PERSONAL PEDAGOGIES: taking ownership of your own professional development and learning

"Our strategy should therefore be to make the best choices we can from the best evidence available, to try it out, with an open mind, and see if it works. If it does, we can keep doing it; if not, we will learn from that experience and try something else."

Professor Rob Coe, Director of Research and Development at Evidence Based Education; Senior Associate Education Endowment Foundation; Previously Professor of Education at Durham

"Teaching, like any complex cognitive skill, must be practised to be improved."
Daniel T. Willingham: Why don't students like school?

"...teachers benefit enormously when they have the opportunity to learn from the enlightening world of educational research combined with the scope to weave those ideas into their understanding of what makes impact in specific contexts—in their subject, with their learners, in their school or college."
Tom Sherrington—Forward Rosenshine's Principles in Action

Why a personal pedagogy?

All staff, regardless of their years of experience, can always look to develop, enhance and even change their practice based on the latest evidence of best practice. The Waddesdon Familiar Fundamentals are the basis for this and can be used by staff to further explore the world of research.

The *Familiar Fundamentals* at Waddesdon are:

THEORIES (The Why)	1.	Cognitive Load Theory
	2.	Rosenshine's Principles of Instruction
INSTRUCTION and APPLICATION	3.	Retrieval Practice
	4.	Direct Instruction
	5.	Deliberate Practice
	6.	Modelling and Scaffolding
	7.	Dual Coding
CHECKING UNDERSTANDING	8.	Feedback
	9.	Formative Assessment
SUCCESSFUL LEARNERS	10.	Self-regulated Learners
	11.	Collaborative Learners

Staff may choose to log their research and the impact of adaptations to their practice and use this to form a professional discussion in both their mid-year and end-of-year appraisal meetings. Opportunities to showcase their research approach and findings will be provided in CPDL teach-meets during the year e.g., TeachMeets

Example personal pedagogy questions:

- How can I significantly improve my use of modelling and scaffolding?
- How can I effectively deliver manageable, meaningful and motivational feedback?
- In what ways can I fine tune my use of direct instruction to ensure clarity in the information students are being given?
- What resources can I access to increase regular structured retrieval opportunities in my lessons?

Thinking scaffold

1. What is my 'Personal Pedagogy' question?
2. Which familiar fundamental/s link to this question?
3. Why have I chosen this aspect, what is my justification that there is a need for this?
4. What commitments to actions will I take? How will I explore this question?
5. What additional support will I access? E.g. reading, online courses, in-house CPD sessions on FFs, instructional coaching support
6. Evaluation from my personal CPD time. How has my practice evolved through research?