

ROOT #2

Valuing and Using Deep Conceptual Knowledge

What It Is

- ▶ Bring experience, knowledge, and confidence about the content and process of your work.
- ▶ Knowingly organize and select from a vast pool of knowledge.
- ▶ Position self as a learner.
- ▶ Be aware both of what one knows and the gaps.
- ▶ Value depth of knowledge in self and others.
- ▶ Develop knowledge in others, such as leadership and curriculum knowledge, pedagogical knowledge, and knowledge of change processes.

Why It Matters

- ▶ Deep knowledge is crucial to feeling confident and capable to deliberately engage in facilitation.
- ▶ Deep knowledge permits flexible and responsive work in complex and uncertain settings.
- ▶ Leaders value the knowledge and possibilities for practice that facilitators bring to their schools: “images of the possible.”
- ▶ Decision-making is improved by the use of deep knowledge.

How I Do It

- ▶ Be curious and want to explore the worldviews and understandings of others.

- ▶ Tap into the “funds of knowledge” within school communities.
- ▶ Work from a strengths-based model.
- ▶ Value knowledge and evidence from research.
- ▶ Begin with what people know and can do.
- ▶ Bring and share deep knowledge, theories, and research when working with others.
- ▶ Use knowledge to challenge and interrupt problematic beliefs, assumptions, and misconceptions.

Key Challenges for Me

- ▶ Being aware of and addressing the gaps in own and others’ knowledge
- ▶ Moving away from assuming your own knowledge is good enough
- ▶ Being prepared to say I don’t know

What I Should Notice

- ▶ What knowledge do I have?
- ▶ What are my needs as a learner and my learners’ needs?
- ▶ Do I have the knowledge I need to meet others’ learning needs?
- ▶ What sources are available, and where do I go to develop deep knowledge?