Communities of Practice in the Field of Early Learning and Education Annotated Bibliography Chart

Title	Citation/hyperlink	Keywords	Summary Stating Purpose/ Relevancy	Method	Findings/Recommendations/Conclusions
Communities of Practice: Connecting What We Know With What We Do	Buysse, V., Sparkman, K. L., & Wesley, P. W. (2003). Communities of Practice: Connecting What We Know With What We Do. Exceptional Children, 69(3), 263-277. Retrieved May 30, 2016, from http://www.psycholosphere.com/Communities of Practice - Connecting What We Know with What We Do by Buysse et al..pdf	Community of Practice, Early Learning and Care, Education	Buysse et al. (2003) explore the concept of communities of practice, collaboration, reflective practice, and situated learning. Through literature, Buysse et al. define communities of practice in relation to the field of education. Buysse et al. explain how to apply these concepts in practice and the importance of these practices in the field of education. The main purpose of this article is to examine the community of practice model as a means for integrating educational research and practice.	Literature Review	Buysse et al. (2003) explain there is an increased need to integrate research and practice within educational settings of practice (pg. 263). This is a great strategy for professional development of educators. As, there are many newly graduated students who are expected to apply their knowledge in the workforce and do not have the research based skills to do so. Within the field, educators have few opportunities to engage in research that is supportive of their day to day practice. Through the integration of research and practice, knowledge will be transferred and shared with larger audiences. A recent report that was published by the National Research Council explains that the divide between educational research and education in practice is one of the main reasons for the lack of public support for the field of education (pg. 264). According to the report the divide between educational research and education in practice occurs because of the significant difference of their settings of practice. To eliminate this disconnect, it is suggested that educators are more involved in educational research. This will provide the field of education with knowledge that is different than knowledge produced through formal research (pg. 264). Some problems that arise when integrating the work of educators and researchers is the difference in power or status between the two. To overcome this challenge, it is essential to build appreciation between

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					practitioners and researchers; the different type of work each one is capable of. Buysse et al. explain, there are many approaches to promote collaboration between researchers and others who are directly involved with children and families. One of the most effective approaches is establishing communities of practice that will better the field of education. Through communities of practice, information and knowledge can be transferred from the researchers, who discover the information, to the educators who apply this knowledge in practice. Educators and researchers have the ability to co-construct knowledge because communities of practice foster a foundation that allows both groups of individuals to share and build upon each other's knowledge about effective practices. Communities of practice focus on the development of the professional community, through this focus members build trust and form relationships. Buysse et al. explore new ways of connecting what we know through research with what we do in practice. Buysse et al. explain that there have been many attempts of creating community within the field of education. For example, through placement experiences where students go to apply the knowledge they learn. However, these experiences do not provide opportunities for reflection and communication about the placement with individuals of different levels of experience or work settings. In education, communities of practice are being established to support and improve learning environments (pg. 266). However, the most important purpose of a community of practice is to create a learning community across levels of varying experience (pg. 266). Thus, the researchers are not perceived as the knowledge producers and the educators are not perceived as the individuals applying this knowledge, instead they are viewed as equals that contribute to the professional community's knowledge development. The unique aspect about communities

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					of practice in the educational field is that members realize that they not only work for the benefit of their own school/program, but also to other schools within the region/country. Another distinctive aspect of communities of practice in the educational field is that members have very similar issues and concerns in practice. Thus, they are able to learn from the context they provide each other with and the relationships they build. Reflective practice, is also used as a strategy to extend the knowledge of the field. Through reflective practice, members of a community of practice can take a step back and fully examine the issue at hand and how it can be solved. Buysse et al. refer to several examples of communities of practice in the field of education and what they offered (pg. 269). Buysse et al. claim that as a field we do not promote continuous relationships with community members (pg. 273). Although we recognize the importance of different perspectives in the community, we do not recognize the importance of collaboration and the relationships between members from other programs or levels of expertise. Buysse et al. continue to explain that there are implications to foster these communities of practice. First, members need to be given a role by linking their ideas with the broader educational system (pg. 274). Also, having databases or technology that enable members to collect and distribute knowledge for the use of the whole field. Allow learners to make connections between their participation and the educational field. Furthermore, promoting connections between educational practice and policy to share research with professionals and the public. Lastly, "to produce stronger connections between systemic inquiry and learning for the benefit of the larger community" (pg. 275).

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:					Example 1 of a Community of Practice in theory : Palincsar and her colleagues (1998), a group of K-5 teachers. Goal: to help teachers reflect on their experiences as both learners and teachers, to develop new insights, and to identify common values and philosophies to guide and improve their instructional methods. Group meetings included: Reflective practice principles (ie. time for discussing practices teachers implement in their classrooms, sharing observations, and developing new ideas on how to continuously better teaching practices) Reflection of practices with members of various expertise to generate knowledge
					Example 2 of a Community of Practice : Perry, Walton, and Calder (1999) participants have a range of expertise including special education teachers, curriculum specialists, and university faculty, Goal: Facilitate opportunities for teachers to design and implement early literacy activities for young children and to explore the community of practice model in advancing professional development for the teachers. Group meetings include: Free write – participants wrote in journals for first 10 min to identify issues Air time- each member is given 2 min to speak about their written reflections or related issues

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					Focus group- time for reflection through group discussion on various related topics Work time- members work in small groups or independently for about an hour to address the issues identified in the focus group time Reporting out- members summarize work time issues and identify activities to be accomplished by the next meeting This operationalizes the aspects of a community of practice. For example, one teacher began a guided reading project that resulted in a school-based action research study to examine guided reading in classrooms. This shows how a community can make a transition from dialogue and reflection to applying knowledge in practice.
Teacher Learning via Communities of Practice: A Malaysian Case Study	Murugaiah, P., Azman, H., Thang, S. M., & Krish, P. (2012). Teacher learning via communities of practice: A Malaysian case study. *Internation Journal of Pedagogies and Learning*, 162-174.	Community of Practice, Early Learning and Care, Education, Online Communiti es of Practice, Teacher Learning, Blogging, Cognitive Presence, Profession	Murugaiah et al. (2012), examine an online community of practice (CoP) between a group of 20 teachers. Within this CoP teachers collaborate with each other by sharing ideas, experiences, and classroom issues. Through this study Murugaiah et al. explore the idea that teacher collaboration in online CoPs can help teachers grow professionally.	Case Study/ Research Study	Murugaiah et al. (2012), explain that teachers play an important role in providing students with knowledge rich learning environments (pg. 162). An increased amount of literature suggests, professional development that includes collaboration opportunities can assist educators by increasing their professional development (pg. 162). Through these opportunities, educators discover new teaching ideas, develop new skills, and gain motivation by feeling like a member of a community (pg. 162). Furthermore, CoPs allow educators to engage in meaningful discussion, share best practices, and gain support from other members (pg. 162). This study examines whether CoPs actually foster increased learning for teachers/educators (pg. 163). Murugaiah et al. predict, educators involved in CoPs can learn, improve their teaching strategies, and receive continuous support for challenges they may face as educators (pg. 163). Recent literature shows, teacher/educator learning is a continuous active

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		al Developme nt			process that includes collaboration (pg. 164). Murugaiah et al. explain, teachers experience professional development when they share knowledge and experiences they have. This allows educators to learn from each other to further improve and better their own practices (pg. 164). Learning is a social process that occurs in social environments that allow individuals to share their knowledge and experiences (pg. 164). Through this study, it was found that collaboration and communication lead to improved changes in practice for educators (pg. 164). It was anticipated, through collaborative learning educators would be able to advance their practices (pg. 164). Within this study, participants were expected to share their practices through online blogs (pg. 167). They were encouraged to interact with each other and comment on each other's posts as frequently as possible (pg. 167). There were three assigned moderators, to sustain the interactions between the members and provide emotional support to the members (pg. 167). While examining the data, the researchers found the participants that contributed to discussions more frequently, reflected higher levels of learning (pg. 169). The data also revealed, members did not want to leave constructive feedback because they felt their comments may be viewed as offensive (pg. 171). Thus, it is important that teachers experience two-way interactions to increase their learning (pg. 171). These interactions can only develop when trust is established between the members. To further promote collaboration, members should be exposed to strong communication strategies that promote seeking feedback and collaboration (pg. 171). Also, moderators should model discussions, so that participants are aware of the nature of collaborative behaviours (pg. 172). Murugaiah et al. conclude, that establishing a CoP has a great effect on educator's

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					professional development. As, a CoP allows educators to be responsible for their own learning and professional development.
Creating a Culture of Research in Teacher Education: Learning Research Within Communities of Practice	Hill, M. F., & Haigh, M. A. (2012). Creating a culture of research in teacher education: learning research within communities of practice. *Studies in Higher Education*, 971-988.	Communities of Practice, Identity, Institutional Change, Research, Teacher Education, Education	Hill & Haigh (2012) examine literature that suggests, educators can increase their research effectiveness when they have supports that build on their characteristics.	Research Study	Hill & Haigh (2012) argue that building communities of practice, where teachers/educators can learn and grow, will allow educators to become conductive researchers. Hill & Haigh explain, for educators to be competent inquirers we must build on knowledge about teacher education and how to teach and select what to teach (pg. 972). This study proposes, communities of practice may be used to allow educators to become skillful in research practices (pg. 974). Hill & Haigh explain, these communities of practice should allow educators to act as researchers "talking meaningfully" about their shared practices and perspectives (pg. 974). Hill & Haigh explain acquiring skills for research occurs through research experiences with the right amount of support. In CoPs, there are some issues that need to be addressed, including finding time to participate in the community of practice (pg. 975). If these issues are not addressed an established community of practice will not be successful. An example of why a community of practice may fail is, a group that meet regularly and support each other, but have a low level of interaction between the members and are unwilling to try suggested practices from others (pg. 975). To be successful for building research capability among educators, a participant suggests, research needs to be seen as a project and communities of practice have to be develop upon agreed problems participants need to work on (pg. 980).
Building Practice	Bloom, G., & Stein, R. (2004). building	Communities of Practice,		Case Study	Bloom & Stein (2004) explain, in recent years many schools have been investing in establishing communities of practice (CoPs) (pg. 20). After examining various pieces of literature, Bloom & Stein

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	communities of practice. *Leaders hip, 34*(1), 20-22.	Education, Educators,			explain there are benefits experienced by educators and schools when teachers collaborate with one another (pg. 20). The benefits to a school include: increased teacher retention, increased student achievement, a sense of collaboration between the educators, positive public perception of the school, and a positive impact on teacher productivity (pg. 20). Benefits teachers experience include, improved pedagogical knowledge and improved interpersonal skills (pg. 20). By sharing their work teachers experience an increased amount of motivation, this leads to students benefiting from the quality of education they receive (pg. 20). To meet student needs teachers need to work together on a regular basis, to assess their student progress, share strategies and resources, and collaborate with each other (pg. 21). Within these communities of practice, participants become exposed to new research, perspectives, and methods (pg. 21). This new knowledge can then be applied in practice. Following an in- service practicum program, that acted as a community of practice, 84% of the participants revealed they benefited from this program (pg. 22). The participants declared that they have changed many of their practices as a result of the collaboration they were a part of (pg. 22). And that it was one the best learning experiences they ever had. Bloom & Stein explain that there are two approaches that can be taken for communities of practice: between educators, in general, that teach any grade-level, or between educators of the same grade level (pg. 22). CoPs between educators that teach any grade-level allow participants to benefit from innovative pedagogy they are not familiar with (pg. 22). CoPs between educators of the same grade-level are beneficial, as participants can collaborate amongst each other about common issues (pg.22). To conclude

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					Bloom & Stein explain, these learning CoPs create support for educators and initiate change in the professional world (pg. 22).
A Community of Practice in Action: SEDA As a Learning Community for Educational Developers in Higher Education	Nixon, S., & Brown, S. (2013). A community of practice in action: SEDA as a learning community for educational developers in higher education. *Innovations in Education and Teaching International*, 357-365	Communities of Practice, Staff Development, Educational Development, SEDA, Higher Education, Education, Learning	The Staff and Educational Development Association (SEDA), an organization formed to support members of the profession of educational development, established a successful community of practice (CoP) working in higher education institutions. This case study examines how proposed literature related to CoPs in the field of education are evident in SEDA's practices and between their members.	Case Study	Nixon & Brown (2013) explain how colleagues work, through SEDA, to improve assessment, learning, and teaching practices. One participant describes his experience and the benefits of the SEDA community of practice. He says, CoPs are made up of individuals that share ideas and support one another (pg. 358). Also, CoPs require an establishment of trust and commitment (pg. 358). He continues to explain, SEDA formed a network where members felt understood, welcomed, and able to develop new innovative ideas (pg. 358). This allowed members to improve their experiences of teaching and learning (pg. 358). Nixon & Brown address the work of Wenger (2006) and his concept that CoPs must include: a shared domain of interest, community engagement, and practitioners who share resources and experiences over time (pg. 359). SEDA has given its members the opportunity to ask questions, examine various approaches, and discover solutions to solve problems (pg. 359). Nixon & Brown also address virtual communities and how they may be easier for individuals to take part in (pg. 360). A former co-chair of SEDA says, the virtual presence of SEDA allows members to foster change and express themselves, in a space where they feel focused and protected (pg. 360). Through research Nixon & Brown looked at the work of Cox (2013), he emphasizes the importance of mentoring members in CoPs (pg. 361). SEDA encourages the support of new members, by guiding new members of the profession in the CoP (pg. 361). Research suggests CoPs can be practice-based, task-based, or knowledge-based (pg. 361). SEDA follows practice-based CoPs by holding

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					events or meetings to disseminate good practice, share classroom practices, and share change management strategies (pg. 361). SEDA has been able to successfully implement a CoP and sustain learning within the field of education over the years (pg. 364).
Your Children, My Children. Why Not Our Children?: Dilemmas in Early Childhood Teacher Education	Fulton, J. L., & Myers, B. K. (2016). Your Children, My Children. Why Not Our Children?: Dilemmas in Early Childhood Teacher Education. *Childhood Education*, 3-10.	Education, Childhood Education, Communities of Practice	Fulton & Myers (2016) question, how can educators teach high quality education while remaining inclusive? Fulton & Myers suggest developing a community of practice where professionals, in the fields of child development and early childhood special education, can collaborate, develop innovative ideas, and foster methods to provide inclusive programs for all children.	Research Article	Fulton & Myers (2016) explain communities of practice involve individuals who meet regularly to collaborate with each other to increase their knowledge about a shared passion (pg. 5). According to Fulton & Myers, quality early childhood programs face conflicts that have to be addressed (pg. 5). Working together and building relationships professionals in the field can address these contradictions and further develop the field of education (pg. 5). This facilitates communication among teachers, students, academics, practitioners, families, and stakeholders of the field of education (pg. 5). In a CoP, members come from different educational backgrounds and philosophies; however, they all have a shared interest in providing quality education to children (pg. 10). CoPs allow members to develop team skills that may be applied in classroom settings (pg. 10). By sharing various approaches, to implement in the classroom, participants of a CoP gain knowledge about the diversity of children, families, and communities (pg. 10). This allows individuals who work with children to approach situations with open minds and best practices (pg. 10). The goal of the CoP is to guide members and provide them with experiences that will allow them to provide children with high quality education (pg. 10). Fulton & Myers conclude by saying, through CoPs the objective is to promote quality early childhood education and ensure all children receive high quality experiences (pg. 10).

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Communities of Practice: Engagement, Imagination, and Alignment in Research on Teacher Education	Au, K. H. (2002). Communities of Practice: Engagement, Imagination, and Allignment in Research on Teacher Education. *Journal of Teacher Education*, 222-227.	Education, Communities of Practice, Educators	Au (2002), a researcher interested in how students of diverse backgrounds learn literacy, has compiled research on teacher education. Through this research Au explores, how educators can successfully teach literacy to communities of diverse, low-income families.	Research Article	Within this research Au's (2002) objective is to improve the schooling experiences for members of a Hawaiian community (pg. 222). Au believes, there needs to be some form of connection or collaboration between the educators and the community (pg. 222). To foster this collaboration, Au took into perspective the work of Jean Lave and Etienne Wenger (pg. 223). According to Lave & Wenger (1998), communities of practice allow members to form their identity and inspire individuals to learn (pg. 223). Through this lens, Au develops research on teacher education in diverse communities, which can potentially improve both theory and practice for educators (pg. 223). Within this community of practice, members must be committed to improving school experiences in diverse communities (pg. 224). This requires involvement and strong interactions with other members (pg. 224). Members may have different backgrounds of education, although they must share a common interest (pg. 224). This variance in backgrounds allows members to gain different perspectives and ideas that may contribute to enhanced practices (pg. 224). In some cases it may seem members of the same background will not be able to produce significant progress; however, it may be that these groups can generate better solutions than with members of different backgrounds (pg. 226). Au conducted this research to support literacy educators of diverse communities (pg. 226). Within this CoP, a link formed between educators and the community, following three modes identified by Wenger (1998) (pg. 226). The first mode is engagement, the second mode is imagination, and the third mode is alignment (pg. 226). Engagement occurs between the members, imagination is creating a source of inspiration, and

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					alignment is to be aligned with the realities of the community. Au concludes by stating, to improve schooling in diverse communities a different approach needs to be taken. This approach should involve interaction with the community (pg. 226). For example, a community of practice with engaged members. As this allows the members to develop significant research to further both theory and practice (pg. 227).
Early Childhood Education as an Evolving 'Community of Practice' or as Lived 'Social Reproduction': researching the 'taken-for-granted'	Fleer, M. (2003). Early Childhood Education as an Evolving 'Community of Practicce' or as Lived 'Social Reproduction': researching the 'taken-for-granted'. *Contemporary Issues in Early Childhood* , 64-79.	Early Childhood Education, Education, Communities of Practice, Educators	Fleer (2003) explains, practices that have become valued within the profession of early childhood education are Western views of best practices, these practices are not necessarily shared around the world. Fleer examines early childhood education practices around the world and how communities of practice may be of benefit to the field.	Research Article	Fleer (2003) explains, that the early learning sector is 'misunderstood' and it is difficult for individuals outside of the profession to communicate with the sector (pg. 65). For example, 'play-based programs' is a term that means very little to individuals outside of the profession (pg. 65). Also, throughout history practices have evolved to include beliefs such as having learning centres or other areas within child care centres. Fleer explains by creating child-centred programs for children, children are being separated from the real world. These child care centres are removing children from real world experiences and providing them with artificial experiences (pg. 66). For example, child-sized furniture, blocks and puzzles, and outdoor play areas specifically designed for children (pg. 66). In other communities around the world, children are part of day to day activities adults take part in (pg. 67). In these communities spaces are not created to tailor the needs of children, rather they learn through everyday activities the community is a part of (pg. 67). This allows children to experience 'real-world' experiences and become a part of the community. Fleer proposes that communities of practice can be used as a tool to examine these practices (pg. 76). Within CoPs, members can bring meaning to early childhood curriculum (pg. 76). Through CoPs members can gain new ideas and explore different ways of early childhood curriculum (pg. 77). Members of

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					these communities of practice can reflect on shared ideas and shared practices (pg. 77). This allows the sector to experience change that may lead to improved practices in the sector.
Using Wenger's Communities of Practice to Explore a New Teacher Cohort	Cuddapah, J. L., & Clayton, C. D. (2011). Using Wenger's Communities of Practice to Explore a New Teacher Cohort. *Journal of Teacher Education*, 62-75.	Professional Development, Teacher Induction, Urban Teacher Education, Communities of Practice, Education	Cuddapah & Clayton (2011) examine data collected from a community of practice (CoP) called, "Beginning Teacher Program" (BTP). In this CoP a small group of new teachers meet for two afternoons a month to collaborate with each other. This study is conducted to analyze how professional development can occur through a CoP; that a CoP can serve as a support for new teachers. The CoP consists of 15 new K-12 teachers, from across various schools.	Research Study	In this CoP members gather together to address various topics including: classroom management, teaching resources, working with caregivers, motivating learners, and literacy (pg. 63). The BTP allows professionals from across the sector to collaborate with each other to develop best practices. Cuddapah & Clayton (2011) explain Wenger's (1991) view, as "individuals we become who we are as we learn through social interactions in practice". In the BTP, an essential element is the formation of a community, where members feel connected (pg. 64). Through research Cuddapah & Clayton found, group conversations between educators with little experience and educators with more experience is important to share knowledge, to support educators of similar professional backgrounds (pg. 65). It is also beneficial for educators to meet in an environment other than their home schools, as educators feel more comfortable expressing their concerns in new settings (pg. 65). In the BTP, participants collaborated with each other about best practices concerning classroom problems and successes (pg. 66). Through these conversations, members were able to test out various theories, amongst the group, and find solutions for various dilemmas (pg. 67). After two months, members of the BTP felt comfortable with each other as they displayed honesty with each other (pg. 70). The BTP and similar CoPs, create atmospheres for educators to share concerns with each other, pose questions, and find solutions to improve their practices and further develop their professional identities (pg. 74).

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Investigating the Community of Practice of World Language Educators on Twitter	Wesely, P. M. (2013). Investigating the Community of Practice of World Language Educators on Twitter. *Journal of Teacher Education*, 305-318.	Communities of Practice, Education, Educators, Qualitative Research, Teacher Learning, Technology, Professional Development, Inservice Education	Wesely (2013) examined a community of practice (CoP) of educators using technology to collaborate amongst each other to engage in professional development. These teachers were world language teachers that used Twitter to collaborate. This study examines how this CoP sustained teacher learning and how similar CoPs may foster knowledge.	Research Study	Research suggests, teaching practices can be improved by disseminating good practices and sharing knowledge with others (pg. 306). Through CoPs teacher learning increases and educators develop an increased amount of knowledge (pg. 306). Wesely studies the work of Wenger (2006), which suggests a CoP can take many forms, in various sizes, locations, and forms for interaction (pg. 307). Wesely suggests that a CoP can assist educators strengthen their beliefs (pg. 308). Members of this CoP lived all around the world and collaborated with each other using Twitter (pg. 308). To examine teacher learning in this CoP, Wesely looks at the shared commitment that is present between the members (pg. 311). Literature suggests that dialogue and collaboration between the members leads to reflective practice and deepened learning (pg. 313). Members of this CoP affirmed by joining this community they were able to foster their learning (pg. 313). As members were made aware of new concepts and ideas from other members of the CoP (pg. 313). Members also explained that they gained insight to new improved practices that they adopted in their teaching practices (pg. 313). For example, one participant states, based on the suggestions of other members they do not use paper and have paperless classrooms (pg. 313). Within a CoP, members are not just exposed to resources, rather they take part in dialogue with members they trust and receive resources through their relationships with them (pg. 313). Through their participation, members were less isolated and continuously changed their teaching practices based on insights acquired through the group (pg. 313). In this CoP many members sustained interactions with the members (pg. 313). This established even stronger relationships between the members,

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					which lead to improved and enhanced practices in classrooms (pg. 313). Wesely concludes by stating, CoPs can foster professional development to develop and enhance practices for the future (pg. 316).
A study of social participation and knowledge sharing in the teachers' online professional community of practice	Tseng, F.-C., & Kuo, F.-Y. (2014). A study of social participation and knowledge sharing in. *Computers & Education*, 37-47.	Communities of Practice, Education, Educators, Computer-Mediated Communication, Cooperative/Collaborative Learning, Interactive Learning Environments, Learning Communities	Tseng & Kuo (2014) explore the possibility of facilitating professional development of teachers in online communities of practice. This study examines a CoP between teachers in Taiwan and how the CoP can further their knowledge and improve their practice.	Research Study	According to Tseng & Kuo (2014), online communities of practices are essential for teachers to be able to further improve their teaching skills and increase their knowledge (pg. 37). Through research it as been proven that online CoPs are beneficial as they help raise teachers' skill levels and increase students' achievements. There are methods that need to be used to effectivley run an online CoP (pg. 38). For example, an online CoP has to include social participation opportunities and cannot be a replacement for in person interactions (pg. 38). Tseng & Kuo also state that online CoPs allow members to become aware of their shared practices and concerns (pg. 38). This allows members to gain a sense of belonging and establish professional identity for their profession (pg. 38). Furthermore, Tseng & Kuo explain that online CoPs are platforms where teachers can engage with other professionals to improve their teaching skills and pedagogical knowledge (pg. 39). Online professional CoPs are also useful because they allow members to be more at ease when they collaborate with eachother, as many individuals meeting new people are not as comfortable in-person (pg. 40). Through this study Tseng & Kuo found when there are stronger ties between CoP members, members build their sense of empathy towards others (pg. 43). Research suggests, teachers need to continuously update their knowledge and teaching skills to be able to provide high quality education; online CoPs are a great approach to facilitate this professional development (pg. 44).

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Using a Wiki in a Community of Practice to Strengthen K-12 Education	Sheehy, G. (2008). Using a Wiki in a Community of Practice to Strengthen K-12 Education. *TechTrends*, 55-60.	Communities of Practice, Education	Sheehy (2008) examines a community of practice between high school educators. This CoP is facilitated through an online resource of wiki.	Research Study	Sheehy (2008) explains the most obvious strategy to manage knowledge in the sector of education is through establishing communities of practice (pg. 56). As, within communities of practice members engage and collaborate with each other to share knowledge (pg. 56). Sheehy explains that generally in school settings, educators are isolated from one another in their own classrooms (pg. 56). They only collaborate with each other when one volunteers or is required to; this does not allow educators to sustain and further the knowledge and thoughts they shared with one another (pg. 56). Sheehy explains, teachers may not feel comfortable sharing their practices with other educators out of the fear of being judged (pg. 56). Communities of practice are great models for educators to use that could be successful to increase their professional development (pg. 56). Online communities of practice would also be successful when educators do not have the ability to connect in a face-to-face setting (pg. 57). Research suggests, through technology educators may strengthen their relationships and increase collaboration (pg. 57).
Creating Communities of Practice	Danielson, C. (2016). Communities of Practice. *Educational Leaders*, 19-23.	Communities of practice, Educators, Education	Danielson (2016) suggests CoPs as successful models to facilitate collaboration and learning between educators.	Research Study	Danielson (2016) explains communities of practice can create communities for educators to learn from each other, share knowledge, and improve their teaching skills (pg. 22). There are some guidelines that need to be implemented to create communities of practice for educators (pg. 22). First, one must create a welcoming environment where educators feel comfortable expressing themselves (pg. 22). However, educators must also be challenged to participate and find new or improved practices they can use in their classrooms (pg. 22). Educators must also put in mind that they will continuously learn from each other within a CoP (pg. 22). A facilitator should encourage members to share their best practices or dilemmas, and remind

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					them it is okay to ask for advice from other educators (pg. 22). When educators ask for feedback or suggestions they promote collaboration between members and provide opportunities for members to be engaged (pg. 22). Danielson suggests providing educators of the same grade level or department with common planning time to be able to collaborate with each other (pg. 23). Educators can use this time to examine new curriculum and how to implement practices within the classroom (pg. 23). Danielson concludes that CoPs should be used in the field to improve the work and skills of all educators (pg. 23).