”

American Association of School Librarians. (2018). “Definition of an effective school library program.” Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/advocacy/tools/docs/AASL_Position_Statement_Effective_SLP_2018.pdf

Maxwell, S. (2007). "Working Together Teamwork Puzzle Concept." *Flickr.com*. Retrieved from <https://www.flickr.com/photos/lumaxart/2137737248/>

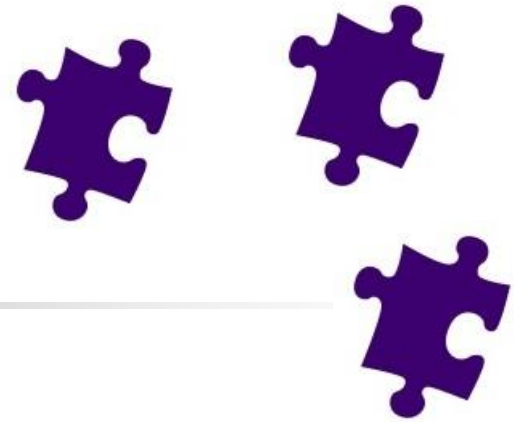


What leadership skills develop during collaboration?

- Relationship Building
 - Communication
 - Confidence
 - Negotiation
- Pedagogical Skill Building
- Content Area Knowledge Building
- Tools/Resources Knowledge Building



Think: Social Capital



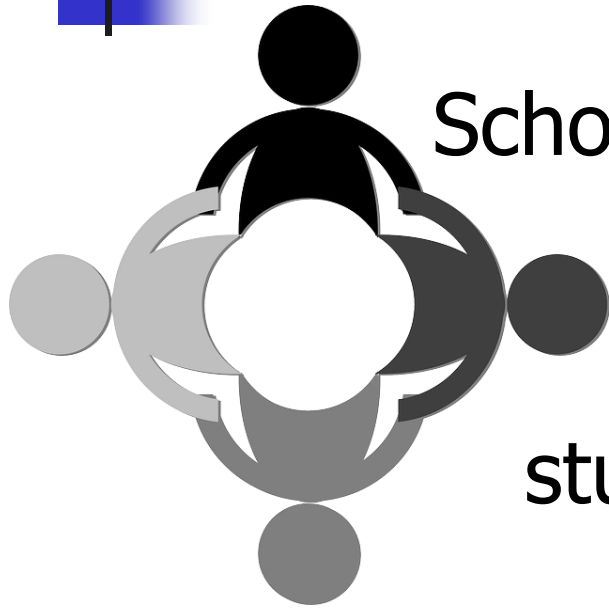
Understanding:

“groups, teams, and communities are far **more powerful** than individuals when it comes to **developing human capital**”
(2012, 3).

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.



Social Capital Premise



School librarians make **connections** to maximize the impact of their teaching, students' and colleagues' learning, and library resources **through instructional partnerships.**



Think: Social Capital

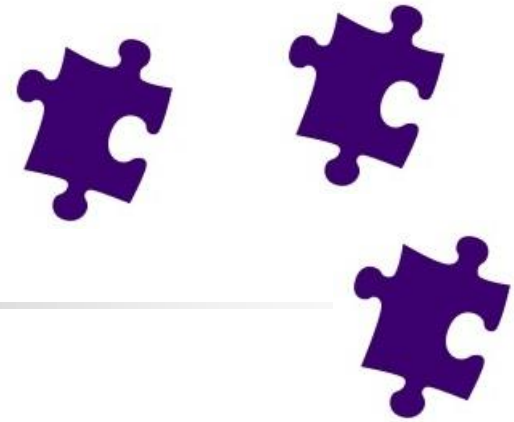


Social capital:
networks built on **trust** and based on
shared **conversations and interactions**
related to instruction.

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every School*. New York: Teachers College Press.



Think: Social Capital



When social capital is present, educators become “socialized” into a **culture that builds their confidence, knowledge, and skill levels.**

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every School*. New York: Teachers College Press.



Think: Force Field Analysis



**Internal
Driving Forces**

**Internal
Restraining Forces**

**External
Driving Forces**

**External
Restraining Forces**

<http://tinyurl.com/iasl19ffa>

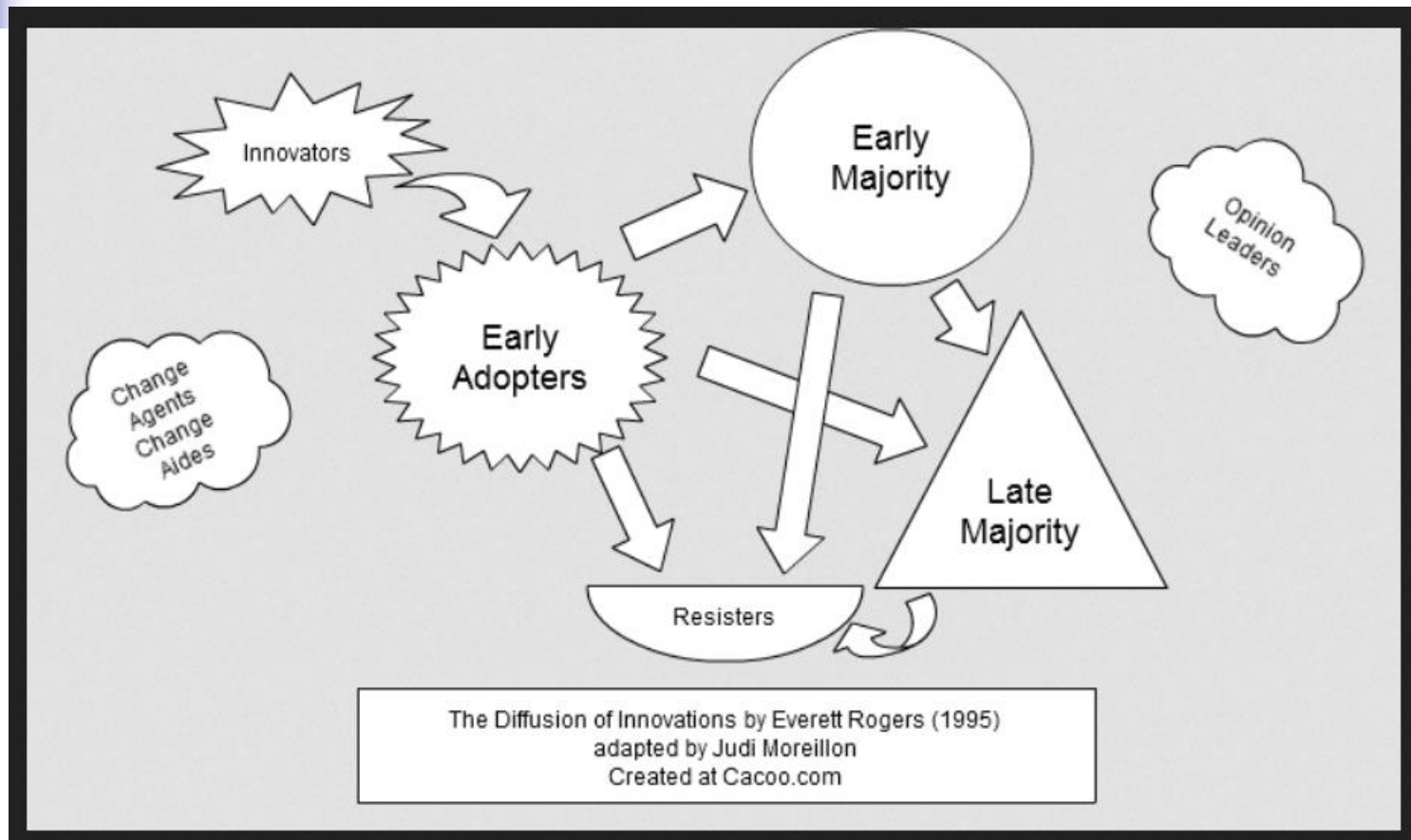


Force Field Analysis



<https://tinyurl.com/iasl19ffa>

Strategic Planning Tool: Diffusion of Innovations



Rogers, E. (1995). *Diffusion of innovations* (4th ed.). New York: Free Press.



Share: Target Instructional Partner



- Review your **Force Field Analysis**.
- Identify the **most compelling internal and external driving forces**.
- Review your **Diffusion of Innovations** map.
- Target a **stakeholder**.
- **Share** on Google doc:

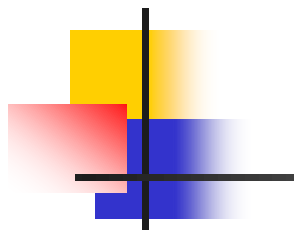
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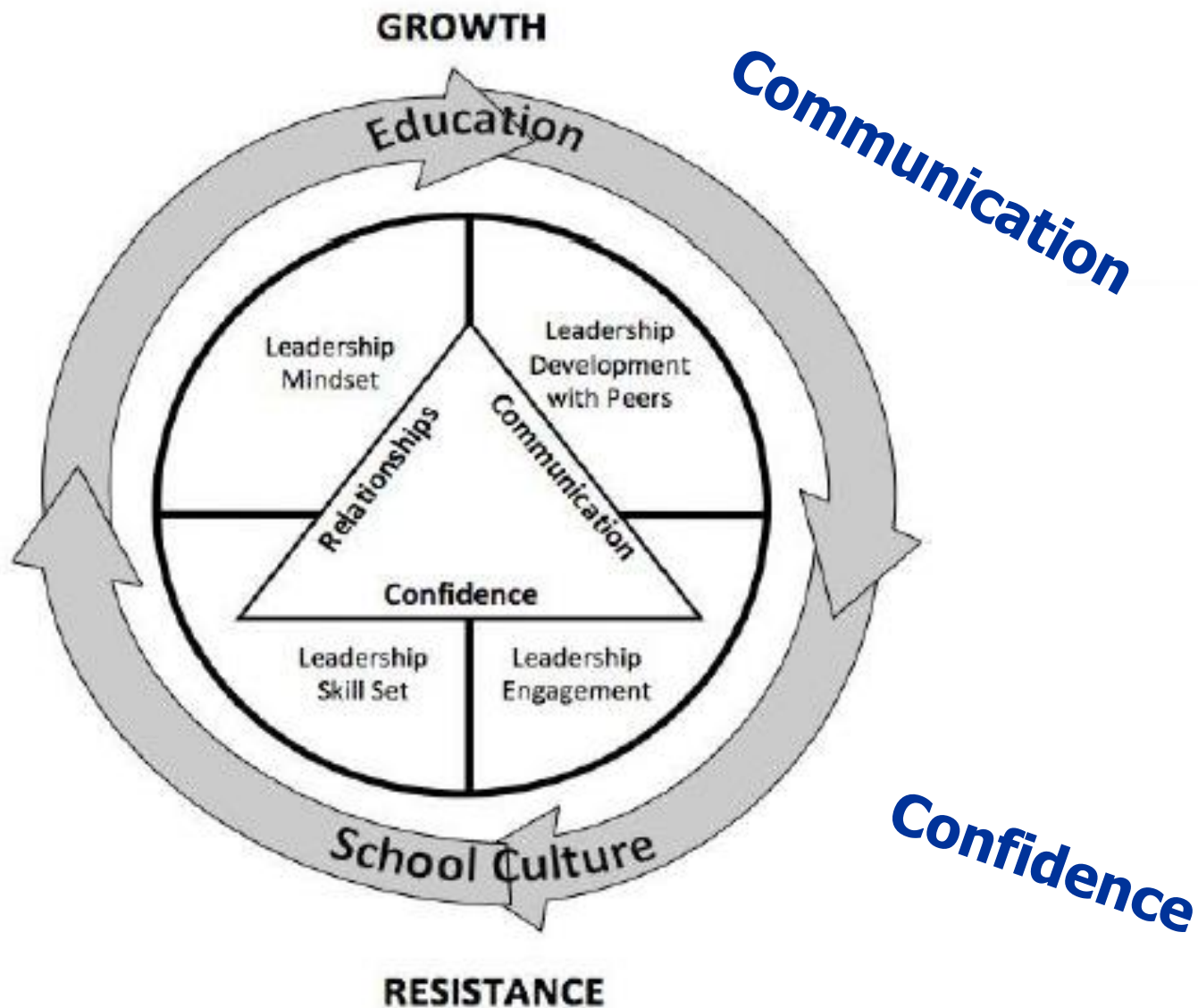
Share in Google Drive: Social Capital Counts



<https://tinyurl.com/iasl19sharing>



Relationships



Everhart, N., & Johnston, M. P. (2016). "A proposed theory of school librarian leadership: A meta-ethnographic approach." *School Library Research* 19.



Putting It All Together



Standards / Research / Systems Thinking / Driving Forces

Diffusion of Innovations Map

Target (Instructional Partner) Stakeholder

Expand Your Sphere of Influence

Thurston, Baratunde. 2008. "I Am A Community Organizer." *Flickr.com*.
<https://www.flickr.com/photos/baratunde/2837373493/>



Final Word to the Wise

**“To go fast, go alone.
To go far, go together.”**

African Proverb



References

- American Association of School Librarians. (2016). "Position statements: Definition for an effective school library program." Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements>
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- Rogers, E. (1995). *Diffusion of innovations* (4th ed.). New York: Free Press.
- Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2012). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown Business.



Professional Book Study

<http://tinyurl.com/slleaderblog>

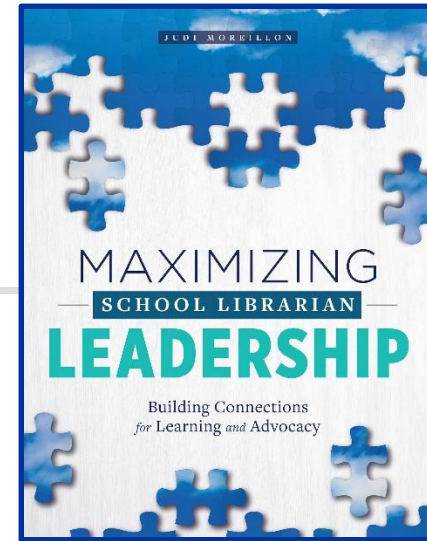


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