<table>
<thead>
<tr>
<th>Adult learners need to connect to...</th>
<th>You help make these connections on a daily basis by...</th>
<th>And when you are teaching by...</th>
</tr>
</thead>
</table>
| . . . their own experiences and knowledge | • knowing their areas of expertise and honouring that in your conversations or in asking them to assist others  
• distributing resources according to how the resource connects to a teacher’s knowledge base, rather than generically to all | • building in partner, small-group, and large-group opportunities to share experiences and knowledge  
• providing for individual reflection time (This is especially important if people need to consider and possibly reassess their mental models. See page 37.) |
| . . . other people | • scheduling common planning times for like-grade partners  
• supporting interdisciplinary or cross-grade units of study and the subsequent need for collaboration  
• developing professional learning communities | • providing partner and small-group activities, especially those in which the result is a group product or group response with input from all members |
| . . . their specific work | • making ongoing use of data to link actions to results  
• supporting attendance at conferences and workshops directly tied to the specifics of each teacher’s work (e.g., Grade 5 science) | • ensuring that the content emerges from school and classroom data  
• providing a rich variety of real-life examples that allow teachers to see possibilities for their classrooms  
• involving teachers in the planning and delivery of workshops (See Chapter 4.) |
| . . . who they are as learners | • understanding and responding to the learning preferences of individuals (See Chapter 5.) | • instructing, and having participants demonstrate their understanding, through multiple modalities and intelligences (See Chapter 5.) |