

'Thinking Through Pedagogy' courses draw on research and practice, to encourage a deeper understanding of pedagogy and how this can inform and enrich learning and teaching. Courses enabling this sort of collective thinking will be especially important with the end of the National Strategies and the likely decline of Local Authority courses

Most 'Thinking Through Pedagogy' courses are designed to involve teachers from several schools, to encourage in-depth discussion of a particular aspect of pedagogy over four to six sessions in a challenging and informal way. This has the considerable benefit of enabling interaction between those who work at different schools in a locality. Led by myself, these link research and course members' practical experience, at a cost more affordable than most courses. Courses enable participants to think through and explore possible implications for their own school and age group. These are pitched at Masters' level, with participants expected to read and reflect on short extracts and key questions between sessions, but no written assignments are involved. Examples of courses planned for 2011 are:

- Encouraging high-quality classroom talk;
- Developing the attributes of successful learners; and
- Exploring the importance of culture and context.

Alternatively, courses can be tailored to the needs, or interests, of a particular group or school. The chart on the inside of this leaflet gives an indication of possible ideas as a basis for discussion, bearing in mind the nature of the community a school serves and its priorities and stage of development, or the needs of a specific group.

If you would like to know more about my work, please look at [www.edperspectives.org.uk](http://www.edperspectives.org.uk) Whatever your role, teacher, CPD co-ordinator, headteacher, adviser or teacher trainer, do get in touch with me on [tony.eaude@education.ox.ac.uk](mailto:tony.eaude@education.ox.ac.uk) or **01865 711135** if you would like to know more, or discuss a 'Thinking Through Pedagogy' course.



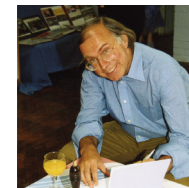
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## THINKING THROUGH PEDAGOGY

- an innovative approach to CPD  
for thoughtful teachers

Dr Tony Eaude



'Thinking Through Pedagogy' is an innovative approach to professional development for students, teachers or others which is both challenging and thought-provoking. Courses are based on ideas developed in my recently published book '*Thinking through Pedagogy for Primary and Early Years*', drawing on my experience as a teacher and headteacher and a researcher interested in young children's learning. It is written primarily to enable students to explore the complexity of teaching in a primary or early years classroom. And to think through ideas such as standards, professionalism, breadth and balance, assessment for learning .... and many more. However, thinking together about pedagogy is just as important for those already teaching in schools.

Michael Fullan suggests that '*educational change depends on what teachers do and think. It's as simple and complex as that.*' Other factors - curriculum, resources, inspection, school structures, leadership - all affect this. However, the complexity of children's learning requires teachers - and other adults - who in the Cambridge Primary Review's words 'work towards a pedagogy of repertoire rather than recipe and of principle rather than prescription.' So, school improvement needs teachers who think through and understand their practice, and are prepared to develop their own ideas, rather than just follow the recipe.

# THINKING THROUGH PEDAGOGY

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This chart outlines thirty-six possible topics for sessions, organised as themes (columns) and pairs of topics (rows), with each topic (small boxes) to be covered in a session of about 60 to 75 minutes. Courses can be designed, drawing from these,

for staff meetings, modules of several after-school sessions, half-days, full days or a more sustained programme, in discussion with Dr. Tony Eade, to meet a school's or group's specific needs.

CHILDREN AS LEARNERS		ENVIRONMENTS FOR LEARNING		THE ROLE OF ADULTS	
The changing context of childhood		The importance of culture		Fundamental questions	
Visions and views of childhood	Preparing for an unknown future	What do children bring from home?	The culture of home, school and beyond	What is primary education for?	Knowledge: what, how, or of?
Self-concept		Including everyone		Creating expectations	
Early experience, self-esteem and relationships	Identity as a learner	Entitlement and inclusion	Haven and challenge, pace and space	Raising aspirations, avoiding labels	Scaffolding, feedback and modelling
Attributes of successful learners		A community of learners		Dialogic teaching	
Different types of intelligence	Resilience, reciprocity, resourcefulness, reflectiveness	Relationships, rules and roles	The hidden curriculum	Talking together - questions and answers	Planning for the unexpected
Stages of development		Breadth and balance		Assessment	
Development from birth to 11	Modes of representation	Should we focus less on 'the basics' ? dare we?	Creativity and playfulness	Assessment for learning	Using data intelligently
Routes into learning		Activities and experiences		Becoming more expert	
Thinking through talk and activity	Finding different routes into learning	Telling and creating stories	First hand experience	Extending your repertoire	Working with other adults
Motivation and behaviour		Grouping and differentiating		The nature of professionalism	
Agency and engagement	Reward and sanction, support and challenge	Grouping - does it matter how?	Rethinking differentiation	What's special about teachers?	Compliance and accountability