



Collaborate! To Build Influence

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Resources for this Presentation



<https://tinyurl.com/aasl19>

#AASL19 #schoolibrarianleadership @CactusWoman

QR code @ unitaglive.com

Welcome to "Temporary Utopia"



Guidelines for Engagement

- Check your "can't" at the door.
- During the next hour, we are a CAN
 - Think
 - Create
 - Share
 - Grow
- A community of leaders! Welcome!

"Temporary Utopia" – phrase borrowed from Jole Seroff, Palo Alto Librarian Leader

Session Objectives



- Review AASL's collaboration **definition** and identify **keywords** in two AASL Position Statements.
- Review School Librarian's Checklist in search of **opportunities to build influence.**
- Identify the **connections** among leadership, influence, and collaboration.
- Think, create, share, and grow **strategies** for building influence.

Taylor, R. 2009. "Birds of a Feather." *Flickr.com*.

http://commons.wikimedia.org/wiki/File:Birds_of_a_feather.jpg



Meet your elbow partner:

Share **WHY** are you a school librarian,
school librarian educator,
school librarian advocate;
someone who cares about youth...

WHAT we "do": 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. 2016. "Position Statement: Definition of an Effective School Library Program." *ALA.org*.

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



AASL: "Effective School Library"

As a fundamental component of college, career, and community readiness, the effective school library:

1. is adequately staffed, including a state-certified school librarian who
 - is an **instructional leader and teacher**,

American Association of Schools Librarians. 2016. "Position Statement: Definition of an Effective School Library." *ALA.org*.

PublicDomainPictures. "Singing Children." *Pixabay.com*. <http://pixabay.com/en/singing-children-song-sing-child-18382/>



AASL:

“Effective School Library”

supports the **development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy**, and

- supports, supplements, and **elevates** the **literacy experience** through guidance and motivational reading initiatives;

American Association of Schools Librarians. 2016. “Position Statement: Definition of an Effective School Library.” *ALA.org*.



AASL:

“Effective School Library”

2. has **up-to-date digital and print materials and technology**, including curation of openly licensed educational resources; and
3. provides regular **professional development and collaboration** between classroom teachers and school librarians.

American Association of Schools Librarians. 2016. “Position Statement: Definition of an Effective School Library.” *ALA.org*.

AASL:

“Instructional Role of the School Librarian”

(under revision)



“The **instruction** the school librarian offers is integral to a well-rounded education. As **educators and instructional partners** school librarians are critical to teaching and learning in the school community.”

American Association of Schools Librarians. 2016. “Position Statement: Instructional Role of the School Librarian.” *ALA.org*.

AASL:

"Instructional Role of the School Librarian"

(under revision)



"As **leaders** in literacy and technology, school librarians are perfectly positioned to **instruct every student in the school community** through both traditional and blended learning."

SHARE keywords running through these documents.

American Association of Schools Librarians. 2016. "Position Statement: Instructional Role of the School Librarian." ALA.org.

HOW we do IT?



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Think:

Levels of Library Services and Instructional Partnerships



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What are your different considerations when...

- eating a meal at home alone?
- bringing a dish to an unplanned potluck?
- bringing a main dish because someone decided all the people whose last names begins with A-D will bring main dishes?



Collaboration is like...

Planning and cooking for a special birthday or other celebration that involves collaborating with others to determine a theme (**goals and objectives**), date, time, and location (**scheduling**), sequence of events (**instructional or inquiry plan**)...



Collaboration is like...

refreshments (**resources**) means to document the party (**process and learning work products**), and feedback from party-goers (**reflection and assessment**) for the food, decorations, music, activities, and more...



Levels of Service and Instructional Partnerships*...

Figure 2.2:

See the examples for each level of service.

Share your connections
with your elbow partner.

**Fig. 2.2 Codeveloped with Misti Werle, Library Media
Systems Innovator, Bismarck (North Dakota) Public Schools**

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).

Johnston, Melissa P., and Lucy Santos Green. 2018. “Still Polishing the Diamond: School Library Research Over the Last Decade.” *School Library Research* 21.



What leadership skills develop during collaboration?

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



What “do” leaders do?

- Use their 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 zones** in order to influence others.



“Leader” or “Influencer” ???

(Leaders) **INFLUENCE** the

- Values
- Behaviors
- Priorities of others...

Are you **uncomfortable** with the word
“**leader?**”

Are you **less uncomfortable** with the word
“**influencer?**”



“Coach” or “Reciprocal Mentor”

“When educators work as **equal partners** to coplan, coteach, and coassess student learning, they serve as **mentors for one another**. One or more partners may have expertise in one or more areas, which they contribute to the **shared learning of the team**” (Moreillon 2018, 176).

Conversation Time: Keywords



American Association
of School Librarians
TRANSFORMING LEARNING



School Library Evaluation Checklist

INQUIRE



Building-level

- The school librarian collaborates with teachers to design and teach engaging inquiry-based learning experiences as well as assessments that incorporate multiple literacies and foster critical thinking.

INCLUDE



Building-level

- Resources are selected according to principles of intellectual freedom, and provide learners with access to information that represents diverse points of view in a pluralistic society.



Think: Social Capital

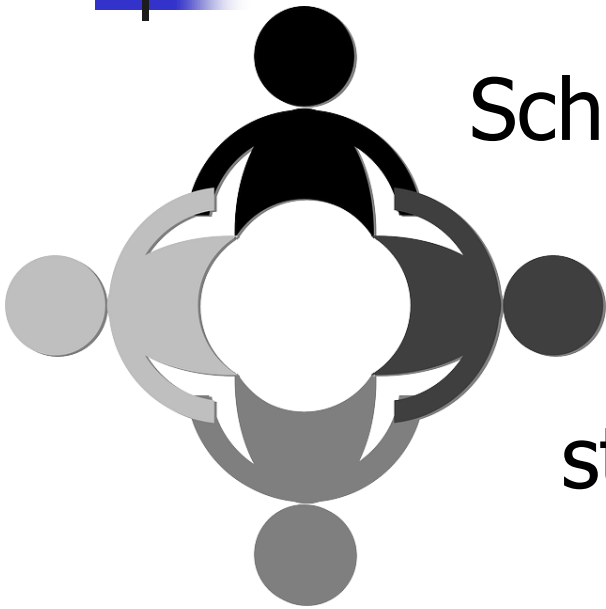


Understanding:

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



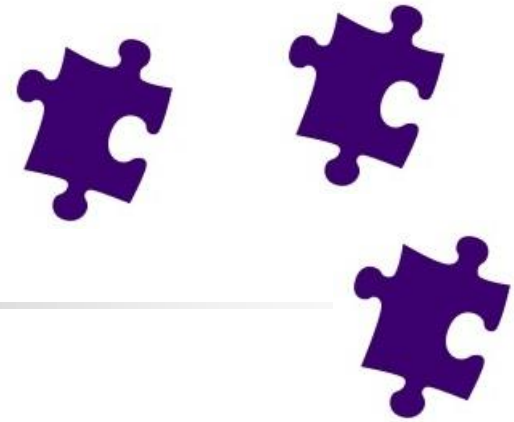
Social Capital Premise: Through a School Librarian Lens



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



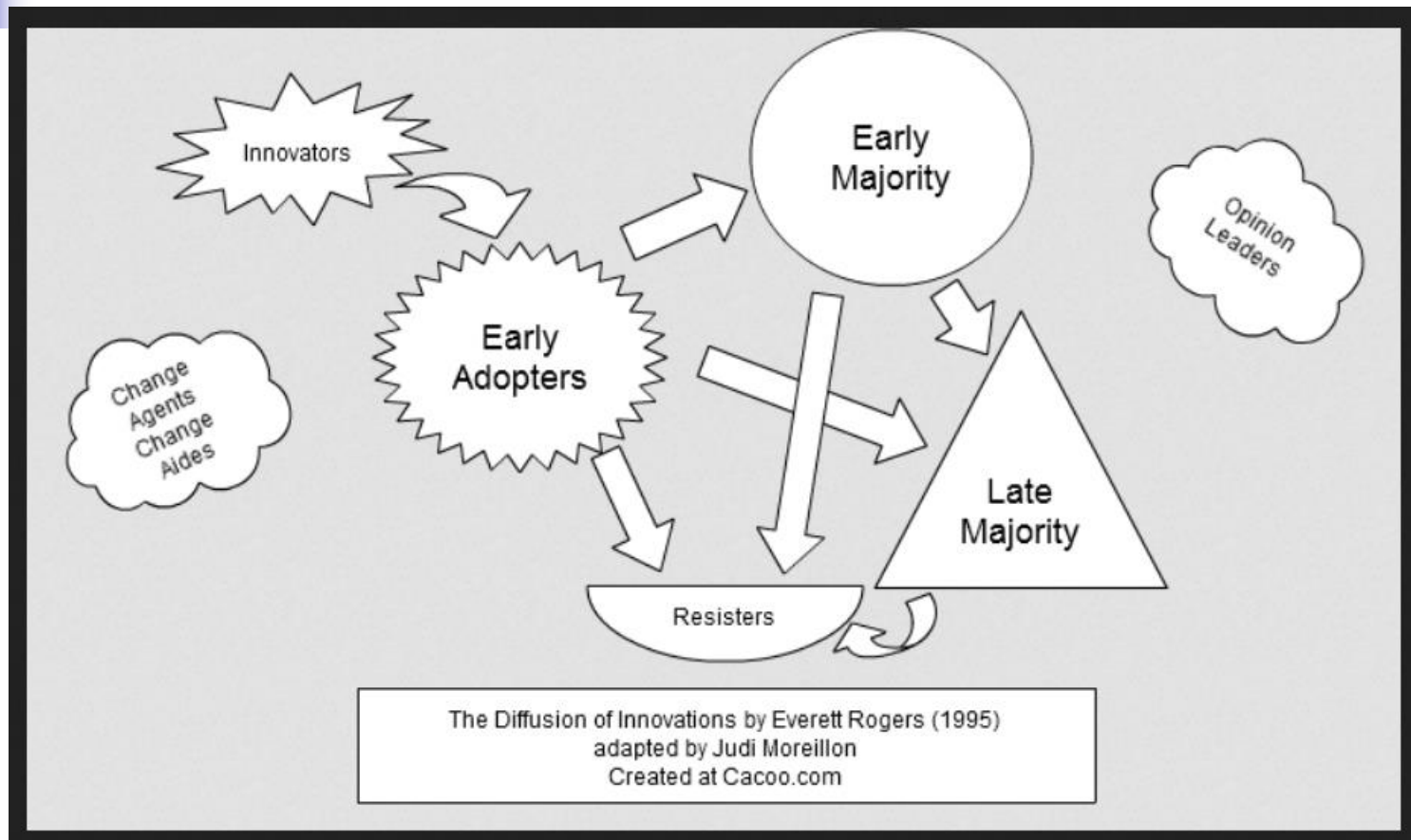
Think: Social Capital



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

Hargreaves, Andy, and Michael Fullan. 2012. *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press.

Create: Strategic Planning Tool: Diffusion of Innovations



Rogers, Everett. 1995. *Diffusion of Innovations*. 4th ed. New York: Free Press.



Share: Target Instructional Partner



- Review your **Diffusion of Innovations** map.
- Target a **stakeholder**.
- **Share** with your elbow partner.
- Make a **COMMITMENT!**



Share: Target Instructional Partner



- Review your **Diffusion of Innovations** map.
 - **BE STRATEGIC!**
- Target a **stakeholder**.
- **Share** with your elbow partner.
- Make a **COMMITMENT!**



GROW: Your Sphere of Influence



Figure 2.4: Coplanning and Coteaching Assessment

Self-Assessment

A “Take-Home” Test!!!



Putting It All Together



Standards / Research / Systems Thinking

Diffusion of Innovations Map

Target (Instructional Partner) Stakeholder

Expand Your Sphere of Influence



Final Word to the Wise

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

African Proverb



Professional Book Study

<http://tinyurl.com/sleaderblog>

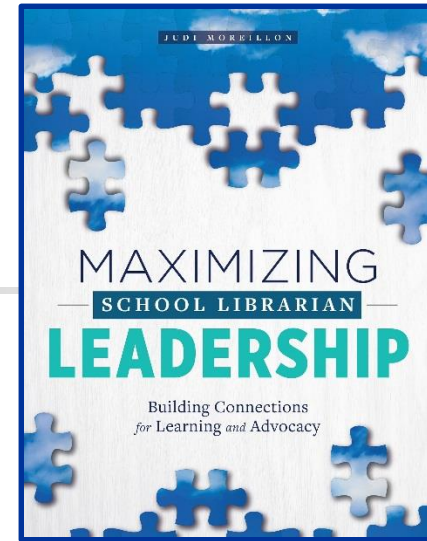


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Mensatic. "Vegetable Tray." *MorgueFile.com*, <https://morguefile.com/p/62812>

Xpistwv. "Potluck table." *MorgueFile.com*, <https://morguefile.com/p/187054>