

“In a school that learns, people... recognize their common stake in each other’s future and the future of the community” (Senge et al. 2012, 5).

Chapter 1: Building a Culture of Learning

Taking a systems thinking approach helps school leaders effectively connect the pieces of the teaching and learning puzzle. Systems thinking involves taking stock of the whole system before attempting to change any part of it (Senge et al. 2012, 8). Systems thinkers closely examine the interdependent relationships among people and practices. They identify what is working and where they can improve in order for their school to reach full capacity. In collaborative culture schools, systems thinkers use their shared commitment and individual talents to collectively solve the dilemmas that hinder students from achieving success.

Systems thinking has the potential to revolutionize the way school librarians interact with administrators and classroom teacher colleagues. School librarians who seek to be leaders in their schools, districts, and beyond benefit from taking the education ecosystem into account. They understand how their work aligns with the beliefs of education thought-leaders, leading education organizations, and education transformation initiatives. When school librarians have a deep understanding of the education ecosystem, they can make connections to the priorities of their administrators, classroom teacher colleagues, and decision-makers in their district and state.

What you will find in this chapter:

1. A Rationale for Taking a Systems Thinking Approach to School Transformation;
2. The Components of Future Ready Learning: Literacies, Skills, and Dispositions;
3. Visions for Schooling by Notable Education Thought-Leaders and Organizations;
4. The Components of a Collaborative School Culture;
5. Responsibilities of School Librarians;
6. Strategies for School Librarians to Build Connections for Learning and Leading.

As the blog logo illustrates, principals, school librarians, and classroom teachers collaborate in order to build a culture of learning in their schools. School librarians have a unique role to play in supporting the success of administrators who are leading their schools through a transformation process. Classroom-library collaboration for instruction is one central strategy that helps school librarians position their work and the library program as the hub of academic and personal learning in the school. As instructional partners, school librarians codesign effective instruction, provide professional learning opportunities for colleagues, and improve their own teaching practice in the process.

Chapter 1 frames the entire book by situating school librarian leadership and classroom-library collaboration for instruction within a collaborative school culture. School librarians help their schools by building capacity through classroom-library coteaching future ready learning: literacies, skills, and dispositions. In this empowered learning culture, school librarians, principals, and other educators colead to optimize student success.

Work Cited

Senge, Peter, Nelda Cambron-McCabe, Timothy Lucas, Bryan Smith, Janis Dutton, and Art Kleiner. 2012. *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. New York: Crown Business.