Metacognition and Knowledge Sharing

Lead the team through this exercise to emphasize the importance of knowledge sharing and to give people a chance to reflect on how they share or hide their knowledge.

1. The school leader collectively defines *knowledge sharing* and *knowledge hiding* with the staff. Share definitions from this chapter and explore what makes sense for the shared community.

2. School leaders, alongside staff, unpack the following pieces.

   + How everyone in the system shares knowledge

   + What knowledge they share

   + How knowledge sharing is organized in the district and schools—this aligns with the Value (Each Other) column in the "Sharing Knowledge About the Hidden Curriculum With the REV Framework" (page 102)

3. Once everyone understands the definition, the school leader should teach staff the following.

   + Metacognition of how people share and hide their knowledge will increase the ability to share more effectively (Ambrose et al., 2010; Renninger & Hidi, 2015).

   + Reflective practices can be integrated into school practices. For example, a section on meeting agendas would allow everyone to capture knowledge-sharing highlights. Once these insights are gathered, add them to the identified knowledge management system. Be sure to share where these insights can be found.

4. At various points in the school year, there should be a nudge to add learnings and relevant documents into the knowledge management system. The team can identify when to revisit the system's effectiveness and how people are using it. Consider a time frame of every six weeks to two months. Nudges throughout the school year can often be automated. Other nudges should happen in live learning or collaborative settings. The nudge should include individuals searching the knowledge management system for documents that would help inform responsibilities. Finally, similar to the "take a penny, leave a penny" trays you might see in a grocery store, participants should be encouraged to take something and leave a comment. Preloaded responses make it easy for people to know how the knowledge is being used in their classroom, and the feedback increases motivation. An example response could be, "Thanks, I am using this organizer to provide students more ways to capture their thinking."

5. School leader and staff should align goals of contribution to support mastery. For example, mastery-based and knowledge-sharing goals should be embedded directly into the activities.