Teacher and Librarian Collaboration:
Using Servant-Leadership Attributes to Create a Culture of Collaboration

by

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Abstract

The purpose of this qualitative study is to identify the leadership attributes librarians need to create a culture of collaboration in their school community. A literature review and a scholarly content analysis were conducted on teacher and librarian collaboration (TLC) and Servant-Leadership to explore the role that Servant-Leadership characteristics play in the development and sustainability of collaborative relationships between teachers and librarians. Ten TLC articles were examined through the theoretical framework of Servant-Leadership. The theme of Servant-Leadership was analyzed through the subthemes of the Seven Pillars of Servant-Leadership as identified by Sipe and Frick (2009): person of character, puts people first, skilled communicator, compassionate collaborator, foresight, systems thinker, and leads with moral authority. Servant-Leadership as a search term was lacking in TLC literature; however, attributes of the subthemes were found in the majority of the articles. The themes of trust and building trusting relationships were the most commonly discussed attributes found in TLC literature. Through this research, librarians will gain a deeper understanding of their leadership role in collaborative partnerships and acquire practical suggestions on how to create a culture of collaboration in their school community.

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Dedication

To my loving mother:

Thank you for teaching me what it is to
be a true Servant-Leader: one who leads from the heart.

Serving…. requires that the concerned individual accept the
problems he or she sees in the world as his or her own personal
task, as a means of achieving his or her own integrity. He or she
sees the external manifestation of this internal achievement as
beginning with caring for individual persons, in ways that require
dedication and skill and that help them grow and become
healthier, stronger, and more autonomous.
(Greenleaf, Beazley, Beggs & Spears, 2003, p. 37)

Chapter 1- Introduction

As I walk down the locker-lined hallway, I can hear the excited chatter of the Grade 8 Social Studies students escaping from an open door. When I step into the room, the covers of the library books on display flash scenes from Ancient Rome and the students' smiling faces snap up from their laptop screens. Their social studies teacher and I, the librarian, have been working together over the past month on a collaborative social studies and information literacy research project on the Fall of Rome. While I teach online research skills from the projected computer screen at the front of the room, the teacher walks amongst the students with a clipboard in hand, quietly answering questions and checking their assignments. At the end of the class, the students murmur their good-byes as their teacher and I sit down to evaluate their progress and to plan the next stage of our unit.

Research Problem

As demonstrated in the idealized vision of collaboration in the vignette above, teacher and librarian collaboration (TLC) is a dynamic partnership that has the potential to increase students' overall academic achievement and to strengthen the learning community by sharing the responsibility of education amongst all members of staff. Students need to become information literate citizens who can interact effectively with the ever-changing online environment. They must be able to think critically about what they view online, be able to identify credible information and be able to utilize it effectively. As Zmuda and Harada (2008) explain, "21st-century schools must embrace learning beliefs that produce engaged and sustained learning and develop skills of independence, problem solving, and teamwork" (p.17).

In response to this change in the needs of learners, the role of the librarian has shifted away from maintaining a collection of print resources to what some call a school

library media specialist or information literacy teacher. At the same time, teachers and librarians are required to do more with less in light of decreasing resources such as limited instructional time and funding for educational supplies (Montiel-Overall, 2008; Zmuda & Harada, 2008). With the broad range of academic abilities of the students in classes, the increased number of students with individual education plans, and the other challenges faced by teachers, completing the expected learning outcomes set out in the curriculum is a struggle (Zmuda & Harada, 2008). As a result, teachers need support to help meet the needs of their students.

Librarians are trained educational specialists who are responsible for delivering information literacy curriculum. Information literacy is the ability to find and utilize information from a variety of digital, visual, and textual sources (Cooper and Bray, 2011). Mann (2011) explains that the librarian's responsibilities of "empowering students to become enthusiastic readers, lifelong learners, critical thinkers, and skillful users of information and technology in the 21st-century cannot be done alone" (p. 29). Instead, information literacy must be explicitly integrated with what is being taught in the classroom (Donham & Green, 2004). It would, therefore, seem like a natural fit for teachers and librarians to work together. However, a traditional isolationist method of delivering education with a single teacher lecturing to a classroom full of students prevents some from working together (DuFour, 2004; Small, 2002). In light of the changing educational needs of students, librarians and teachers can no longer work in isolation. A number of researchers (e.g., Cooper & Bray, 2011; Lance, Rodney & Schwarz, 2010, Zmuda & Harada, 2008) suggest that developing collaborative relationships between teachers and librarians is essential for the future of education.

Maintaining professional relationships has always been a central component of education as it is through relationships with colleagues, students and parents that educators form a strong learning community. For this reason, teacher and librarian collaboration is a very popular topic in educational literature (Cooper & Bray, 2011; Donham & Green, 2004; Haycock, 2007; Montiel-Overall, 2005; 2008; 2010). The definition of collaboration established by Montiel-Overall (2005) states that collaborative partners have trusting, working relationships where they are equally involved in "*shared thinking*, *shared planning*, and *shared creation of innovative integrated instruction*" (p.32).

To be a successful collaborator, I believe one must also be a strong Servant-Leader because of the emphasis on building trusting relationships. The term Servant-Leader, was coined by Robert K. Greenleaf (2003) to describe a leader who seeks first to serve, or care, for those who he/she leads. In the literature on educational leadership, the attributes of effective collaborators have been studied extensively through Spears' (2004) ten Servant-Leadership characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building communities (Black, 2010; Crippen, 2005). For this study, I have chosen to examine the attributes of effective collaborators through Sipe and Frick's (2009) Seven Pillars of Servant-Leadership because it is a "competency-based framework that will enable [educators] to acquire, master, and measure the knowledge, skills, and abilities of a Servant-Leader" (p. 7). This framework, to my knowledge, has not yet been utilized in the literature. Consequently, this paper will add to the literature by helping to fill the gap in Servant-Leadership and teacher and librarian collaboration research.

Understanding the leadership attributes needed for establishing and maintaining TLC may have a significant impact on the future of school libraries and on transforming the organizational culture of school communities. As teachers and teacher-librarians evolve their practices by forming collaborative relationships, the traditional view of the classroom and the library will change to reflect the needs of the community. By understanding the teacher-librarian's leadership role in this process and the attributes they need to create strong collaborative partnerships, the teacher-librarian can create a culture of collaboration in their school. I acknowledge that there are other leadership styles that would be effective in fostering collaborative relationships; I chose to focus on Servant-Leadership attributes because this leadership style emphasizes the caring, nurturing relationships that form between leaders and followers. Since Servant-Leadership is not a well-known leadership philosophy, my research explains what Servant-Leadership looks like in practice to make it more accessible to educators. By identifying and adopting the attributes necessary for collaboration, librarians can reflect on their strengths and weaknesses in order to improve themselves and therefore improve their collaborative relationships with their colleagues.

There are two main reasons for conducting this research. First, as a new teacher-librarian, I was interested in understanding the ways teachers and librarians collaborate. Secondly, I wanted to analyze the leadership attributes of the individuals involved in collaborative relationships in order to develop these attributes in my own practice. By understanding the ways teachers and librarians collaborate and by identifying the attributes of effective collaborators, this research provides specific actions librarians can take to demonstrate the Seven Pillars of Servant Leadership as well as eight

recommended actions that can be implemented to create a culture of collaboration in my school community. These recommendations will directly inform my practice as I work to forge strong professional relationships with my colleagues to enhance the literacy environment for our students.

Purpose

The purpose of this qualitative study was to analyze the leadership attributes required by teacher-librarians to create a culture of collaboration in their school community. Using a social constructivist lens, the attributes of Servant-Leaders and collaborative partners were examined through a content analysis. The literature analyzed was limited to teacher and librarian collaboration in educational settings.

Structure of the Paper

There are five chapters in this project. In Chapter 1, I have provided an introduction to the research problem and situated this study within the context of what other scholars have discovered about Teacher Librarian Collaboration (TLC). Chapter 2 presents a review of the research literature on TLC along with an introduction to Servant-Leadership theory, which forms the base of the theoretical framework of the content analysis. In Chapter 3, a detailed explanation of the methodology of content analysis and how the themes were chosen is provided. In Chapter 4, I reveal the leadership attributes of collaborators discovered through the content analysis. In Chapter 5, the librarian's leadership role in creating a culture of collaboration is explored and eight recommendations are provided.

Chapter 2- Literature Review

This chapter is divided into two sections. The first section is the literature review, in which I present a rationale for collaboration and explain the four models of teacher and librarian collaboration described by Montiel-Overall (2006). The impact of school culture, school administrators, and the attributes of collaborators on TLC are then discussed. In the second section in this chapter, I provide an explanation of how the Seven Pillars of Servant-Leadership (Sipe & Frick, 2009) are used as a theoretical framework for the content analysis.

Why should we collaborate? The impact of TLC on teachers, librarians, and students

Librarians are learning specialists and informal leaders within their school communities; when they are partnered with classroom teachers, they play an essential role in "the continuous effort to improve the achievement of all students through the design, instruction, and evaluation of student learning" (Zmuda & Harada, 2008, p. 18). Despite these benefits, researchers (eg., Small, 2002; Zmuda & Harada, 2008) claim traditional isolationist education practices characterized by "self-contained classrooms" act to prevent collaboration and therefore reduce individual's efforts to effect positive change in schools (Small, 2008, p. 13). To counteract this isolationist mentality, it is essential that teachers and learning specialists, like librarians, understand the benefits of collaboration and work strategically together to establish goals that enhance student achievement. The benefits of collaboration for students, librarians and teachers are presented next.

Teacher and librarian collaboration (TLC) is an essential way to address the changing needs of 21st century learners and to connect students with the library "at a time when libraries are in danger of serious disconnection from their campuses as desktop research pervades the environment" (Donham & Green, 2004, p. 321). In fact, when students see teachers collaborating with the librarian, they become more enthusiastic about working in and utilizing the library (Montiel-Overall, 2008). Not only are students more interested in accessing the library, they also benefit academically when teachers and librarians work together. Haycock (2007) concluded that collaboration is the one professional responsibility of librarians that has the greatest impact on student academic achievement. Lance, Rodney and Schwarz (2010) discovered that reading and language outcomes have been shown to increase with the frequency of collaboration. According to Lance, Rodney and Hamilton-Pennelland (2000), students' test scores improved when librarians collaborated with teachers in planning instruction, organizing materials, and teaching information literacy skills. These improvements are attributed to the close monitoring of student understanding and subsequent adaptation of teaching that is possible with two educational professionals. In addition, students benefit from the lower student-to-teacher ratio, as well as the different perspectives and expertise of the two educators.

Librarians, in their role as information literacy teachers, also benefit from collaboration. Cooper and Bray (2011) stress that TLC is a fundamental way for librarians to show that their contributions are an essential component of education and have a positive impact on student achievement. Since librarians have the responsibility to teach information literacy to all students in the school but rarely have scheduled class

time to achieve this, TLC may be the only option. By integrating the information literacy outcomes with what is happening in the classroom, the librarian is able to make the learning relevant to the students and teach the required skills. To do this effectively, it is essential that librarians develop close ties to the learning and teaching that takes place in the classrooms and build professional relationships with the teachers (Donham & Green, 2004).

Teachers also benefit from partnering with the librarian. Teacher and librarian collaboration (TLC) is the key to ensuring that all curricula are covered, but more importantly, collaboration is essential to sharing the responsibility of creativity, innovation and assessment (Montiel-Overall, 2010). By working together, the teacher and the librarian are able to cover more objectives and share the responsibility of creating new innovative units and assessment; while at the same time, they can constantly reassess and adapt their teaching to improve student achievement. With these significant benefits in mind, librarians have the opportunity to act as leaders in forging a culture of collaboration in their school communities.

Types of Collaboration

TLC can take several forms. For example, Montiel-Overall (2006) proposed four models that include: coordination, cooperation, integrated instruction, and integrated curriculum. Understanding the characteristics of each model is important as it allows librarians to evaluate the leadership attributes required and the impact their efforts have on student achievement.

Model A: Coordination.

Coordination occurs when teachers and librarians work autonomously within their schools and there is very limited or no instructional contact between them (Montiel-Overall, 2006). There is minimal impact on student academic achievement because the teacher dominates the instructional time.

Table 1- Coordination (adapted from Montiel-Overall, 2005; 2006)

Attributes of Coordination	What it looks like in practice
• Low trust • Minimal communication between teacher and librarian • Minimal or no pre-planning • Little to no impact on student achievement • Purpose is to organize and/or manage lessons or activities for efficient use of time and space, as well as to prevent overlap of learning objectives	• Teacher sends students to the library for book exchange • Teacher dominates instructional time • Librarian conducts a scheduled book talk

Model B: Cooperation.

When the teacher and librarian cooperate, they divide the tasks between them and develop the goals and objectives of the lesson or unit separately (Montiel-Overall, 2005). Since they both teach the students their area of specialization the students benefit from having two perspectives on the topic.

Table 2- Cooperation (adapted from Montiel-Overall, 2005; 2006)

Attributes of Coordination	What it looks like in practice
• Trust • Moderate communication between teacher and librarian • Pre-planning is minimal and done separately • Little to no impact on student achievement • Purpose is to divide tasks and individually teach areas of expertise	• Librarian helps students research specific topics • Librarian teaches students how to create part of a teacher's assignment on the computer • Teacher and librarian meet to discuss how to accomplish the teacher's learning objectives

Model C: Integrated Instruction.

Integrated instruction involves a higher level of trust, contribution and dedication between the teacher and librarian than the previous two models (Montiel-Overall, 2005). The teacher and librarian must think and plan together in order to create innovative activities that effectively combine their specialized knowledge in a way that improves their students' understanding of the material (Montiel-Overall, 2005). According to Montiel-Overall's 2005 research, students benefit from the richness of these integrated units as they are more innovative and creative, as well as carefully planned to ensure continuity and correct sequencing with their classroom instruction.

Table 3- Integrated Instruction (adapted from Montiel-Overall, 2005; 2006)

Attributes of Coordination	What it looks like in practice
• Higher level of trust • Frequent communication between teacher and librarian • Moderate impact on student achievement • Equal responsibility for planning, teaching and assessing • Pre-planning is substantial and completed together	• Librarian and teacher schedule regular meeting times throughout the year in their timetables • Librarian and teacher create several integrated units that actively engage students in learning both information literacy and subject curricula

Model D: Integrated Curriculum.

When TLC occurs throughout the curriculum at all grade levels with the support of the principal, integrated curriculum is achieved. The principal is directly involved and ensures that the teachers and librarian work together as equals and provides resources such as funding, time and professional development for information literacy curricula to be integrated at all grade levels. Students gain the greatest benefit from this level of collaboration because of the depth and breadth of learning that occurs over time as they move from subject to subject and grade to grade.

Table 4- Integrated Curriculum (adapted from Montiel-Overall, 2005; 2006)

Attributes of Coordination	What it looks like in practice
• Highest level of trust and commitment • Frequent, excellent communication between teacher and librarian • Equal responsibility for planning, teaching and assessing • Pre-planning is substantial and completed together • Greatest impact on student achievement	• Librarian and all teachers schedule regular meeting times throughout the year into their timetables • Principal organizes TLC meeting times and manages equal partnerships • Librarian and teacher create several integrated units that actively engage students in learning both information literacy and subject curricula • Information literacy curricula are integrated at all grade levels

The impact school culture, school administration, and the attributes of collaborators have on TLC

The next section of the literature review discusses how school culture, school administrators and the attributes of collaborators positively or negatively impact collaboration. I choose these categories because they were identified in the literature as having the greatest impact on collaboration.

School Culture.

a) School culture: characteristics that facilitate TLC.

School culture is the environment created by community members who are "bonded to each other as a result of their mutual bindings to shared values, traditions, ideas, and ideals" (Sergiovanni, 1994, p. 61). In a healthy community there is a feeling of family among the staff where differences in teaching styles, methods of instruction, and preferences for assessing students are respected and accepted (Montiel-Overall, 2008). In addition, a collaborative school culture is one where teachers work together to assess and improve their teaching practice (Dufour, 2004). Montiel-Overall (2008) also discovered

that "centrality of the library, integrated curriculum, working together all the time, scheduling and being child-centred" are all equally important to school culture (p. 150). These characteristics of school culture are vital for building a collaborative community.

b) School culture: TLC barriers and subsequent solutions.

There are two major barriers to collaboration identified in the TLC literature that stem from the school culture: a lack of trusting relationships and a lack of understanding the role of the librarian. To create a culture of collaboration in the school community, there must be a "climate of trust and mutual respect" (Small, 2002, p. 2). Where there is a lack in trusting relationships amongst staff members, collaborative endeavours will not succeed (Donham & Green, 2004). Collaboration will also be limited when there is a lack of awareness of the librarian's professional guidelines for collaboration and of the information literacy curriculum (Montiel-Overall, 2010; Zmuda & Harada, 2008). Misunderstandings of what TLC is and how it works will limit staff interest and reduce collaborative opportunities (Montiel-Overall, 2010). Librarians must also clearly articulate how working together can enhance student achievement and support the work of teachers. Cooper and Bray (2011) stress that the librarian must take "assertive action" to educate teachers and administrators about the librarian's multiple roles as media specialist, educator, teaching partner and information specialist (p. 48).

School Administration.

a) School administration: characteristics that facilitate TLC.

An important factor for TLC is the involvement of a supportive principal or curriculum coordinator who envisions a school with an integrated curriculum. Haycock (2007) states that "effective principals assume the roles of decision-setter, facilitator, and

communicator; they exemplify vision-building, evolutionary planning, empowerment, resource mobilization, and problem-coping/monitoring" (p. 32). He noted that when school administrators expect team planning to occur between teachers and the librarian, these planning sessions occur more often than in schools where there is no expectation (Haycock, 2007).

Administrators can also help to create clearly defined roles for collaborative participants (Haycock, 2007) as well as establish goals and objectives. Montiel-Overall (2008) reported that establishing clear goals and objectives should be the first task on the collaborator's to-do list to ensure the efficient use of time. In addition to clearly defined goals and roles, flexible schedules are very helpful because they allow the librarian to collaborate with teachers more freely (Haycock, 2007; Montiel-Overall, 2008). Having a flexible schedule also enables the librarian to attend planning meetings with teacher teams. When librarians have time to meet with teams or departments, Haycock (2007) noted that librarians "are more involved in identifying objectives, planning activities, collaborative teaching, and student assessment" than when they only meet with individuals (p. 29). For these reasons, administrators must be actively engaged in promoting collaboration so that flexible scheduling can be achieved and a fully integrated curriculum can be created.

In addition to a clear vision of integrated curriculum, identifying roles for staff members, articulating clear goals and objectives, and establishing flexible schedules, the administrator is also responsible for providing sufficient funding, staffing, and training. Lance and colleagues (2000) reported that students' standardized test scores improved in

schools with an adequate budget for resources, sufficient staff in the library and strong professional relationships between the teachers and librarian.

b) School administration: TLC barriers and subsequent solutions.

As mentioned above, the roles of administrators are complex. Several barriers were identified in the literature that administrators should address to facilitate collaborative endeavours such as a lack of: support, a common goal, clear roles, comfortable meeting facilities, and flexible schedules. While these concerns have been discussed above, the need for flexible schedules was common throughout the literature. In Montiel-Overall's 2008 research, she found that teachers did feel supported by administrators; however, they felt "overloaded" during the school day so teachers met to collaborate with the librarian outside of school hours (p. 153). Leonard (2002) and Hara Solomon, Seung-Lye, and Sonnewald (2003) concurred with Montiel-Overall's findings that the main barrier to collaboration, as identified by teachers, was the amount of additional time it requires. Providing flexible schedules would address this concern.

Attributes of Collaborators.

a) Attributes that facilitate TLC.

According to the literature, the four most important attributes of collaborators were their ability to build trusting relationships, possess good communication skills, exude professional competence and have a holistic view of the needs of the community (e.g. Montiel-Overall, 2005, 2010; Haycock, 2007, Hara *et. al.,* 2003). Therefore, the keystone factor in creating a culture of collaboration is the establishment of strong interpersonal relationships between staff members founded on trust, respect and open communication. Haycock (2007) explained that with or without a supportive principal,

lower-level collaboration could still take place if there are strong interpersonal relationships between motivated teachers and librarians.

b) Attributes of collaborators: TLC barriers and subsequent solutions.

As mentioned previously, the literature identifies relationship-building attributes to be necessary for successful collaboration. In Leonard's 2002 study on collaboration, lack of acceptance for professional differences in teaching practices and a lack of trusting relationships were identified as barriers to collaboration. This demonstrates the need for mutual respect and trust within the community. Similarly, Williamson, Archibald and McGregor (2010) found that when collaborators lack the ability to form trusting relationships and communicate with others collaboration initiatives failed. They explain it is essential that teachers and librarians have the "personal characteristics for building trusting relationships and that they are prepared to devote the time to communicating effectively" (p. 19). In addition, a lack of investment and motivation from individuals will prevent collaboration (Montiel-Overall, 2010). In order to be motivated, collaborators "must first see some personal value in collaboration and believe that they have the knowledge and skills necessary to be successful collaborative partners" (Small, 2002, p. 2).

Since the success of collaboration hinges on the teacher-librarian's ability to build strong interpersonal relationships with other staff members, understanding and evaluating the leadership attributes of the librarian are important factors in creating a culture of collaboration. Consequently, I have explored these attributes in greater depth in Chapter 4.

In the following section of Chapter 2, an explanation of Servant-Leadership theory is provided. Servant-Leadership is a theory that can be applied to the field of education. Below, I have outlined the seven attributes of a Servant-Leader as described by Sipe and Frick (2009). These attributes form the framework of my content analysis.

Servant-Leadership Theory

'Servant-Leadership' is a leadership paradigm established by Robert K. Greenleaf in his seminal essay *The Servant as Leader*, first published in 1970. Greenleaf provided the following definition of a servant-leader:

> The Servant-Leader is servant first….It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead…. The best test is, and difficult to administer is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants? (p. 40)

In contrast with other leadership styles, the primary focus of Servant-Leadership is the well-being of the community as a Servant-Leader is primarily concerned with serving others (Van Dierendonck, 2011). Through his observations of how organizations function, Greenleaf's aim was to "stimulate thought and action for building a better, more caring society" (Greenleaf et al., 2003, p. 1).

I chose to use Servant-Leadership as a lens to focus my research on collaboration because of its emphasis on building caring, more effective relationships. I was interested in understanding how Servant-Leadership theory could be applied to building trusting and resilient relationships within my school community. Servant-Leadership has been

used to study effective leadership characteristics in education, business and health services organizations (Black, 2010; Crippen, 2005, Van Dierendonck, 2011).

Servant-Leadership is not widely discussed in educational settings although the characteristics of a Servant-Leader are commonly found in educational leadership literature under a variety of pseudonyms such as trustworthy, caring, and open-minded. By identifying the leadership attributes librarians need to create a culture of collaboration and linking them to specific actions, educators can gain a greater understanding of this leadership paradigm and how it can be applied in their school community. Through my content analysis, I have drawn connections that demonstrate how Servant-Leadership attributes can be used to build a culture of collaboration.

Sipe and Frick's (2009) Seven Pillars of Servant Leadership acted as the lens through which the content analysis was conducted because it distilled Greenleaf and Spears' ideas into measurable ways of being and behaving. I chose to use these Seven Pillars, rather than Spears' traditionally used list of characteristics because the Pillars provide a "competency-based framework that will enable [educators] to acquire, master, and measure the knowledge, skills, and abilities of a Servant-Leader" (Sipe & Frick, 2009, p. 7). The Pillars that are applied in this research come from the following definition:

> A Servant-Leader is a *person of character* who *puts people first.* He or she is a *skilled communicator,* a *compassionate collaborator* who has *foresight,* is a *systems thinker,* and *leads with moral authority.* (Sipe & Frick, 2009, p. 4)

Sipe and Frick (2009) identified the following seven Pillars of Servant Leadership: person of character, puts people first, skilled communicator, compassionate collaborator,

foresight, systems thinker, and leads with moral authority. An explanation of the seven Pillars is presented below.

Definitions for the framework

Pillar 1. A *person of character* is someone who "makes insightful, ethical, and principle-centered decisions" (Sipe & Frick, 2009, p.15). They are enthusiastic leaders who are trustworthy, honest, and authentic yet humble. In addition, a person of character works towards serving the greater good of the group rather than him or herself.

Pillar 2. A leader who *puts people first* puts the needs of others before their own by truly understanding those whom they seek to serve. This is achieved by forming relationships with others in order to understand how best to develop and support them in their professional roles. A Servant-Leader cares for and shows concern for others while striving to help them grow as individuals.

Pillar 3. A Servant-Leader, who is a *skilled communicator* is warm and easy to talk to because they listen with respect and invite feedback. A skilled communicator is also deeply self-reflective. Servant-Leaders do not hold power or their position over people, instead a skilled communicator is assertive and persuasive.

Pillar 4. *Compassionate collaborator*s strengthen relationships, support diversity, and create a culture of collaboration. They do this by showing appreciation for the contributions of others as well as showing genuine care and attention to their colleagues. Compassionate collaborators are excellent mediators who are able to bring out the best in every member of the team.

Pillar 5. Servant-Leaders with *foresight* are creative, decisive and goal-oriented. They are intuitive leaders who can clearly articulate their vision for the future and inspire others to work towards a common goal.

Pillar 6. *Systems thinkers* have a holistic view of the school community use this knowledge to think and act strategically and to manage change effectively. Servant-Leaders are always flexible and at ease with viewing the big picture in light of the complexity of an organization.

Pillar 7. A Servant-Leader's actions and decisions demonstrate that they can *lead with moral authority*. According to Sipe and Frick (2009), a Servant-Leader "is worthy of respect, inspires trust and confidence, and establishes quality standards for performance" (p. 155). This is achieved because a Servant-Leader takes on and delegates responsibilities by readily sharing power and control and creates a culture of accountability within their school community.

Summary

In the first part of this chapter, I reviewed the literature to provide a rationale for why TLC is important for our schools and our students. I also highlighted Montiel-Overall's four models of collaboration. In addition, I introduced the ways that school culture, school administrators, and the personal attributes of collaborators could affect the success of TLC. In the second part of this chapter, a brief overview of Servant-Leadership theory was presented to establish the context and meaning behind the framework I have used for my content analysis. Chapter 3 will provide a detailed explanation of how I utilized Servant-Leadership theory as a lens through which to conduct the content analysis on TLC literature.

Chapter 3- Design and Methodology

Researcher's position

My first introduction to the power of leadership was at Camp Narnia where I started as a camper when I was seven and then worked as a camp counselor from the age of 12 to 20. These formative years were influenced by the community-building camp philosophy, which I find similar to Servant-Leadership. I have been striving to recreate a similar collaborative work environment ever since I became a teacher. I have had the opportunity to work as a classroom teacher interacting with librarians at both Collingwood School in West Vancouver and Maple Leaf International School in Dalian, China. Conversely, I have interacted with teachers in my role as librarian in two independent Middle Schools over the past five years. My experience in these settings has been vastly different.

At Glenlyon Norfolk School (GNS), an International Baccalaureate school, I was the Middle School Librarian and Curriculum Coordinator. In this capacity I was involved in many collaborative projects with teachers and students. In my current position at St. Michaels University School (SMUS), I am a full-time librarian working on actively forging new collaborative relationships because it is fundamental to my teaching philosophy. In order to create a strong library program, to revitalize the literacy environment, and ultimately increase student success, I needed to gain an understanding of collaborative relationships between teachers and librarians.

I believe that relationships are the foundation upon which collaboration is based; if there is a strong professional relationship between colleagues, collaboration can occur successfully. As a new librarian, I was interested in investigating the characteristics of the

individuals involved in successful collaborative relationships. With a clear understanding of these characteristics, I felt I could more effectively work towards building these relationships with my colleagues. Therefore, I have examined the factors that impact collaboration between librarians and teachers in the hopes of finding ways to build a culture of collaboration in my school community.

Overall approach and rationale

In my research I follow a social constructivist approach described by Creswell (2009) as one that allows the researcher to "seek understanding of the world in which they live and work" (p. 8). Social constructivists make meaning by interpreting the culture that they are engaged in. This worldview enabled me to examine the relationships between teachers and librarians.

Through the literature review and content analysis, I have examined the social interactions, specifically in collaborative partnerships, between teachers and librarians in their educational communities. The data collected was interpreted and used to inform my leadership practice in my educational community.

Data collection methods

Content analysis can be either inductive or deductive (Elo & Kyngäs, 2008). Inductive analysis is used when dealing with a new phenomenon and a deductive approach is used with testing "a previous theory in a different situation or to compare categories at different time periods" (Elo & Kyngäs, 2008, p. 108). Data is analyzed and coded in either an emergent or a priori system to help determine patterns and results from the literature (Elo & Kyngäs, 2008). This content analysis follows a deductive approach as I compared Servant-Leadership theory against the attributes of effective

teacher and librarian collaborators identified in the literature. To analyze and code my data, I used a priori system in the pre-established Servant-Leadership framework created by Sipe and Frick (2009). Content analysis was the chosen method of gathering and presenting information because it is a "systematic and objective means of describing and quantifying phenomena" (Elo & Kyngäs, 2008, p. 108). In this method, the researcher discusses the types of sources and the reasons why they were selected. Major themes, trends and patterns that emerge from the literature are discussed and analyzed. According to Elo and Kyngäs (2008), the researcher should also offer critique of the ideas and make known whose voice might be absent from the research.

In content analysis, the researcher views epistemology with the notion that "the investigator and the object of investigation are assumed to be interactively linked so that the 'findings' are *literally* created as the investigations proceeds" (Guba & Lincoln, 1994, p. 111). The social constructivist paradigm, through which I approach my research, indicates that qualitative data is more appropriate for scholarly content analysis (Creswell, 2009). Constructivists, like myself, "seek to gain deep understanding of the meanings of the actors involved in the social phenomenon under study" (Williamson, Archibald & McGregor, 2010, p. 20). As I seek to understand the role the librarian plays in developing and maintaining a collaborative culture in the school community through relationship building, the constructivist approach is the most appropriate.

Data sources

When I started my research on TLC, I reviewed my collection of professional work and discovered an overall theme of Servant-Leadership. Through my masters program I had been exposed to the theory of Servant-Leadership and had a solid foundation in the topic through current academic readings. With my teaching background in mind, I had my own insights into the process of creating and sustaining collaborative relationships that lead me to focus on the attributes of Servant-Leaders that promote community building. The resulting data search was separated into two components: one was to start my search for literature on Servant-Leadership theory to create my framework and the second was to search and review TLC literature using my framework.

Data sources for my framework.

I began by reviewing my small professional collection of Servant-Leadership material and by brainstorming the key authors I knew of based on my current academic readings. The key authors on Servant-Leadership that I have been influenced by are: R. Greenleaf, J. Sipe, D. Frick, W. Bennis, and M. Wheatley. Through my readings, I have become increasingly interested in how Servant-Leaders work to build community.

I also searched the UVIC library database by utilizing EBSCO Host for appropriate peer reviewed literature by searching the phrases "Servant-Leadership", "Servant-Leadership in education", "Servant-Leadership in schools", "Servant-Leadership and collaboration", "Servant-Leadership and teachers", "Servant-Leadership theory", and "Servant-Leadership and teacher librarians". Article inclusion was determined by screening the abstracts of peer-reviewed journals that discussed Servant Leadership theory.

Data sources for the content analysis.

In addition to the background research on Servant-Leadership, I also utilized the UVIC library's database, SUMMON, and EBSCO for literature on TLC. The following search terms were used: "teacher librarian collaboration", "collaboration and education", and "building culture of collaboration". In addition, I searched the phrase "content analysis" to find papers to provide a background on my chosen research method. Abstracts of peer-reviewed journal articles that discussed a variety of topics on TLC, librarian leadership or content analysis were screened for inclusion for the content analysis. The ten articles that were chosen for the content analysis were all specifically related to teacher and librarian collaboration. In my content analysis, I utilized research from the following journals: Library and Information Science Research; Teacher Librarian; School Libraries Worldwide; The Journal of Academic Librarianship; Library Media Connection; and TechTrends.

Data analysis procedures

In order to discover the leadership attributes needed for TLC, ten peer reviewed journal articles were examined to complete the research and data collection. A priori coding was utilized as part of my data analysis. The topic was examined from a deductive approach because I used Sipe and Frick's (2009) framework of the Seven Pillars of Servant-Leadership.

To organize the analysis, a chart was created to keep track of the key concepts of the articles I read. This chart illuminated the common themes in the literature from which I was able to visualize the sections of my research paper. To complete my content analysis, I created a series of tables to organize my data according to Sipe and Frick's

(2009) Seven Pillars of Servant-Leadership framework. Each of the Seven Pillars contains a set of core competencies that "constitute an essential set of skills that contribute to leadership effectiveness" (Sipe & Frick, 2009, p. 5). I correlated these competencies with the attributes that TLC researchers identified as critical to TLC relationships in the literature. In addition, I matched these competencies with specific positive actions taken by the librarians described in the literature.

I created a single page reference sheet of my definitions of Sipe and Frick's Seven Pillars of Servant-Leadership in an effort to standardize the coding of the data and to avoid what Creswell (2009) describes as "a drift in the definition of codes" (p. 190). The series of tables provided detailed examples from the literature on the attributes required by librarians to be successful collaborators. From the data I collected in the tables, I was able to identify the most common attributes and specific actions of successful TLC participants mentioned in the literature. The results of my findings are presented and discussed in Chapter 4.

Limitations and Delimitations

Collaboration is a large topic to investigate for any educational researcher. Community building, teamwork and collaboration are popular research topics in organizational leadership. Collaboration requires the right combination of personality traits, a supportive environment and time. These complex issues are too large to dissect in a content analysis format in the time allotted for a master's project so I have delimited this study to the discussion of the Servant-Leadership traits of the librarian. I have also narrowed my literature search to TLC articles from 2000-2012, which has significantly limited the scope of my research on collaboration. In addition, I divided the factors

affecting TLC into categories that have the greatest effect on the librarian: school culture, management and personal attributes of the collaborators. I delimited the number of articles analyzed for the content analysis to ten, as the leadership characteristics and actions mentioned in the articles became highly repetitive.

There are several limitations to this study. I acknowledge that the body of literature on educational collaboration is extensive. The short timeframe I had to complete this master's of education project affected the depth and breadth of my literature review and content analysis.

A second limitation of this research stems from the coding process. I worked alone and tried to ensure that there was no "drift in the definition of codes (Creswell, 2009, p. 190). While I tried to "cross-check codes developed by different researchers" as Creswell (2009) suggested, I was unable to find literature that utilized coding for Sipe and Frick's (2009) framework. All of the literature on Servant-Leadership utilized Spears' list of characteristics that includes: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building communities (Spears, 2004). I have chosen to use Sipe and Frick's Seven Pillars of Servant-Leadership because it is a competency-based framework that can be used for "continuous evaluation of [one's] leadership strengths and development needs" (2009, p. 6). This framework has been discussed but not yet been utilized in peer-reviewed literature. As this is not a well-known lens for data analysis, I have constructed my own search terms to complete my data analysis using this framework. I did not have a committee to standardize my coding terms as I worked alone and therefore researcher error could have occurred during the coding process.

Procedures to address trustworthiness and credibility

I used the Seven Pillars of Servant-Leadership as the framework for my content analysis by matching the attributes of Sipe and Frick's (2009) Pillars to the characteristics mentioned in the TLC literature. As I worked alone on this project, I was extremely careful when coding my data and relied on my framework to prevent personal bias from influencing my results. I created a coding reference page of the definitions of Sipe and Frick's Seven Pillars of Servant-Leadership. I also re-checked my coding several times to ensure that each attribute from the literature was coded correctly according to the definitions found in the Servant-Leadership Theory section in Chapter 2. In addition, I used my supervisor as an external auditor, triangulation, peer reviewers, as methods of establishing validity and reliability (Creswell, 2009).

Summary

In Chapter 3, the methodology chapter, I explained the rationale behind conducting a content analysis of the leadership attributes of librarians as collaborative partners. I also provided a detailed description of the data gathering process. I explained how I utilized the UVIC library online databases to find the articles for both the literature review and TLC content analysis. Validity and credibility concerns were also addressed. The findings and a discussion of the content analysis will be revealed next.

Chapter 4- Findings and Discussion

After completing a literature review in Chapter 2 on teacher and librarian collaboration (TLC) and Servant-Leadership, I utilized the Seven Pillars of Servant-Leadership (Sipe & Frick, 2009) as the themes for my content analysis on TLC. These Pillars include: person of character, puts people first, skilled communicator, compassionate collaborator, foresight, systems thinker, and leads with moral authority. I looked for patterns in the literature to discover which attributes were identified as fundamental to collaborative success. In this chapter, I present and discuss the findings by following the themes used in the framework in order to analyze the leadership attributes teacher-librarians need to create a culture of collaboration. In addition, I provide examples of how each of the attributes discussed can be put into action in order to improve the quality of TLC relationships.

The leadership attributes teacher-librarians need to create a culture of collaboration

Theme 1a: Person of Character.

In the TLC literature, the researchers, teachers, and librarians repeatedly identified the ability to build trust and trusting relationships, the ability to be respectful, and the ability to be a motivated, enthusiastic leader as essential characteristics of a collaborator. Eight of the ten articles discussed the importance of trust for building relationships (Donham & Green, 2004; Montiel-Overall, 2005, 2008, 2010; Sipe & Frick, 2009; Small, 2002, Williamson et al., 2010; Zmuda & Harada, 2008). Respect was identified in six articles (Donham & Green, 2004; Montiel-Overall, 2005; 2008; 2010; Williamson et al., 2010; Zmuda & Harada, 2008) and three articles discussed enthusiastic

and motivated leadership (Haycock, 2007; Montiel-Overall, 2010, Zmuda & Harada, 2008).

Trust and trusting relationships are built on the notion that the participants are credible, competent, and highly knowledgeable educators who have a deep respect for their colleagues. When forming these critical professional relationships, teacher-librarians must demonstrate their competence as knowledgeable educators, demonstrate a willingness to compromise, share resources and be open-minded. When the librarian demonstrates these attributes, his/her colleagues feel comfortable to share ideas, speak candidly, and to be vulnerable about areas of professional weaknesses (Williamson et al., 2010). Once personal relationships are established, the librarian can approach these colleagues with ideas for collaborative activities. As other teachers and students see what is happening in the collaborative classroom, their interest will be captured and collaboration will spread throughout the community, one teacher at a time (Dale & Kellam, 2012; Cooper & Bray, 2011).

In addition to trusting, respectful relationship builders, librarians must be seen as enthusiastic, highly involved leaders in the community who have a deep understanding of the needs of those they serve. To put this into practice, librarians should actively find and share new resources that will enhance the learning experience for the students and support the teachers' professional development. Librarians can show their enthusiasm by finding volunteer opportunities within the school or external community to further "articulate the needs of students in information fluency" (Zmuda & Harada, p 20). The attributes and actions of a *person of character,* as summarized in Table 5, will enable the

librarian to establish credibility and demonstrate that they are deeply committed to
serving the community.

Table 5- Summary Theme 1a: The Librarian as a *Person of Character*

Attributes	Actions

• Trustworthy
    ○ Credible
    ○ Competent educator
    ○ Knowledgeable about those being served
• Enthusiastic, motivated leader
• Committed to serving the community
• Ethical decision maker
• Open-minded
	• Builds personal relationships with colleagues
	• Applies professional knowledge
	• Researches and shares relevant resources
	• Becomes involved in the community
	• Demonstrates a willingness to compromise

Theme 1b: Puts People First.

As discussed above, a *person of character* is trustworthy and respectful. Someone
who *puts people first* uses these two attributes to build strong relationships with their
colleagues in order to gain insight into how best to develop and support them in their
professional roles (Sipe & Frick, 2009). Three attributes were identified under the theme
of *putting people first:* relationship builder, caring, and attentive listener. Six of the ten
articles analyzed identified the ability to build relationships as critical to TLC success
(Dale & Kellam, 2012; Haycock, 2007; Montiel-Overall, 2005; 2008; 2010, Williamson
et al., 2010). Four articles stressed the importance of care (Montiel-Overall, 2005; 2008;
Williamson et al., 2010; Zmuda & Harada, 2008) and three highlighted the need for
strong communication skills characterized by attentive listening (Donham & Green,
2004; Haycock, 2007; Montiel-Overall, 2008).

Relationship building is an essential skill for the librarian to perfect as it is through our relationships with our colleagues, administration, students and their parents that we gain an understanding of the resources and support that each individual requires. It starts with being friendly and collegial but *putting people first* involves both deep concern and attention to the needs of individuals. Haycock (2007) suggests that librarians use informal personal relationships to strengthen informal and formal communication with colleagues as a means of soliciting collaborative partners. By building informal relationships, librarians are able to get to know each learner and colleague individually to anticipate their needs and interests in order to personalize instruction or support (Zmuda & Harada, 2008).

This marks a major shift in the intent of the relationship building process and establishes the librarian as a knowledgeable resource who is caring enough to offer individualized attention and support to colleagues and students. The focus of care is "not on sentimentality but on acting intentionally in ways that support" others (Sipe & Frick, 2009). Caring for others includes being attentive to their concerns, ideas, and needs. When teachers and librarians felt that their peers were hearing their concerns and ideas, collaboration was more likely to occur as compared to relationships where there was little trust (Montiel-Overall, 2005).

The librarian can demonstrate their ability to *put people first* in a few simple ways. First, build upon the trusting and respectful informal relationships already established by listening to the needs of others. For example, the librarian can attend grade or department meetings to learn what is happening in the classrooms and discover which units or activities are approaching. Using the information gathered at these meetings or

through informal discussions, the librarian can personalize instruction and resource

gathering to meet the needs of the teachers and students. Gently supporting teachers and

students in this way will reinforce trusting relationships and demonstrate the librarians'

attentive, caring nature of *putting people first.* The attributes of *putting people first* and

ways the librarian can put these attributes into action are summarized in Table 6.

Table 6- Summary Theme 1b: The Librarian who *Puts People First*

Attributes	Actions
• Relationship builder • Attentive • Caring, supportive	• Builds personal relationships with all members of the community founded on trust and respect • Listens to the needs of others • Understands the needs of individuals to personalize instruction and support • Attends grade and department meetings to gather information about what is happening in the classrooms in order to meet the needs of the students and teachers

Theme 1c: Skilled Communicator.

As previously mentioned, the collaborator's attentive, respectful nature allows for

open communication with their peers. In the content analysis, eight of the ten articles

identified the necessity of open communication between collaborative partners as a key

component of working together (Cooper & Bray, 2011; Dale & Kellam, 2012; Donham

& Green, 2004; Haycock, 2007; Montiel-Overall, 2008, 2010; Williamson et al., 2010;

Zmuda & Harada, 2008). The literature also encourages librarians to be warm, active

listeners who invite feedback and engage everyone in respectful collaborative

conversations.

Librarians demonstrate their strong communication skills by actively promoting

educational resources with colleagues, administrators, students and parents. The librarian

also has the responsibility to educate and share their vision of an integrated curriculum with the principal and with their colleagues. In this leadership capacity, the librarian must work alongside the principal to facilitate the changes that are needed to make the school community one where collaboration is embedded within the day-to-day life of the staff and students. As leaders in the collaborative process, the librarian acts as a moderator during group discussions and sets the tone of inclusive, open-minded, respectful communication. As literacy experts in the school community, librarians demonstrate their knowledge and their strong communication skills by focusing collaborative meetings around student-focused goals (Zmuda & Harada, 2008). This action is essential because it allows teachers to constantly re-evaluate and adapt their teaching practices to reach higher levels of student achievement (DuFour, 2004). Table 7 provides a summary of the attributes of a skilled communicator and provides examples of how a librarian can put them into practice.

Table 7- Summary Theme 1c: The Librarian as *Skilled Communicator*

Attributes	Actions
• Receptive and responsive • Warm, inviting conversationalist • Attentive listener • Self-reflective • Knowledgeable of curriculum and needs of the community	• Actively promotes educational resources • Articulates and communicates student-focused literacy goals • Utilizes a variety of communication methods to reach all members of the community • Creates space for open, honest dialogue • Actively solicits ideas from others and invites feedback • Listens attentively and respectfully to others • Educates administrators and colleagues about collaboration

Theme 1d: Compassionate Collaborator.

Compassionate collaborators use their supportive, caring nature, and strong communication skills to build a culture of collaboration. Because the librarian knows the community and curriculum so deeply, they act as catalysts for collaboration and are ideal group facilitators. In fact, each of the ten articles analyzed discussed the need for the librarian to become both a catalyst for collaboration and a group facilitator (Cooper & Bray, 2011; Dale & Kellam, 2012; Donham & Green, 2004; Haycock, 2007; Montiel-Overall, 2005; 2008; 2010; Small, 2002; Williamson et al., 2010; Zmuda & Harada, 2008).

Librarians act as catalysts by using their pre-established trusting relationships to motivate others to commit to the process (Zmuda & Harada, 2008). Librarians who willingly share their expertise and who are "complementarily of the skills, efforts, and roles of their colleagues" are most likely to gain collaborative partners (Cooper & Bray 2011, p. 50). An effective way to do this is to evaluate resources and prepare activities for teachers that fit their curriculum (Small, 2002). For example, the librarian could set up a science experiment or identify useful online virtual lab activities for teachers. The librarian must also be proactive in finding areas of the curriculum where information literacy learning objectives can be integrated and approach teachers with specific ideas for collaboration (Donham & Green, 2004). Attending department meetings is the best way to gather information on what is happening in the classrooms in order to find ways to integrate information literacy objectives into upcoming units (Donham & Green, 2004). By devoting time to attend these meetings, the librarian shows their level of commitment to their colleagues and has the opportunity to share their expertise while gathering

knowledge of what the teachers and students need. Finally, using inclusive language such as "our students" and "our classroom" encourages others to form working partnerships (Montiel-Overall, 2008, p. 151). By acting as catalysts for collaboration and by having the skills and knowledge to help it succeed, librarians become group facilitators in their community.

In their leadership role as group facilitators, librarians establish a "team mindset" among learners and colleagues (Zmuda & Harada, 2008). They work as mediators to negotiate conflict and have the responsibility to ensure that all partnerships are based on equality, respect and trust (Cooper & Bray, 2011; Montiel-Overall, 2008). By demonstrating the attributes and actions of a compassionate collaborator, as summarised in Table 8, librarians work to strengthen relationships, support diversity, and create a culture of collaboration in their school communities.

Table 8 - Summary Theme 1d: The Librarian as a *Compassionate Collaborator*

Attributes	Actions
• Care and attention • Appreciation • Mediation skills • Deep knowledge of individuals and the curriculum	• Acts as mediator and group facilitator • Catalyst for collaboration by initiating integration of information literacy into other subjects • Evaluates resources and prepares activities for teachers that fit their curriculum • Attends department meetings • Uses inclusive language "our students", "our classroom" • Encourages others to share their expertise and ideas

Theme 1e: Foresight.

Seven of the ten articles identified having a common goal and a clear vision and purpose as critical to the success of any collaborative endeavour (Cooper & Bray, 2011; Haycock, 2007; Montiel-Overall, 2008, 2010; Small, 2002; Williamson et al., 2010;

Zmuda & Harada, 2008). *Foresight* requires librarians to draw upon the attributes discussed in the previous sections and apply them to helping their team form clear, measurable goals and a vision while ensuring that everyone's expertise is being utilized and their opinions are being heard. In addition, due to the vast amount of time and energy collaboration requires, it is vital that the librarian lead the group in frequent assessment of the success of their work and how it impacts student achievement so that timely adaptations can be made (DuFour, 2004). To successfully demonstrate *foresight*, the librarian will draw upon their knowledge of the individuals in the group as well as their communication and mediation skills so that all members of the group view themselves as equal partners and feel respected and valued. Once these steps are achieved, the librarian must clearly articulate their vision and inspire the group to create a collaborative project that enhances the curriculum and engages all learners.

One simple way to implement the principles of *foresight* with teachers is to establish meeting times before each new school year starts (Montial-Overall, 2010). While it is impossible to meet with each teacher individually in most school settings, scheduling department or grade meetings into the librarian's timetable at the start of the year ensures that planning time is pre-arranged. If there is a known collaborative project that is set for a certain term, planning time can be booked off well in advance rather than scrambling to find time later. Additionally, librarians can demonstrate *foresight* by carefully embedding information literacy curriculum into the unit being taught by the subject teacher so that there is a seamless flow from the teacher to the librarian and back again. In the classroom, TLC looks like team teaching, with the teacher and librarian working in "tandem, sometimes alternating in roles, such as in instructional delivery, and

sometimes overlapping, such as in providing supportive individual interactions with students" (Williamson et al., 2010, p. 26). Using the attributes of *foresight* and implementing the actions suggested in Table 9, the librarian "envisions the future and integrates all aspects of a 21st-century library program into enriching the environment of the school" (Mann, 2011, p. 30).

Table 9- Summary Theme 1e: The Librarian who has *Foresight*

Attributes	Actions
• Goal-oriented • Clear vision • Communication skills	• Establishes meeting times before each new school year starts • Schedules department or grade meetings into the librarian's timetable at the start of the year • Team teaches integrated units and embeds information literacy curriculum into the unit • Clearly articulates their vision • Inspires others to work toward a common goal • Keeps group focused on achieving their goals • Utilizes the expertise of all members of the team • Leads the group in frequent assessment of the success of their work

Theme 1f: Systems Thinker.

Four of the ten articles identified flexibility as a key attribute for effective collaborators (Donham & Green, 2004; Haycock, 2007; Montiel-Overall, 2008; Williamson et al., 2010). Librarians can demonstrate their flexibility to adapt to the teacher, students and community they are working with by varying their approach to activities. For example, the librarian may set-up a scavenger hunt, create peer-mentoring groups, organize fieldtrips, work in the classroom with a teacher, prepare resources for display, directly instruct students or host a curriculum night for parents. While it is important to adapt to the audience, the librarian's primary concern is on student

achievement and therefore they need to identify areas of weakness and be flexible enough to quickly make changes to enhance the learning environment.

As a *systems thinker*, the librarian can "think and act strategically" about how best to meet the needs of the individuals in the community (Sipe & Frick, 2009, p. 130). In their unique position of seeing the whole picture of the school, librarians can make recommendations for ways to improve the community. Ideally, librarians have established strong professional relationships with members of every department and have a holistic view of what is happening at each grade level at any given time. Because of their expertise and knowledge of the community, librarians can use their network of relationships to "leverage for improved organizational performance" (Zmuda & Harada, 2008, p. 18). Specifically, librarians should lobby for a flexible schedule as discussed in Chapter 2. In addition, they can utilize their network and curricular knowledge by connecting educators together to integrate different subjects in a common collaborative unit. For example, the librarian could facilitate a collaborative unit on Ancient Rome between the math and social studies department. Keeping the holistic view of the school in mind and being flexible allows the librarian to be open to opportunities to serve others in an effort to improve the community. The attributions and actions of a *systems thinker* are summarized below in Table 10.

Table 10- Summary Theme 1f: The Librarian as a *Systems Thinker*

Attributes	Actions
• Flexible • Holistic view of school	• Constantly monitors student achievement to identify areas of weakness and quickly addresses them • Adapts to a broad range of teaching and learning styles • Thinks and acts strategically • Manages change effectively to meet the needs of others • Advocates for improvements such as flexible schedules

Theme 1g: Leads with Moral Authority.

The two aspects of *leading with moral authority* discussed in the literature include creating a culture of accountability and distributed power. Four of the ten articles identified the need for creating a culture of accountability (Monitel-Overall, 2005; 2008; Small, 2002, Zmuda & Harada, 2008) while three articles noted the importance of sharing power with their colleagues for TLC to succeed (Cooper & Bray, 2011; Haycock, 2007; Montiel-Overall, 2008).

A culture of accountability is based on deep professional respect and trust where colleagues trust each other to share their knowledge of curricula current resources, and effective teaching practices for effective integration (Small, 2002). Librarians have the student-centered mindset and pedagogical expertise to facilitate a culture of accountability and thus enhance learning in the classroom (Zmuda & Harada, 2008). One way for librarians to demonstrate their ability to *lead by moral authority* is to share their skills and knowledge by taking on various leadership responsibilities throughout the school or wider educational community. For example, as a member of the school's leadership team, librarians can "create the conditions for internal accountability so that staff members hold one another accountable for student achievement, staff development, and coherence of leadership efforts" (Zmuda & Harada, 2008, p.19). To do this effectively, the librarian must work in collaboration with the administration; building trusting relationships with them and co-creating a vision of collaboration for the school community.

In addition to creating a culture of accountability, the librarian must demonstrate their moral authority by being "even-handed" when given power (Montiel-

Overall, 2008, 151). Distributed leadership allows librarians, as informal leaders, to work together with the administrators and their colleagues to advocate for organizational change (Spillane, Halverson & Diamond, 2004). Of course, for distributed leadership to occur, administrators must be willing to share control with informal leaders like the librarian. If administrators do encourage others to hold informal leadership positions, collaborative initiatives can become more widespread than in schools where the librarian has little power and recruits collaborative partners only through good personal relationships. As a leader in the community, the librarian can demonstrate the attributes of one who *leads with moral authority* by implementing the actions summarized in Table 11.

Table 11- Summary Theme 1g: The Librarian who *Leads with Moral Authority*

Attributes	Actions
• Inspires trust • Worthy of respect • Knows the community and how best to serve it	• Creates a culture of accountability • Accepts and delegates responsibility • Shares power and control • Takes on leadership opportunities in the classroom and beyond

Discussion

In this section I will highlight the main findings of the content analysis and discuss how to utilize the Pillars to remove barriers presented by the attributes of the collaborators, school administration and school culture to create a culture of collaboration.

The personal attributes of collaborators that were critical to success were the ability to establish trust and trusting relationships. Without the fundamental attributes of trust, respect and enthusiastic leadership demonstrated by a *person of character*,

collaboration will not succeed. As an informal leader and mediator, the librarian's role is to implement their Servant-Leadership qualities to educate their peers on the benefits of collaboration as well as to ensure that all voices are heard in a safe and inclusive environment.

In addition, unsupportive school administrators who provide inadequate funding, limit the distribution of power and underestimate the time needed for collaboration also act as barriers. To achieve the librarian's potential to create change in the community, distributed leadership is critical. If administrators withhold power from informal leaders, the librarian is unable to demonstrate *foresight, systems thinking*, or their ability to *lead with moral authority,* thus preventing them from making organizational change within the community and minimizing the impact of collaboration on student achievement. Without distributed leadership, the librarian could possess all of the attributes of the Seven Pillars of Servant-Leadership but be unable to demonstrate them. The librarian can start to make grass-roots changes by forming relationships amongst a core group of staff members but it will not become a community wide endeavour without the support of the administration.

The major barriers to collaboration found in school culture were a lack of trusting relationships and a lack of understanding the librarian's role. While the administrators play a large role in directing the school's culture, the interrelationships between staff members and the level of trust established within the community are paramount. The librarian can work with administrators and staff to build trusting, respectful relationships and educate them on the benefits of TLC. In this leadership role, the librarian would

utilize their Servant-Leadership attributes such as *skilled communication* and trusting,

respectful relationship building as a *person of character*.

Clearly, librarians have a very important leadership role to play in their school

communities. Librarians should act as catalysts for building collaborative relationships by

enthusiastically leading their colleagues to create new and dynamic learning opportunities

to meet the needs of 21st century learners. This type of transformational change requires a

leader who exudes the Seven Pillars of Servant-Leadership; one whose primary goal is to

serve others. As Schlechty (2011) states:

> There are no matters more important for those who would lead the transformation
>
> of schools than those associated with the building of civic capacity [collaboration]
>
> and social capital. And there are few other matters related to the improvement of
>
> education that are so heavily dependant on the presence of courageous, informed,
>
> sensitive, and responsible moral leaders who have their egos under control –
>
> leaders who are capable of giving away success and absorbing failure, leaders
>
> whose primary goal is building great schools as opposed to simply building great
>
> careers. (p. 206)

It is, therefore, the librarian's moral imperative to lead their colleagues in the creation of

a culture of collaboration in their school community. In Chapter 5, I have identified eight

actions for building a culture of collaboration.

Summary

In this chapter, I presented the findings of the content analysis and discussed how

the attributes and actions of collaborators connected with the Seven Pillars of Servant-

Leadership. The discussion also highlighted how librarians can implement the Pillars

through specific actions to remove barriers and create a culture of collaboration. The

Summary of Servant-Leadership Actions for Creating a Culture of Collaboration (Table

12) acts as a reference that librarians can use to generate professional goals and to self-

evaluate their performance.

Table 12- Summary of Servant-Leadership Actions for Creating a Culture of Collaboration

PILLAR	ACTIONS
PERSON OF CHARACTER	• Builds personal relationships with colleagues • Applies professional knowledge • Researches and shares relevant resources • Becomes involved in the community • Demonstrates a willingness to compromise
PUTS PEOPLE FIRST	• Builds personal relationships with all members of the community founded on trust and respect • Listens to the needs of others • Understands the needs of individuals to personalize instruction and support • Attends grade and department meetings to gather information about what is happening in the classrooms in order to meet the needs of the students and teachers
SKILLED COMMUNICATOR	• Actively promotes educational resources • Articulates and communicates student-focused literacy goals • Utilizes a variety of communication methods to reach all members of the community • Creates space for open, honest dialogue • Actively solicits ideas from others and invites feedback • Listens attentively and respectfully to others • Educates administrators and colleagues about collaboration
COMPASSIONATE COLLABORATOR	• Acts as mediator and group facilitator • Catalyst for collaboration by initiating integration of information literacy into other subjects • Evaluates resources and prepares activities for teachers that fit their curriculum • Attends department meetings • Uses inclusive language "our students", "our classroom" • Encourages others to share their expertise and ideas

FORESIGHT	• Establishes meeting times before each new school year starts • Schedules department or grade meetings into the librarian's timetable at the start of the year • Team teaches integrated units and embeds information literacy curriculum into the unit • Clearly articulates their vision • Inspires others to work toward a common goal • Keeps group focused on achieving their goals • Utilizes the expertise of all members of the team • Leads the group in frequent assessment of the success of their work
SYSTEMS THINKER	• Constantly monitors student achievement to identify areas of weakness and quickly addresses them • Adapts to a broad range of teaching and learning styles • Thinks and acts strategically • Manages change effectively to meet the needs of colleagues and students • Advocates for improvements such as flexible schedules
LEADS WITH MORAL AUTHORITY	• Creates a culture of accountability • Accepts and delegates responsibility • Shares power and control • Takes on leadership opportunities in the classroom and beyond

Chapter 5- Conclusion

This chapter consists of two parts. First, I propose eight assertive actions that I will use to begin the process of creating a culture of collaboration in my school community. Second, I conclude with my personal reflections and plan to implement the Seven Pillars of Servant-Leadership to create a culture of collaboration in my school.

Assertive Actions

As Achterman and Loertscher (2008) explain, "for teacher librarians wanting their programs to become the heart and hub of the school, we are convinced that success comes through one unit at a time, and one more, and one more, until the reputation is strong and the buzz among the faculty is simply this- if you team with the teacher librarian, your students do better" (p. 13). My goal is to make the library the "heart and hub" of the Middle School (Achterman & Loertscher, 2008, p. 13). Through careful reflection of my research on TLC and Servant-Leadership, I have distilled eight assertive actions that I believe are critical first steps in creating a culture of collaboration. In the table below, I identify the eight actions and describe how I will implement them in my own school community.

Table 13- Recommended assertive actions for building a culture of collaboration

1) Start small	• Identify one teacher with whom a good relationship is already established and begin a collaborative project with them. • I will continue working with my current collaborative partners, as these partnerships have been highly successful. As other teachers and students have heard about or participated in the collaborative lessons, their interest was captured and I have been asked into more classrooms.

2) Attend meetings	• I will add all department and grade meetings into my flexible schedule so as to seize the opportunity to share collaborative successes with my colleagues as well as gain information on how best to serve them. By sharing my knowledge and skills with them, I hope to gain more collaborative partners and establish trusting relationships.
3) Innovate	• Innovation is how librarians find new ways to serve their community members or find new community members to serve. • I will update my online presence through the creation of the new Middle School library website and librarian blog, as well as utilize the Apple TV to highlight library events and new acquisitions. • I will also hold Science and Speech club meetings at lunch to show the versatility of the space and my skill set.
4) Be highly visible and available	• In addition to attending department meetings, I will be visible by participating in classroom activities and school events. Being available to work with students in their classrooms, via email, at the library reference desk or in the library office with the door open all signal to students and staff that I am available for consultation.
5) Exude enthusiastic leadership	• I will be proactive and engaged in the teaching and learning occurring in the community. • I will show this by preparing resource kits for teachers for upcoming units and by having a deep knowledge of the curriculum and their yearly planning documents.
6) Establish respect and trust	• I will continue to build trusting and respectful relationships with my colleagues in order to create a caring, supportive environment where everyone is heard and feel like equal partners in the collaborative process. I will listen first to gain a deeper understanding of the needs of my colleagues.
7) Share resources	• I will create opportunities for the sharing of ideas and knowledge amongst staff and students to bring the community together.

	• I will start this process during department meetings.
8) Know my community	• I will anticipate the instructional needs of the teachers by having a solid understanding of their yearly plans and the learning outcomes set out in the curriculum subject guides by the BC Ministry of Education. • I will follow up with teachers by talking with them about their current and upcoming units in both formal meetings as well as in informal conversations. • I will use this information to gather multimedia resources that will both enhance the unit and, wherever possible, find ways to integrate information technology learning objectives so that it becomes a collaborative unit. • I will continue to work with the IT teacher to create a thematic yearly planning document to facilitate more collaboration between departments. This initiative will help all teaching staff to identify areas where curricular overlap could lead to collaborative activities.

One aspect of collaboration that is not discussed in Sipe and Frick's framework is the need for building a support network of librarians. While not a critical assertive action, I believe that leadership can sometimes be a lonely and difficult path. Creating a community of critical friends whose experience and knowledge I can draw upon for guidance would be a tremendous asset. By sharing our challenges and successes, we can support each other as we continue to grow as informal leaders in our educational communities. Along with the Servant-Leadership actions I have highlighted in Table 12 and Table 13, I will continue to broaden my network of supportive peers.

Personal Reflections

Through the literature review and content analysis, I have deepened my understanding of the role the librarian plays in creating a culture of collaboration. I have a

greater appreciation for the responsibility I have to educate my colleagues about the benefits of collaboration. Most importantly, through the content analysis, I was able to identify actions that demonstrate Servant-Leadership characteristics while at the same time strengthen TLC initiatives. I will implement these actions immediately upon my return to work.

I have completed four months of work in my new position as middle school librarian at St. Michaels University School (SMUS). During this time, I have discovered that the school has experienced frequent turnover of librarians and therefore the teachers have limited their contact with the library. In my short time at the school, I was involved in several initiatives that Montiel-Overall would classify as low-level collaboration. According to Montiel-Overall's (2005, 2006) four models of TLC, my collaborative interactions have included both cooperation and coordination activities. As discussed in Chapter 2, the lowest level of collaboration is called coordination. It involves activities such as scheduled book talks and classes signing out silent reading books. The second level of collaboration is called cooperation which involves the librarian teaching research skills and stand-alone works cited lessons to classes.

According to Montiel-Overall (2005, 2006), both of these forms of collaboration require relatively low levels of trust and have minimal impact on student achievement. Still, I believe that there is value in these activities. They are both quick and easy to implement, as they require little pre-planning and they can help to establish the librarian as a knowledgeable, skilled colleague by providing a vehicle for interacting with the staff and students. These activities also allow teachers to get to know the librarian as an educator and determine if they would be good partners for future collaborative efforts. In

my short time at SMUS, I was delighted to discover that other teachers had heard about the success of the book talks and mini research lessons and have since invited me to their classrooms. I am encouraged and excited by the growing requests to repeat these activities with my new colleagues. These blossoming professional relationships will enable me to move on to the next level of collaboration that Montiel-Overall (2005) calls 'integrated instruction' where information literacy outcomes are combined with subject curriculum in larger scale integrated units. This shift will enable the teacher and librarian to work together to create dynamic and innovative units that seamlessly incorporate information literacy objectives. The students will benefit from this partnership by learning from two educators with different skill sets and perspectives. Students will also have the benefit of more individualized attention attributed to a lower student to teacher ratio. In addition, as both teachers are involved in ongoing formative and summative assessment of their student's understanding of the concepts being taught, changes can be made more quickly to address areas of weakness than if a teacher was working alone. For these reasons, both teachers and students benefit from integrated instruction.

To move toward this level of collaboration, I will follow the eight steps I outlined in Table 13. I will start with these eight steps because I am new in the community and need to establish myself as a *person of character* and build strong informal relationships with my colleagues to learn how to serve them best. I will continually refer to Table 12, which summarizes the actions librarians can take to demonstrate the Seven Pillars of Servant-Leadership to gage where I fit in on the Servant-Leadership continuum and to reassess my actions. I will use both Table 12 and Table 13 as my self-evaluation tool as I progress through the levels of collaboration with individual teachers. If I find myself

stuck in a low level of collaboration with one teacher but at a higher level with another, referring back to Table 12 will help me to identify where any barriers may be and will provide some examples of ways to overcome these barriers. Armed with these self-reflective tools and fortified by both the knowledge of the benefits of TLC as well as specific ways to implement servant-leadership actions, librarians can become leaders who serve the needs of all members of their educational community.

Summary

In this chapter, I have distilled eight recommended assertive actions for creating a culture of collaboration in my school community from my research and content analysis and presented my reflections. Table 13 provides a step-by-step process that I will follow to initiate the creation of a culture of collaboration at SMUS. Finally my personal reflections on TLC were presented.

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