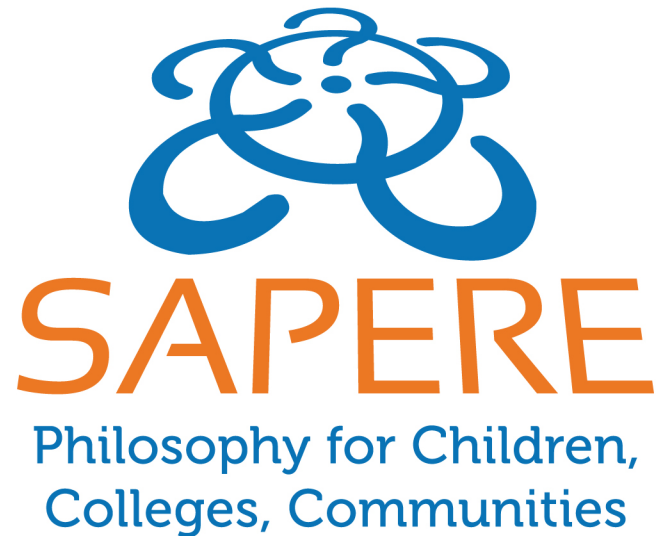


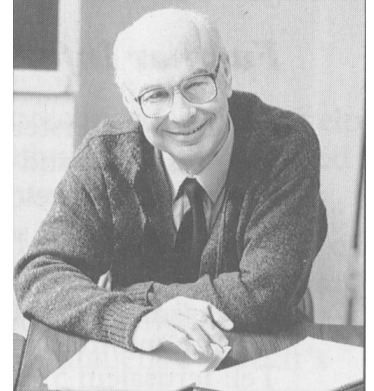
Collaborative work in philosophy between schools and universities



Lizzy Lewis , Development Manager, SAPERRE
Fufy Demissie, Senior Lecturer, Sheffield Hallam University

Philosophy for Children (P4C)

- based on 35+ years of research/practised in 60+ countries
- Matthew Lipman, Columbia University
- ‘doing’ philosophy’ / *‘philosophising’*
- philosophical questions come from the children
- children taught language and skills of dialogue
- focus on philosophical question and concepts
- ‘Community of Enquiry’ (4cs – critical, creative, collaborative, caring)
- time and value given to thinking
- metacognition; children reflect on their thinking and learning
- transferrable across the curriculum



Education Endowment Foundation (EEF) Research

- the randomised controlled trial began January 2013, involved 3,159 pupils across 48 schools, independently evaluated by a team at Durham University
- teachers were given 2 days of professional training before year-long programme began with ongoing support
- SAPERE believes a longer term commitment to regular practice is likely to yield further success and recommends a 3 year 'Going for Gold' programme to embed whole school P4C

www.educationendowmentfoundation.org.uk/projects/philosophy-for-children

Education Endowment Foundation (EEF) Research

- the more disadvantaged saw their reading skills improve by 4 months, their maths results by 3 months and their writing ability by 2 months
- feedback from teachers suggests that P4C had a beneficial impact on wider outcomes such as confidence, patience and self-esteem
- the report also notes the likely benefits in other areas: speaking confidence, listening skills, patience with other children and overall self-esteem
- SAPERE is now working with Durham University and the trial schools on a new research project funded by the Nuffield Foundation to assess these non-cognitive benefits of P4C

Higher Education Partnerships

- HEA funded workshops about the relevance of philosophical enquiry in higher education
- Academic philosophers trained in P4C from approximately 20 departments
- P4C Level 1 course is integral to MA modules on teaching philosophy at Heythrop College
- Collaboration with Thinking Space – Leeds, Bristol and Oxford Philosophy Exchange Projects bringing teachers and philosophy students together to train in and facilitate P4C together

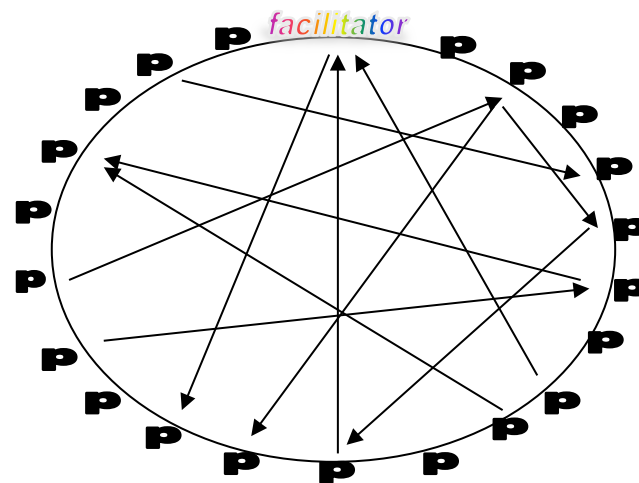
Initial Teacher Education Partnerships

- First partnership in 2004
- 10+ ITE teacher training university partners supported to introduce Philosophy for Children to students
- Provision of training materials for students
- Network meetings



Feedback from student teachers:

- Community building (meaningful conversations)
- Critical skills and analysis – evident in writing
- Concept of child/expectations
- Understanding pedagogy – forming philosophy of education
- Teaching philosophically
- Promotes intellectual dimension of learning and teaching
- More reflective approach



Feedback from ITE:

- Engaged and motivated students
- Partnerships with schools
- Common language (critical thinking, judgements) and P4C outcomes
- Partnership between education and philosophy departments

Feedback from student philosophers:

P4C changes their view of what philosophy is:

"A new, more collective, more deliberative way of doing philosophy" - Sarah, Philosophy Postgrad, Oxford Philosophy Exchange:

"I enjoyed the reflective approach of 'community of philosophical enquiry'- it was refreshing & something academia could do with!"

Philosophy student, Oxford Philosophy Exchange:

Feedback from schools:

- P4C seen as strength in student teaching practice
- Schools wanting to find out more/P4C training
- Schools keen to interview/recruit P4C trained students
- Schools inviting university to present on P4C at staff meetings

Student teachers' pedagogical reflections

The importance of ownership for them and how I want all of the learning to come from them and to be led by them, and I think just what is the important part of education and how I want them to be critical and all of these skills....

It definitely changed how I want to teach...all the time, not just in a P4C session ... how much everything needs to be about talk, and discussion, and I want them to be cohesive, I will always want my class to be communicating well... I think that is important to have when you grow up and how that is neglected and it could be a good way to benefiting that... and I just remembered reading how it teaches important values such as democracy and if we can all do that in schools how that can help them through



Impact on schools

Future teachers who have

- Skills: listening, questioning, building good learning communities
- Attitude: creative, open-mindedness, risk-takers, inclusive, respectful, inquiring
- Knowledge: a learner-centred approach

The impact of philosophical community of enquiry on my pedagogical approaches in HE

Pedagogical approach

- A conceptual approach
- A relational pedagogy
- An inquiry-based approach

Approach to teaching reflection

The dispositional dimension of reflection – *open-mindedness, curiosity* rather than teaching knowledge and craft of reflection

Summary - potential of P4C for all students

- encourages trainee teachers to philosophise and teach philosophically
- helps students to see the philosophical potential of curriculum topics and develop ways to integrate philosophical enquiry across subject disciplines
- enhances students' repertoire of skills to use in the classroom
- contributes to the intellectual life of future-teachers
- promotes reflection and collaborative approach to learning
- challenges and refreshes students' ideas of what philosophy is and how to do it

“During the programme, serious academic thought was put into questions such as 'what is philosophy?', something which stretches the students' understanding of their own subject.” Sophie, 2nd year philosophy student

Building on feedback and collaborative work:

Liaison between schools and universities e.g.

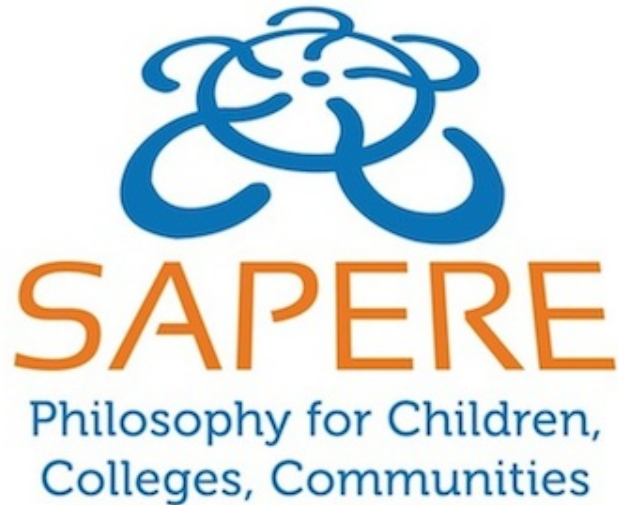
- P4C information leaflets for students to take into schools
- Online support for students and universities
- Follow up training sessions (e.g. planning and evaluation)
- University hosted meetings for schools about P4C
- Exchange projects – philosophy and education departments and schools
- Network meetings between universities on P4C
- New Routledge book on P4C in teacher training – collaboration between university staff and teachers
- Resources for P4C related funding bids



Blog: <http://saperep4c.wordpress.com>



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www.sapere.org.uk



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