



THE PRIMARY CONDITION DEMANDED FOR EFFECTIVE COLLABORATION IS FLEXIBLE SCHEDULING (LUDMER 2008).

WHY COLLABORATION MATTERS

Collaboration:

- Boosts student achievement by coordinating rich, inquiry-based learning.
- Allows teachers and teacher-librarians to design stronger, more engaging lessons.
- Ensures cross-curricular skills like research, digital literacy, and critical thinking are taught with intention.
- Builds a consistent, school-wide approach to information literacy.



OVERWHELMING EVIDENCE THAT FLEXIBLE SCHEDULES ARE MORE CONDUCTIVE TO LEARNING THAN FIXED LIBRARY HOURS (MONTIEL-OVERALL 2005).

THE HIDDEN COST OF LOST TIME

When collaboration time disappears, so do:

- co-planned projects.
- guided research lessons.
- literacy and tech integration.

Interruptions lead to:

- reactive instead of proactive planning.
- reduced support for classroom teachers.
- fewer opportunities for students to get personalized help.
- Protecting minutes saves hours later.

WHAT PROTECTED COLLABORATION TIME LOOKS LIKE

- **Scheduled:** Collaboration blocks are booked in advance and honoured.
- **Consistent:** Weekly or bi-weekly time dedicated to planning and co-teaching.
- **Uninterrupted:** No reassignment, coverage, or last-minute duties.
- **Purposeful:** Time is used for designing, revising, or reflecting on instruction.

COLLABORATION COUNTS: PROTECT THE MINUTES THAT MATTER

WHEN COLLABORATION TIME IS PROTECTED, EVERYONE WINS.

WHAT TEACHER-LIBRARIANS BRING TO COLLABORATION

- Expertise in research skill instruction
- Support with technology tools, online safety, and digital citizenship
- Access to rich print and digital resources
- Co-teaching capacity that enhances student engagement and differentiation
- Guidance in building information-literate thinkers

PROTECTING THE MINUTES

- Honour scheduled planning time—treat it as instructional, not optional
- Avoid assigning TMs to prep coverage or supervision during collaboration blocks
- Use whole-school scheduling to guarantee equitable access
- Communicate expectations clearly to staff and admin
- Celebrate collaborative successes to build momentum

THE RESULT

- Stronger inquiry units
- Better research skills
- Smoother project timelines
- Happier teachers
- Empowered students



EMERGING

- No time exists in the Teacher-Librarian's schedule to facilitate collaboration.
- The Library Learning Commons program exists in isolation and is constrained by time.
- The Teacher-Librarian is not recognized as an expert in their field.



DEVELOPING

- A small percentage of time in the Teacher-Librarian's schedule is available for collaboration, however, it may be inconsistent, or vulnerable to reassignment.
- Time is underutilized making it difficult to build whole-school capacity.



LEADING

- The Teacher-Librarian is recognized as an expert.
- There is dedicated, protected collaboration time in the Teacher-Librarian's schedule.
- The Teacher-Librarian is a fully integrated, active participant in the learning community.
- Collaboration is intentional, sustained, and viewed as core instructional time.

REFERENCES

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