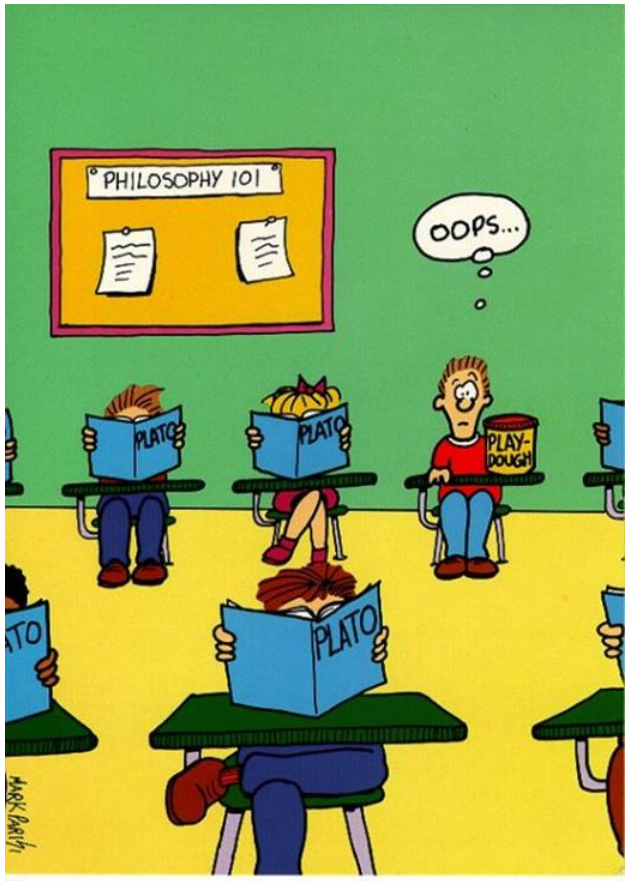
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Philosophy for Children, Colleges and Communities (P4C) and Initial Teacher Education: Becoming Philosophical Student Teachers

Croeso!



Welcome!

jude.penny@southwales.ac.uk

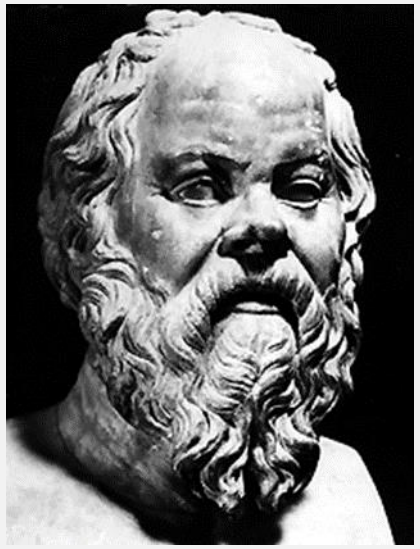
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Aims

- A brief introduction to P4C as a pedagogical approach
- Highlight some links between P4C, ‘a philosopher’s pedagogy’ and the Curriculum for Wales.
- Consider some thoughts around becoming philosophical student teachers (AND teacher educators!)
- Ponder and discuss the potential for P4C and the ‘philosopher’s pedagogy’ in our own professional practice.

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Original Greek meaning:
Philo (loving) Sophia (wisdom)



‘The unexamined life is not worth living’.

Socrates (470-399 B.C.)

'Thinking is life. If we didn’t think, we would just plod along through life without meaning.'

(Ricky, Year 8)

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Philosophy and education: the inextricable link

"You know you're a philosopher not if you can give answers to the tricky questions in life, but if you can *ask* the tricky questions."

— Stephen Fry, SAPERE patron



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But what makes a question philosophical?

1. What is your name?

2. What are the names of two of your friends?

3. When and where might you make new friends in the future?

4. What makes a friend a friend?



Aims of P4C

*'The aim of a thinking skills program such as P4C is to help children become more **thoughtful**, more **reflective**, more **considerate** and more **reasonable** individuals'.*



Matthew Lipman

(1924 - 2010)

copyright SAPERE

SAPERE P4C

What is P4C?



SAPERE
Philosophy for Children, Colleges, Communities



The Four Cs of P4C

Critical

questioning (interrogating) and reasoning (evaluating)

Creative

connecting (relating) and suggesting (speculating)

Caring

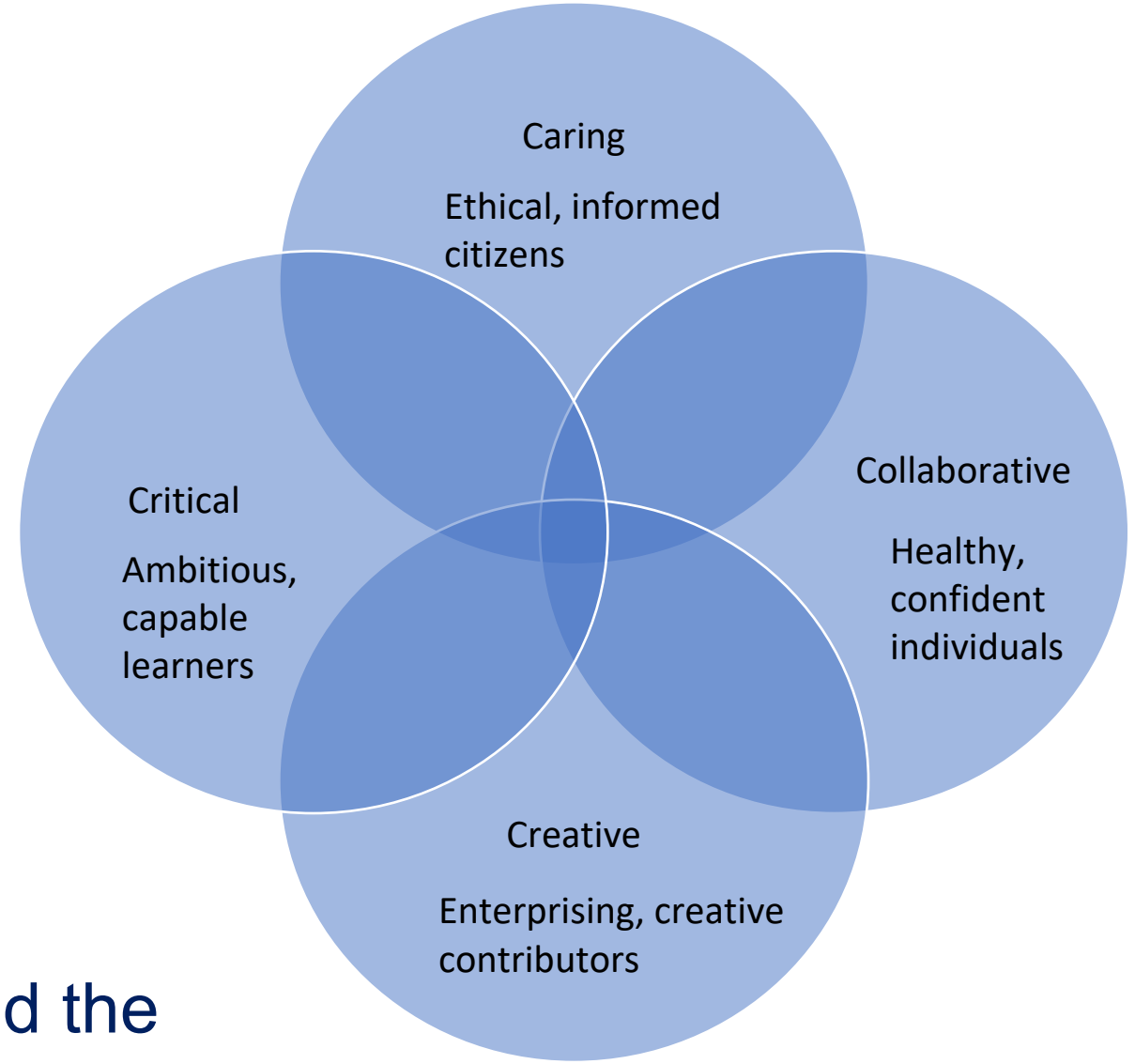
listening (concentrating) and valuing (appreciating)

Collaborative

speaking (communicating) and supporting (conciliating)

SAPERE
Philosophy for Children, Colleges, Communities

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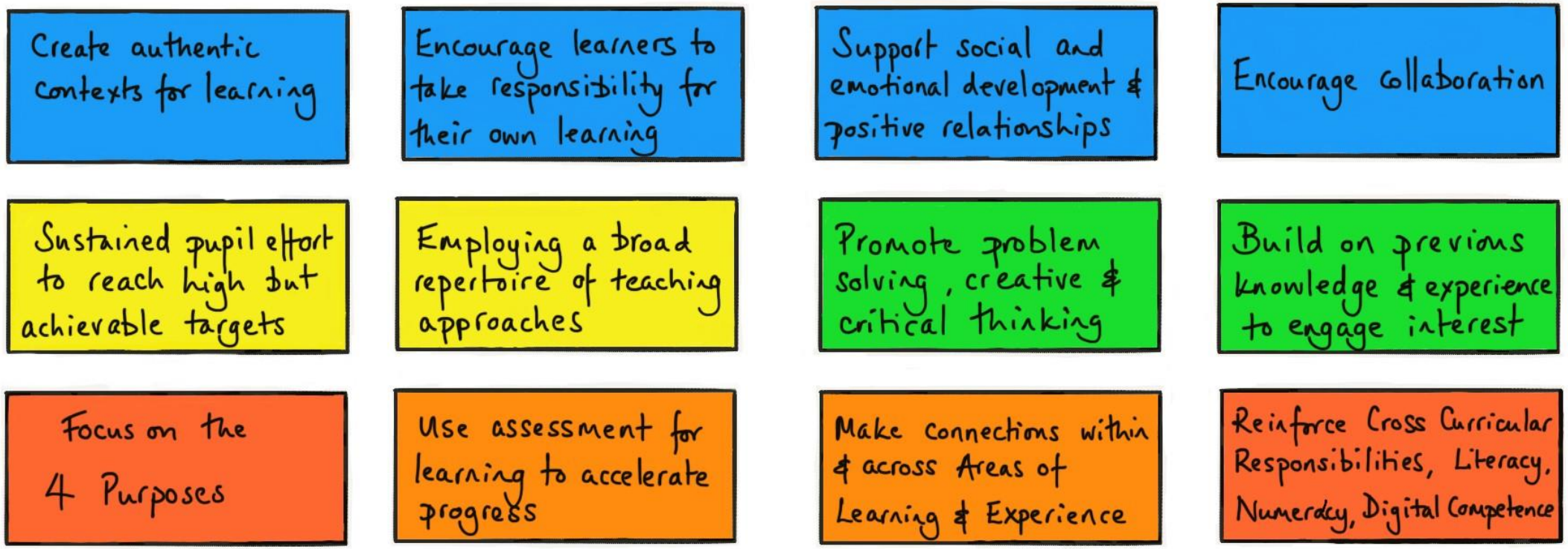


The 4Cs of P4C and the Four Purposes (Curriculum for Wales)

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Curriculum design for all learners is underpinned by twelve pedagogical principles:



Copyright: Impact Wales 2018

P4C and the curriculum

S&T: *'Is light the absence of darkness or is darkness the absence of light?'*

(Year 2/3) (philosophy4children.co.uk)

H&W: *Healthy body = healthy mind? If you could take a pill that would make you always happy, would you?*

LLC: *What is a 'good fairy'?*

EA: *If I hit a triangle once, is it music? What about a million times?*

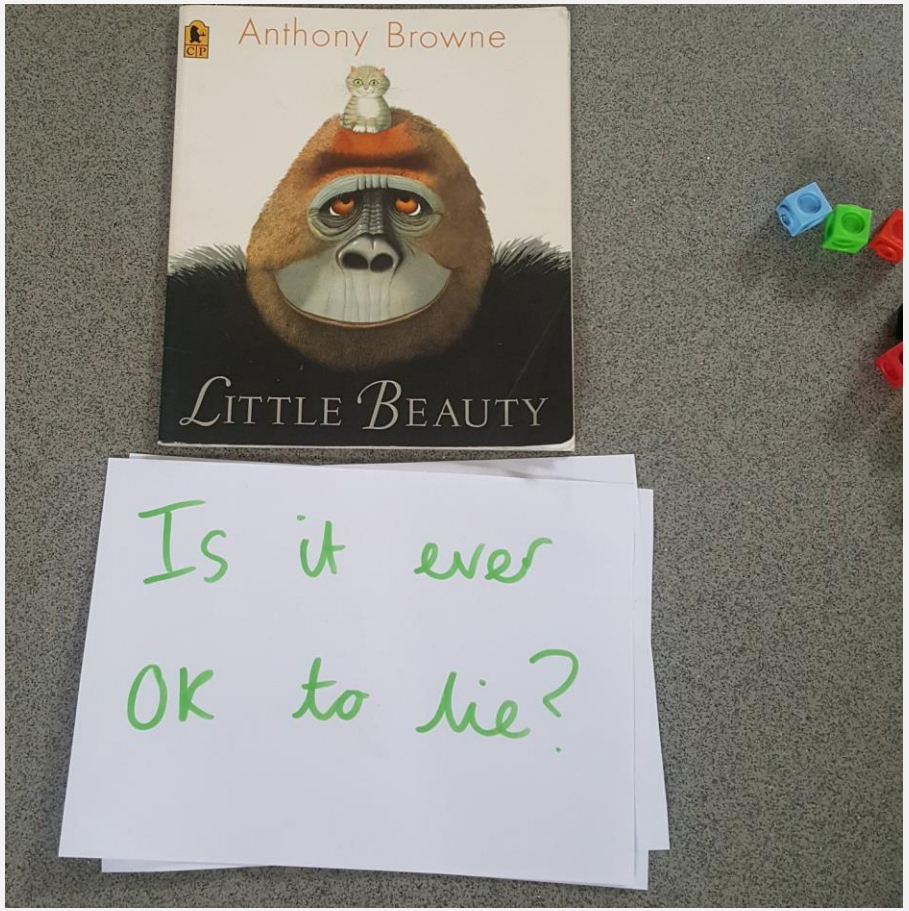
M&N: *Are numbers invented or discovered? What makes a shape pretty/ ugly?*

H: *Can we re-write the past? What are borders and do we need them?*

DC: *Has the invention of the internet made the world a better or worse place? Can a robot be a friend?*



P4C stimuli


Anthony Browne
LITTLE BEAUTY
Is it ever
OK to lie?


I'VE DECIDED TO STOP CARING ABOUT THINGS.

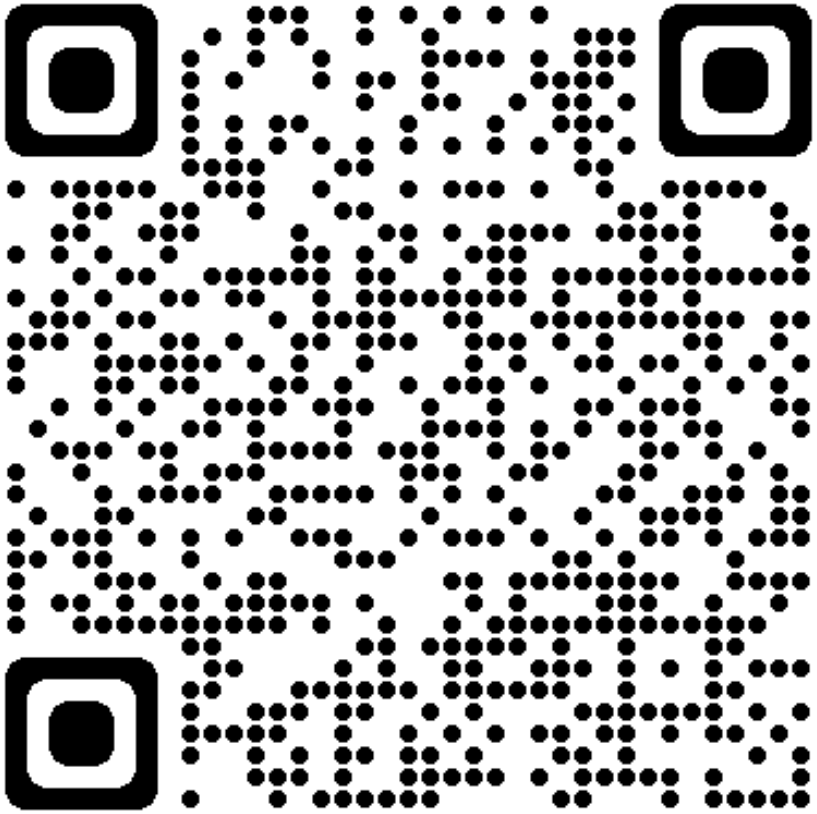

IF YOU CARE, YOU JUST GET DISAPPOINTED ALL THE TIME. IF YOU DON'T CARE, NOTHING MATTERS, SO YOU'RE NEVER UPSET.







Research evidence that P4C succeeds in its own aims



(Trickey & Topping, 2007)

Education Endowment Foundation

(Gorard et al, 2015: 4)

(Lord et al, 2021,2021: 6)



Becoming Philosophical Student Teachers

'ITE should play a greater role in encouraging greater critical debate around dominant educational narratives.' (P4C as a form of problem - posing critical pedagogy that can help strengthen student teachers' **teacher identity, political literacy** and **educational values**).

(Love, 2023: 28)

‘Teacher education needs to provide a much stronger foundation in philosophical methods that can inform professional practical judgments, by embedding them in the ongoing investigation of classroom practice and the lives of teachers and students in educational communities’.

(Haynes and Murris, 2011:131)

The ‘Philosopher’s Pedagogy’ (Makaiau and Miller 2012: 9)

1. The teacher must live an examined life.
2. The teacher must see education as a shared activity between teacher and student.
3. The teacher and students must re-conceptualize the ‘content’ of the discipline as a reflection of the interaction between the classroom participant’s beliefs and experiences and the subject matter being taught.
4. That the teacher must hold, (with Dewey), the view that philosophy is ‘the general theory of education’.
5. Teachers and students, must make philosophy a living classroom practice.
6. Teachers must be willing to challenge contemporary measures for classroom assessment.

Educational Perspectives: The Philosopher's Pedagogy

How can the ‘Philosopher’s Pedagogy’ support teacher educators?

- 'Living an examined life'
- Teachers' questioning /children's questions
- 'Adultism' (or 'childism'?)
- Knowledge - 'Cartesian tradition'
- Placing one’s own pedagogy under scrutiny (eek!)

‘I am much braver in allowing children to build their own questions . I wouldn’t have wanted to do that because I would have been worried that they might not have come up with ‘good’ questions’.

Liberation through freedom from certainty and being open to new possibilities.
'Facilitators should become firstly, self-liberating and then, enabling’. (Kizel, 2021)

Questioning the role of questions: new primary teachers' realisations of over-reliance on questions in scientific dialogue (Forster, Penny and Shalofsky, 2019).



Open Access Link

The philosophical teacher (Sutcliffe, 2017:24, 2023: 68)

Inquiry-inspired (*authentic*)

Inquisitiveness

Dialogue-driven (*dialogic*)

Communicativeness

Concept-centred (*constructive*)

Thoughtfulness

Reflection- requiring (*reflective)*

Reflectiveness

Reason-respecting (*evaluative)*

Reasonableness

Virtues-valuing (*idealistic*)

Idealism

Cymru/ Wales

- Teachers in Wales will become ‘lifelong professional learners that reflect on and enhance their own practice’

  (Welsh Government 2017: 25).

- Dewey: philosophical dispositions could be found in any person who is ‘open-minded and sensitive to new perceptions, and who has concentration and responsibility in connecting them’ (Dewey,1916: 325).

- Lipman makes the point that the enquiry process can be taught *to* as well as *by* teachers.

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Welsh Government

Professional Standards for Teaching and Leadership

Values and dispositions have clear links to philosophy:

- ‘Professional entitlement’
- ‘The professional learner’
- ‘The rights of learners’

- Philosophical methods can be embedded in the professional lives of student teachers.

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CF14 Philosophy In Pubs

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In summary...

Diolch. Thank you.

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@judepenny2

Stay in touch!

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Some useful websites:

SAPERE | P4C Teacher Training | Philosophy for Children

Philosophy4Children

Dialogue Works.co.uk

www.philosophyineducation.com
Steve Bramall

https://www.thephilosophyman.com/
Jason Buckley

www.philosophicalteaching.com
Roger Sutcliffe

www.bbc.co.uk/cbeebies/shows/whats-the-big-idea
Hugo

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