



School Librarians and Principals Leading Together

Chaired by **Luisa Marquardt** (Roma Tre University, IASL, IFLA, AIB)

in collaboration with Facilitators from **Osnovna škola Dobriše Cesarića** (Zagreb, Croatia)

Prof. Gordana Fileš (School Principal) and **Antonija Lujanac** (Director Europe for IASL, Investeam founder and School Librarian)

ESHA 2025 – Workshop Round 1 – B10

Rome, October 29, 2025

Abstract

Research from multiple international studies (e.g., Ohio, Colorado, Papa & Marzoli, etc.) confirms a strong link between **effective school library programmes and improved student learning outcomes**. Yet, these benefits are not uniformly realised due to technological disruptions, evolving pedagogy, and institutional inequalities.

This interactive workshop explores how **strong leadership collaboration between school principals and school librarians can drive educational excellence, equity, and student well-being**. Drawing on contributions from the new book *School Librarians and Principals Leading Together* (Marquardt & Oberg Eds., 2025) and the updated *IFLA-UNESCO School Library Manifesto 2025*, overall aims are:

- Building awareness of the strategic importance of the principal-librarian partnership
- Sharing research evidence and case studies
- Facilitating reflection on roles, trust-building, shared leadership and practical actions
- Generating ideas for action/plans participants can take back to their schools.

Workshop participants will:

- Examine evidence-based practices and real-world success stories
- Discuss shared leadership models
- Reflect on local challenges and opportunities
- Identify concrete strategies to promote and sustain quality school library programmes.

Two further outcomes for Erasmus papers:

- I. Participants will be able to identify and apply at least two evidence-based strategies to enhance collaboration between school librarians and principals in promoting inclusive and future-ready learning environments. Measurement indicator: Participants demonstrate application by drafting a mini action plan for joint leadership in their school (shared during group reflection). Linked Erasmus Priority: Inclusion and Diversity in Education and Training
- II. Participants will be able to integrate the principles of the IFLA–UNESCO School Library Manifesto 2025 into their school improvement or Erasmus project plan to support digital, AI, and sustainability literacy. Measurement indicator: Participants formulate at least one concrete initiative or curriculum link that embeds sustainability or digital literacy via the school library. Linked Erasmus Priority: Digital Transformation in Environment and Fight against Climate Change.

Participants will leave with inspiration, practical ideas, and a renewed sense of partnership to support innovative, inclusive, and future-ready school libraries.

Outline

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Happy International School Library Month!

ISLM 2025 Theme:

«Beyond the Bookshelf:
AI, Libraries and the Future of Stories»

An example from **Portugal** of how the ISLM is promoted and supported by the **Ministry of Education** at the National level.



1. Introductory Part

Session Presentation

This meeting and workshop focus on school principals and librarians shared leadership for quality education, highlighting how the new ***IFLA-UNESCO School Library Manifesto 2025*** and research-based findings recently published (Marquardt & Oberg, 2025) can support the push for effective school libraries and improved education

Participants will share their experience, explore practical strategies, and discuss applying the Manifesto and the research outcomes and insights in various contexts.

The Session will also open a dialogue for further collaborations among workshop participants.

Session Structure:

- 1) Introductory Part – Round of self-introduction and lightning talks
- 2) Table Discussion and Group Work
- 3) Outcomes and Wrap Up

Speakers

Luisa Marquardt, former Chair of the IFLA School Libraries Section (2023-2025), Elected Member of IFLA Continuing Professional Development & Workplace Learning Section (2025-2029), UNESCO MIL Alliance Expert, teaches Library and Information Science at Roma Tre University, Rome, Italy; Chair of the National Commission on School Libraries of the Italian Library Association (2020-2023; 2023-2026); Lifetime Member of the International Association of School Librarianship. Her research interests mainly focus on library impact on cognitive, metacognitive and interpersonal dimensions.

Gordana Fileš : Prof. Gordana Fileš is the principal of Dobriša Cesarić Elementary School in Zagreb. She graduated from the Faculty of Humanities and Social Sciences at the University of Zagreb, earning the title of Professor of Croatian Language and Literature. She began her career as a Croatian language teacher, advanced to the title of Mentor Teacher, and has served as principal since 2005, achieving the title of Principal-Advisor. Throughout her professional development, she has pursued education in a wide range of areas, including innovative teaching methods, project management, mediation, and leadership in managing people and processes. Her special area of interest is drama work with children and adults. She conducts drama workshops aimed at training teachers to use drama techniques in the learning process and to support the development of social skills in children and young people. She organizes numerous competitions and public events within the local community and is an active member of various committees. Gordana Fileš also has extensive experience with Erasmus+ projects, participating in a variety of programs in cooperation with numerous associations and institutions.

Antonija Lujanac, MA.Ed. is a school librarian and project coordinator at Osnovna škola Dobriše Cesarića in Zagreb, Croatia. She holds a Master's degree in pedagogy and librarianship, with professional interests that include innovative learning methods, integrating the Sustainable Development Goals (SDGs) into school curricula, and promoting sustainable entrepreneurship and inclusive learning spaces. She is the coordinator of many Erasmus+ projects and a mentor for volunteers in the European Solidarity Corps program. She founded InveSTEAM, a group of dedicated librarians called @GlobalLibrarians who organize training courses for school librarians and lead international projects in school librarianship. Since 2022, she has been the IASL Regional Director for Europe, collaborating with numerous IFLA School Library members. Since 2025 she has been a member of IFLA Professional Section Standing Committee Education and Training. In 2023 and 2024, she was recognized by the Croatian Ministry of Education as one of the country's top educators. Her homepage is <https://myinvesteam.com/>



Participants' Self-Introduction

Full Name	Country	Institution	Role

Leadership Styles

- “Leadership styles refer to the way in which managers, executives, and other professional leaders choose to conduct business.” (Lian Parsons, 2025).
- A leadership style affects the “workplace, team morale, and company culture”.
- An effective leader successfully influences and supports a team, a working group, a community, or group of people.
- The list of leadership styles could be very long: for instance, Autocratic, Bureaucratic, Coaching, Democratic, Laissez-faire, Pacesetter, Servant. (Parsons, 2025)
- Finding one’s own leadership style helps maximize its effectiveness and express one’s own potential as a leader.
- One’s own main leadership style can be assessed (for instance, see the test:
<https://hbr.org/2015/06/assessment-whats-your-leadership-style> by Karen West, Elliott Stixrud and Brian Reger, 2015)



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Your first association with a school librarian?



School Libraries Impact Studies

A well-functioning school library provides access to diverse resources, safe and inclusive spaces, and support for teachers and students. It acts as a **hub of learning across curricula**.

A well-functioning school library, professionally managed, in every school, positively affects the learning process, enhances students' learning outcomes, empowers the school community, and the local community as well.



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School Libraries Impact Studies

Jump to: [Colorado](#) / [National](#) / [By State](#)
Library Research Service

School Libraries & Student Achievement (2013)



This 1-page infographic presents highlights from all of LRS's school library impact studies. Two versions of the infographic are available: – One is optimized for [online viewing](#) – And, the second is optimized for [printing](#) If you view the infographic PDF file in Firefox PDF viewer, [it may not render properly](#). For best viewing and printing, click on the “open in different viewer” button in the top right corner of your browser, and select the option to open the file with Adobe Reader. The PDF file is optimized for printing on legal size paper. [Infographic](#)

The Impact of School Libraries on Student Achievement: Exploring the School Library Impact Studies (2010)

The IFLA School Libraries Section: Global Advocacy, Local Impact

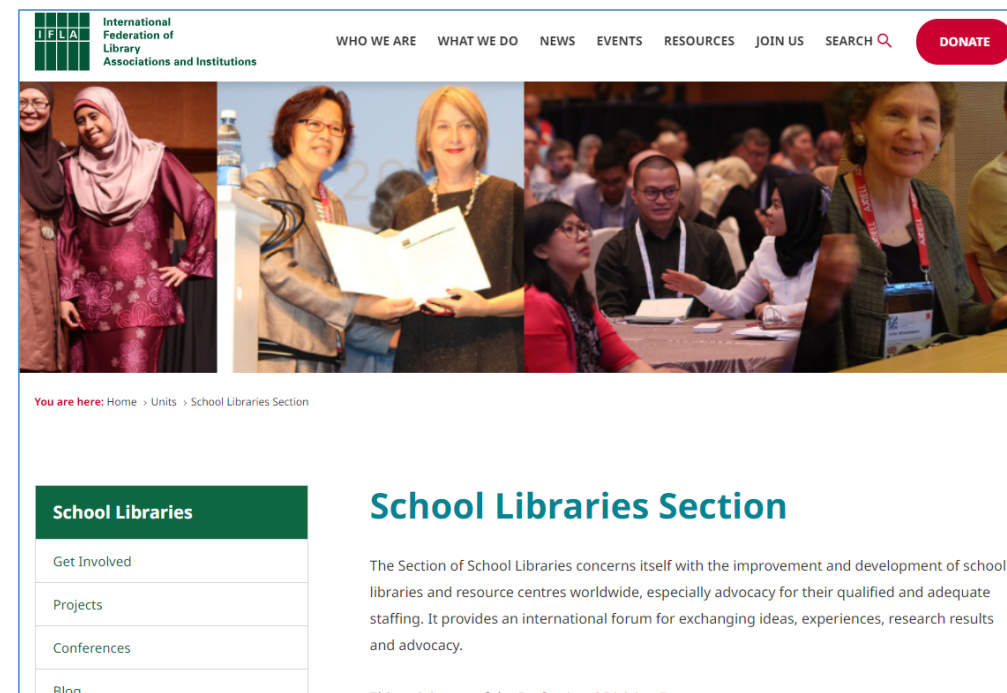
The IFLA Section of School Libraries – established in 1977 – is a Unit within **Professional Division E**.

It is dedicated to the improvement and development of school libraries and resource centres worldwide, with a particular focus on advocating for qualified and adequate staffing.

It serves as an international forum for exchanging ideas, sharing experiences, presenting research findings, and promoting advocacy.

It has a MoU in place with the International Association of School Librarianship (IASL) for joint initiatives (research, publishing, advocacy).

<https://www.ifla.org/units/school-libraries/>



Standing Committee Members:

<https://www.ifla.org/units/school-libraries/committee/>

The IFLA School Libraries Section: Global Advocacy, Local Impact

The Section is currently engaged in several initiatives through its working groups, including:

- **AI literacy education** in and through school libraries
- Implementation of the **2030 Agenda** - Sustainable Development Goals (**SDGs**) and education for sustainability in and through school libraries
- An **Open Session at the IFLA World Library and Information Congress (WLIC)** in Astana, August 18, 2025
- Translation and diffusion of the new **IFLA–UNESCO School Library Manifesto 2025** and its related poster in as many languages as possible
- Discussion on the **revision** of the School Library **Guidelines**

Info: <https://www.ifla.org/units/school-libraries/>

IASL & IFLA

IASL - International Association of School Librarianship

(<https://iasl-online.org>)

- **1971: foundation** (Kingston, Jamaica) – 2021: 50.th Anniversary
- «**School Libraries Worldwide**» (SLW)
- «International School Library Month» (ISLM)
- [International School Library Month projects and initiatives](#)



IFLA – International Federation of Library Associations and Institutions

(www.ifla.org)

- 1927: foundation (Edinburgh, UK)
- 1929: 1° World Conference (Rome-Florence-Venice)
- 1971: registration in The Netherlands
- 1976: integration of IFLA with “and Institutions”
- **1977: foundation of the IFLA School Libraries Section**
- <https://www.ifla.org/school-libraries>



2024 IFLA-IASL: Official Memorandum of Understanding

2025 – Approval and endorsement of the new School Library Manifesto (that was jointly developed with IASL)

IASL and IFLA School Libraries: together to develop school libraries worldwide



IFLA Section
School Libraries



[IASL](#) – International Association of School Librarianship (Kingston, Jamaica, 1971)

[IFLA School Libraries](#) (1977)

2002 - Progetto di ricerca sul ruolo del dirigente scolastico in relazione alle biblioteche scolastiche (IFLA Professional Report No. 78)

Agreement (Lisbona 2006 → implementation in Abano/Padova 2009) and establishment of the «IASL- IFLA Joint Committee» in 2009

2010 - **Joint Book Project** → 2011: L. Marquardt, D. Oberg (eds), *Global Perspectives on School Libraries*. De Gruyter Saur (IFLA Publication, 148). [Esperienza di collaborazione poi riportata da Marquardt & Oberg in Chakraborty, S. (Ed.), *Collaboration in international and comparative librarianship*. Hersey, PA: IGI Global, 2014]

2011 - [BSLA](#) Project → 2013: *School Libraries on the Agenda*

2013 - revision of the **IFLA School Library Guidelines** (→ 2.ed. 2015)

2014 – New joint project → 2015: B. Schultz-Jones, D. Oberg (eds), *Global Action on School Library Guidelines*. De Gruyter Saur (IFLA Publications, 178)

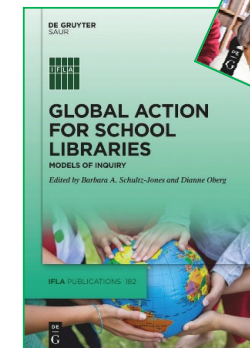
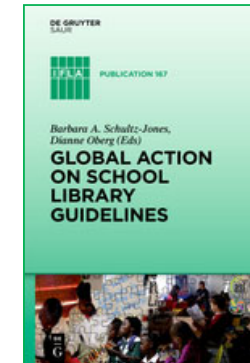
2015 - B. A. Schultz-Jones, D. Oberg (eds), *IFLA School library Guidelines [i.e., Linee guida IFLA per la biblioteca scolastica]*, 2.ed.

2019 - B. A. Schultz-Jones, D. Oberg (eds), *Global Action on School Library Education and Training*. De Gruyter Saur

2021 - *IFLA School library Manifesto*

2022 – *New book on inquiry-based learning*: B. A. Schultz-Jones, D. Oberg (eds), *Global Action for School Libraries: Models of Inquiry*. De Gruyter Saur (IFLA Publications, 182)

2024 – IASL-IFLA Memorandum of Understanding





IFLA Section
School Libraries

IFLA-UNESCO School Library Manifesto 2025: A Renewed Framework



The **IFLA-UNESCO School Library Manifesto 2025** is the fruitful outcome of the joint efforts with the International Association of School Librarianship (IASL) and the worldwide school library community. It emphasises that school libraries are essential partners in education. They support literacy, inclusion, digital competence, and lifelong learning for all students.

- School library as an integral part of the education system.
- Emphasis on inclusion, diversity, equity, new literacies, lifelong learning.
- Reinforced role of the school librarian as educator and leader.
- Collaboration is key (school principal, public libraries, etc.)

The Manifesto functions as: An *advocacy tool* - A *professional development guide* - A *policy lever* for national and local authorities.

<https://www.ifla.org/g/school-libraries/ifla-unesco-school-library-manifesto-2025/>

29/10/2025



Promoting and Implementing the SL Manifesto 2025

The IFLA-UNESCO School Library Manifesto 2025 can be a powerful tool to stimulate the development of school libraries, their growth both in quantitative and qualitative terms.

Key-points: School libraries

- ✓ Are fundamental educational infrastructure.
- ✓ Are essential educators.
- ✓ Promote equity, inclusion, and lifelong learning.

The 2025 IFLA-UNESCO Manifesto reaffirms the right of every learner to a school library.

It is both a professional and ethical commitment.

Many translations are already available.

About Italy, both the Manifesto and its related poster have been already published in a book (sent to schools in May 2025) and individually (as posters) for distribution.

29/10/2025

L. Marquardt, G. Fileš & A. Lujanac



(Photo credit: L. Marquardt, May 2025)



IFLA Section
School Libraries

IFLA-UNESCO School Library Manifesto 2025: A Renewed Framework

The SL Manifesto «landing page», including the poster

<https://www.ifla.org/g/school-libraries/ifla-unesco-school-library-manifesto-2025/>

29/10/2025

IFLA-UNESCO School Library Manifesto 2025

The IFLA-UNESCO School Library Manifesto 2025 is an updated edition of the former IFLA/UNESCO School Library Manifesto: The school library in teaching and learning for all (1999).

The new edition reflects the many changes in technology, society and education, and represents an important and useful tool for school library advocacy for quality and inclusive education.



The Manifesto



IFLA-UNESCO School Library Manifesto 2025

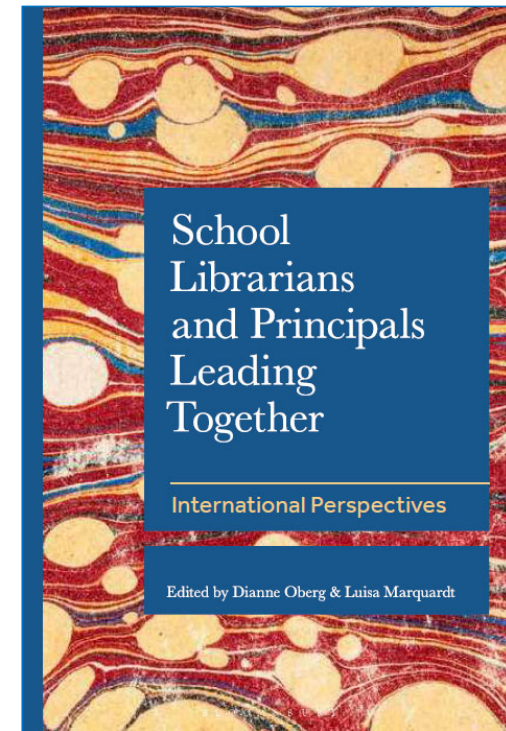
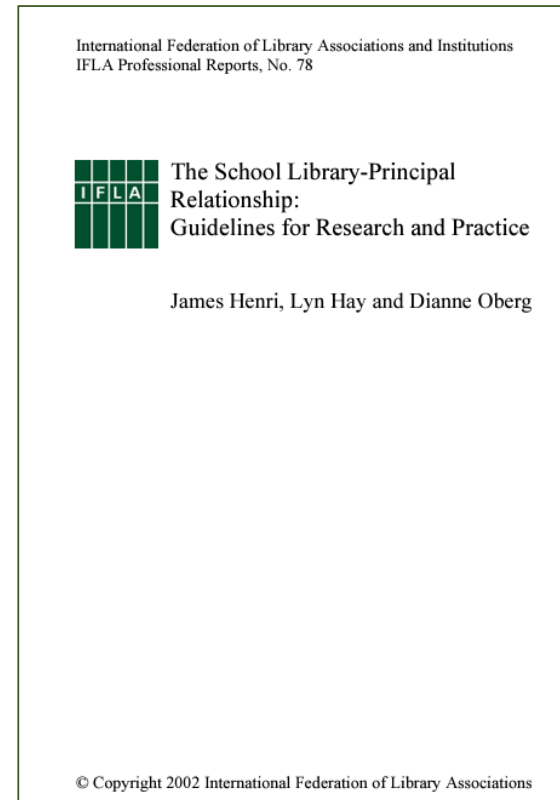
The IFLA-UNESCO School Library Manifesto 2025 is an updated edition of the former IFLA/Unesco School Library Manifesto: The school library in teaching and learning for all (1999). The new edition

L. Marquardt, G. Fries & A. Luján

School Librarians & Principals: A Shared Leadership

Key points:

- ✓ School principals and librarians working together towards a common vision.
- ✓ Correlation between the attention, support and recognition given by the school principal to the school library as a vital learning and cultural environment for the entire community and the development of the school library itself for the benefit of learning, socialising and the well-being of the community.
- ✓ The strategic role of the school principal in supporting the library
- ✓ Collaboration as the key to success
- ✦ 'No strong library without a strong educational alliance.'



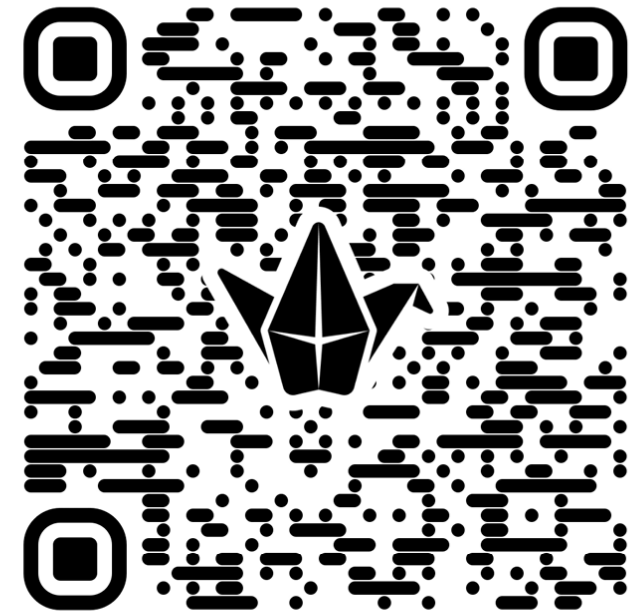
2. Table Discussion & Group Work

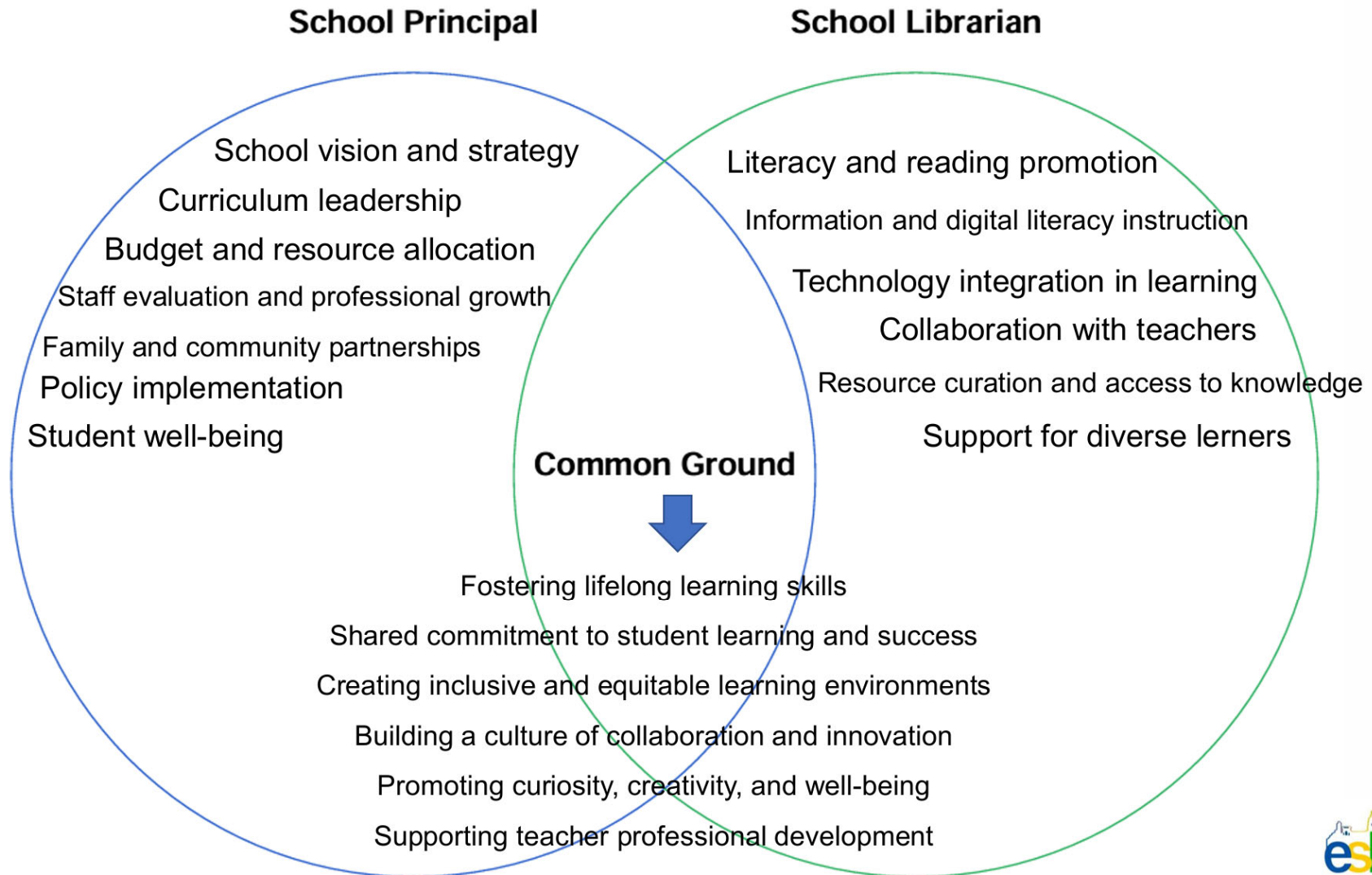
Common Ground Mapping

Where do you see the most overlap — and where are the gaps that could become opportunities for collaboration?

- **Instructions:**

1. Form small groups of **4–5 participants**.
 2. Each group receives a **Venn diagram** with two circles:
 1. Left circle: *School Principal*
 2. Right circle: *School Librarian*
 3. Overlapping area: *Common Ground*
 3. Discuss and write down:
 1. In each separate circle: the **unique roles and responsibilities** of each profession.
 2. In the middle: the **shared goals, values, and leadership competencies**.
 4. Choose **one insight** or “aha moment” from your discussion to share with the whole group.
 5. (Optional) Take a photo of your diagram and upload it to the shared Padlet.
- **Time:** 15 minutes

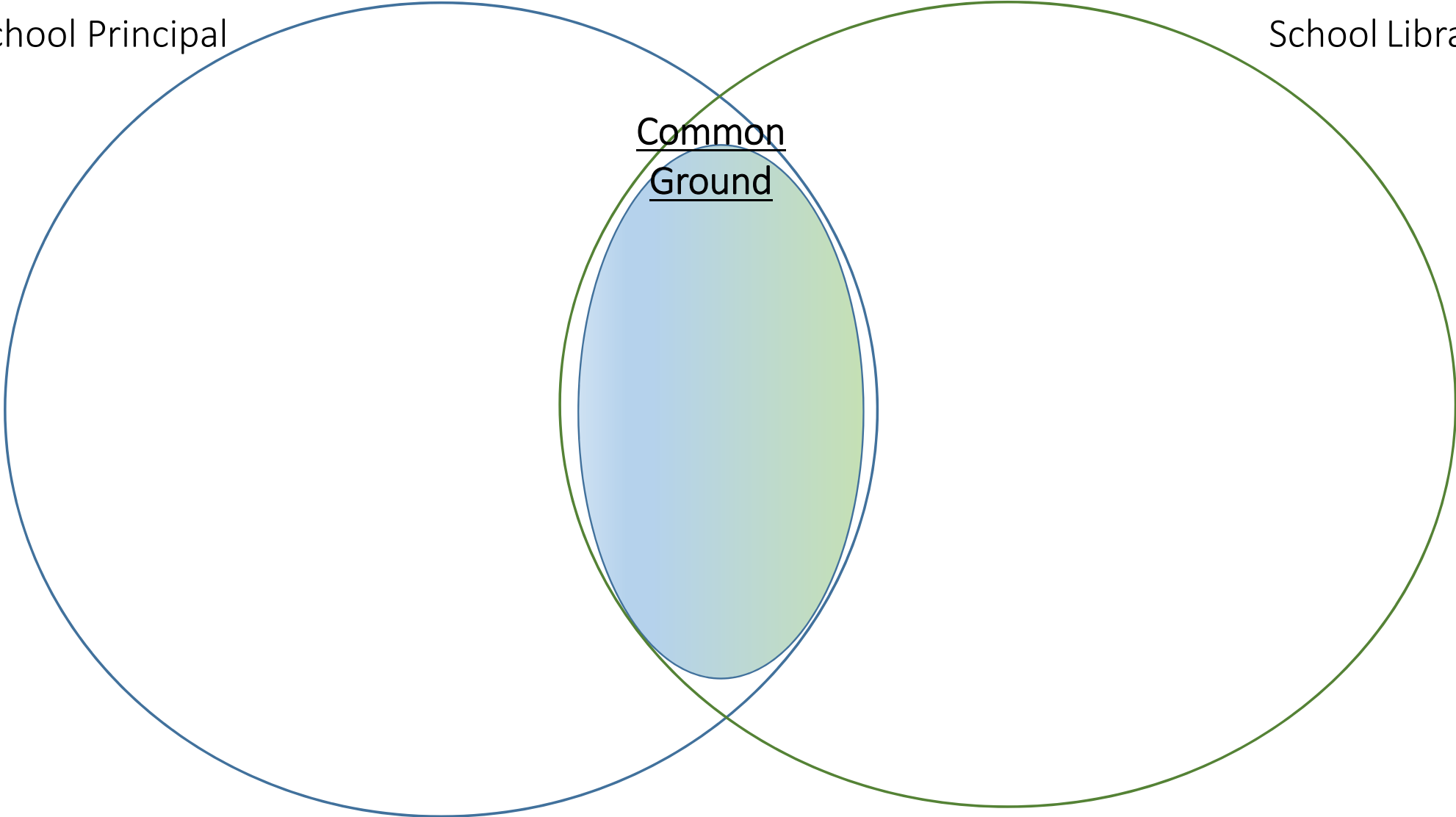




School Principal

School Librarian

Common
Ground

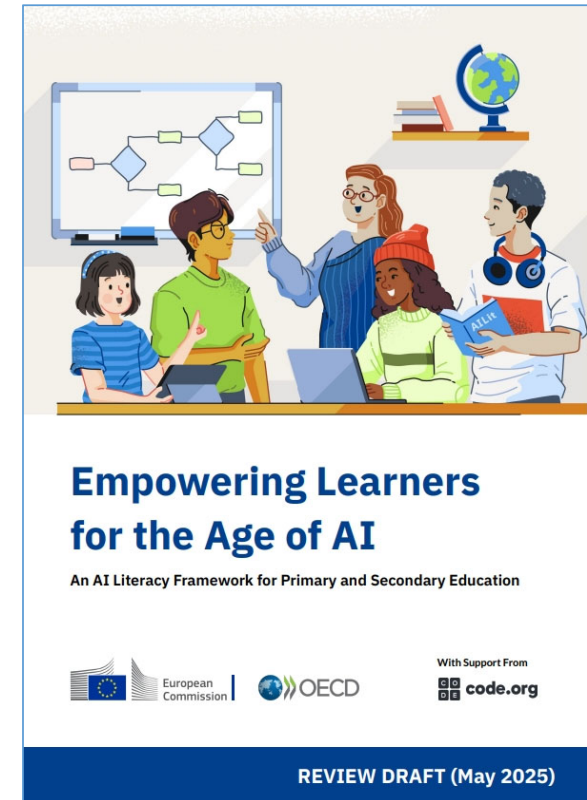


Imagine you are walking through a school library.
What signs tell you that this is a *powerful learning space*?



Shared Leadership for Learning

- Principals and librarians together shape a shared vision, align priorities, and foster a culture of collaboration. **Shared leadership amplifies impact on student learning outcomes.**
- The **Librarian as Pedagogical and Literacy Leader**: School librarians guide instruction in literacy, media and information literacy, and increasingly AI literacy. Their pedagogical expertise enhances student engagement and teacher support.
- The **Principal's Role in Empowering the Library**: The principal ensures that the library is visible, well-resourced, and integrated into school priorities. Supporting the librarian's professional growth strengthens the school's learning culture.
- **Building Trust and Communication**: Regular dialogue, joint planning, and mutual respect between principal and librarian are fundamental. Trust enables innovative practices and collaborative problem-solving.
- **Literacy, Inclusion, and Wellbeing**: Collaboration supports initiatives that promote reading, cultural understanding, and social-emotional learning. Inclusive programs ensure equitable opportunities for all students.
- **AI and Digital Literacies**: Principals and librarians together navigate challenges of digital and AI literacy, integrating technology ethically and effectively into teaching and learning practices.



School Principal's Participation and Support

Storytelling with Lim Siew Li, School Principal and Founder of LSL (Learn-Share-Lead) Education Group, Kuala-Lumpur, Malaysia (LSL School - ISLM 2024)



Engaging hands-on activities organised by the school librarian after storytelling



(LSL School – ISLM 2024)

Case Studies from Europe: Sustainability and SDGs

Examples illustrate how school leaders and librarians successfully co-create programs that promote literacy, inclusion, and student well-being. The library supports education for sustainable development, linking classroom learning with global Sustainable Development Goals, fostering awareness and responsibility.



Osnovna škola Dobriše
Cesarića, Zagreb, Croatia

About the School

- Type:** Public primary school, established in 1964
- Students:** 358 (aged 7–15)
- Staff:** 48

•**School librarian:** 1 full-time professional

Impact of a Qualified School Librarian

The presence of a professionally educated school librarian has led to:

- Active **international collaboration** and participation in European educational networks
- Transformation of the **traditional library** into a **modern, inclusive learning space**
- Strengthened **community partnerships** through Erasmus+ and European Solidarity Corps projects, as well as cooperation with NGOs and other organizations

Erasmus Accreditation: 2022–2027



EU projects

[Green fingers](#), ESC

[OUTSIDE](#), Erasmus

[Experimenta](#), Erasmus

[YAB](#), Young Ambassadors
against Bullying and
Cyberbullying, Erasmus

Case Studies: Networking and Professional Communities

- Participation in national and international networks strengthens local practice, sharing expertise, resources, and models of successful collaboration.
- [International Virtual Storytelling](#) (since 2021) started during the pandemic and continues through physical visits among schools (Nigeria, Croatia, Indonesia, and Malaysia).



Reflective Activity

- Think–Pair–Share: Reflect on how your school fosters collaboration between principals and librarians. What strategies could strengthen joint leadership and impact on learning?

3) Key Takeaways

The school libraries of the future will be:

- ✓ Open, accessible, inclusive
- ✓ Rich in resources and technology
- ✓ Spaces for wellbeing, creativity and participation
- ✓ Vital hubs of local and global networks

🌐 **Global vision, local action.**

- ✓ Effective collaboration between the school principal and the school librarian is crucial for leading the school community toward quality education, enhancement of literacy, inclusion, and well-being.
- ✓ When both leaders share vision and responsibility, teaching and learning flourish.
- ✓ Principals and librarians leading together promote quality education.
- ✓ 'A shared perspective and a cohesive vision is at the heart of effective schools.' (Bosevska & Kriewaldt, 2021)



Advocacy

Advocacy and promotion pay off

Ongoing and effective advocacy promotes new visions and concepts regarding school libraries, contributes to collaboration with stakeholders, raising awareness about school libraries and their impact on education, and enhancing their status.

There are several ways, such as endorsing and promoting the:

- *IFLA-UNESCO School Library Manifesto 2025*
- ALIES campaign. «**A Library In Every School**» - ALIES was launched in 2010 by ENSIL with IASL and IFLA to promote the development of functioning school libraries across the world.
- «**International School Library Month**» (ISLM) – October (1-31): promoted by the International Association of School Librarianship. During October, every year, school libraries can advocate their role, presenting data, showcasing their impact and showing their impact, involving the school community in various creative initiatives (e.g., the digital or material bookmark exchange project).



Advocacy (example from Slovenia)



Next Meetings: Forum del Libro

The Association «Forum del Libro» has planned a series of meetings «A scuola si legge» (North, Centre and South of Italy)

Start: Oct. 27-28 and Nov. 15.

<https://forumdellibro.org/>



A SCUOLA SI LEGGE

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FORUM DEL LIBRO
A SCUOLA SI LEGGE
VICENZA 2025
DIALOGHI SULLE BIBLIOTECHE SCOLASTICHE

Benvenuti in biblioteca, spazio di lettura e di ben-essere

PROGRAMMA

Next meetings:

Study Day on School Librarians as Builders of Future

Empoli (Florence)

Biblioteca Fucini, 17/01/2026

Organised by the Italian Library Association (AIB – Associazione italiana biblioteche) and its National Commission on School Libraries, Toscana Regional Section, and Observatory on Library Profession and Workplace, in collaboration with Empoli City Council and its Libraries (Fucini and Palazzo Leggenda), Regione Toscana, Ufficio scolastico regionale Toscana, IIS Pacinotti - Regional Hub for Reading High School.



Next meetings: IFLA CPDWL Section Midyear Meeting 2026 (Rome, April 27 – May 1)

Main theme:
«Everything is connected»

<https://www.museolasallero.ma.org/quarta-conferenza-sila-2026/>

April 27 - May 1, 2026

Société Internationale des Archivistes Lasalliens (SILA). Meeting 2026

EVERYTHING IS CONNECTED will be the title of the Fourth International Conference of the *Société Internationale des Archivistes Lasalliens* (SILA) promoted by the Office of Lasallian Heritage and Research.

The conference will be held in Rome at the Generalate of the Brothers of the Christian Schools, from April 27 to May 1, 2026.

The Conference is aimed at Lasallian archivists, librarians, and museum directors from around the world.

At the same time, the IFLA Midyear Meeting 2026 will also be held at the General House of the Brothers of the Christian Schools, organised by the IFLA CPDWL in collaboration with other IFLA Sections and Groups and with the AIB and AIB Lazio.

The program will be available online soon.



Next meetings: Erasmus Programme Istanbul, June 29 -July 3, 2026



The @GlobalLibrarians team promoted the book at the Helsinki Central Library Oodi, in the Mestna knjižnica Kranj, Slovenia, and at the ESHA conference in Rome, Italy.

Inclusive Learning Spaces




I S T A N B U L





JUNE 29TH-JULY 3RD, 2026

Embracing Diversity and Inclusion

International networking

Artificial Intelligence

Transformative Power of Bibliotherapy

Maker Spaces

Visits to schools and libraries

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Your first association with a school librarian?



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Websites

- IASL <http://www.iasl-online.org>
- IFLA School Libraries Section <https://www.ifla.org/units/school-libraries/>
- Investeam <https://myinvesteam.com/>

Contacts

- Luisa Marquardt luisa.marquardt@uniroma3.it
- Gordana Fileš gordana.files@skole.hr
- Antonija Lujanac alujanac@gmail.com

Workshop reflection survey round 1 - School Librarians and Principals Leading Together

Go to

www.menti.com

Enter the code

3906 7625



Or use QR code