

Deepening Knowledge

What It Is

- ▶ Build knowledge of relevant content areas that brings together the what, the how, and the why.
- ▶ Organize new knowledge into conceptual constructs that are connected and flexible as well as able to be retrieved when needed.
- ▶ Create the desire to learn new knowledge and ways of doing things to solve persistent problems in teaching and learning.
- ▶ Help teachers to understand others' worldviews, particularly those from cultures different from one's own.
- ▶ Build knowledge of students' identities, languages, cultures, and family practices.

Why It Matters

- ▶ Adaptive expertise and responsiveness are fueled by deep knowledge that is organized into conceptual frameworks.
- ▶ New knowledge that challenges existing beliefs forms the basis of new practice.
- ▶ Knowledge developed to solve teaching and learning problems is more likely to be applied than knowledge developed in the absence of such problems.
- ▶ New knowledge needs to be personalized and applied in a teacher's own contexts.
- ▶ Ways of knowing are central to identity and culture and are often embodied in language.

How I Do It

- ▶ Use frameworks and larger concepts from research to deepen new knowledge and anchor it to powerful ideas.
- ▶ Unpack the meaning of these frameworks by making direct connections to teachers' own

contexts and the problems of practice they want to solve.

- ▶ Jointly construct new knowledge with teachers so they understand its relevance.
- ▶ Create a space where sharing knowledge and narratives of practice are valued and link these to new knowledge of practice.
- ▶ Build knowledge of multicultural and bicultural practice and learners from cultures other than your own.

Key Challenges for Me

- ▶ Integrating the what, how, and why of new knowledge in teachers' own contexts
- ▶ Linking educators' narrative and problems of practice to conceptual frameworks in the moment, when it is needed
- ▶ Creating the desire for teachers to find out new ways of doing things and overcoming the desire to tell them what you know out of context
- ▶ Working with plural knowledge bases in multicultural or multilingual settings
- ▶ Knowing your own strengths and weaknesses as a facilitator and being prepared to ask for help if you need it

What I Should Notice

- ▶ What are the compelling problems of practice that teachers are experiencing?
- ▶ Are teachers making the links between the conceptual frameworks and their problems of practice? Can they see the relevance?
- ▶ Have I created the desire for teachers to know new ways of doing things?
- ▶ Can teachers identify how to apply new knowledge they have built through working together?