

“Good leaders get people to work for them. Great leaders get people to work for a cause that is greater than any of them—and then for one another in service of that cause” (Pearce 2013, 40).

## **Chapter 8: Leadership and Advocacy**

Leadership and advocacy go hand in hand; both are necessary for achieving future ready learning. Leaders seek to influence the attitudes and behaviors of the members of their team as well as other stakeholders in their endeavors. Trust is the foundation on which these changes are built. School librarians can be coleaders with principals to positively affect school climate and culture. They do so through developing trusting classroom-library instructional partnerships.

“Leadership is about social influence, enlisting the engagement and support of others in achieving a common task” (Haycock 2017, 11). One common task of school leaders is to ensure continuous improvement in teaching and learning. Working together, school leaders and stakeholders are able to transform traditional pedagogy into future ready education for the benefit of students. This is a cause and an effort that requires the commitment and dedication of a team that includes administrators, educators, students, families, and community.

Advocacy begins when library programs are aligned with the vision, mission, and strategic plan for their schools and districts. School librarians match library programs with the agenda and priorities of library stakeholders. Working from that shared vision, mission, and plan, school librarians codevelop a vital, integrated, and results-oriented school library program.

School librarians have the responsibility to educate stakeholders about the value added by their teaching and leadership. They serve as “centralized” instructional partners who work with all school library stakeholders. This global influence gives librarians opportunities to positively impact learning and teaching throughout the building. School librarians collect and share data and use promotional materials to educate stakeholders about the benefits that result from the learning opportunities that happen through the library program. This is the most effective way to advocate for the program and build a cadre of advocates among library stakeholders.

What you will find in this chapter:

1. The Relationship between Leadership and Advocacy;
2. Public Relations and Advocacy Tools;
3. School Librarians’ Public Relations, Marketing, and Advocacy Checklist;
4. Sample Advocacy Plan.

Through their daily activities of coplanning, coteaching, coassessing student learning, and providing and engaging in professional development, school librarian leaders create advocates as an organic part of their work. Along the way, they nurture relationships with colleagues, families, educational decision-makers and policy-makers at the district and state levels, members of the business community, and voters who are also stakeholders in preK–12 education.

### **Works Cited**

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