

# Transforming Thinking

Philosophical Inquiry in the primary and  
secondary classroom



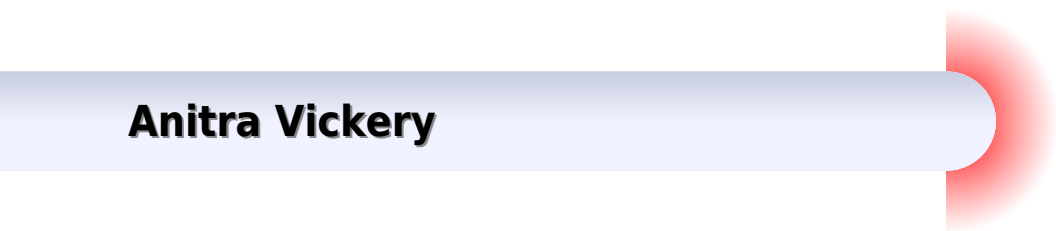
A David Fulton Book

**Catherine C. McCall**

*Originator of 'Socrates for Six Year Olds'*

# Transforming Thinking Philosophical Inquiry In The Primary And Secondary Classroom

**Anitra Vickery**



## **Transforming Thinking Philosophical Inquiry In The Primary And Secondary Classroom:**

**Transforming Thinking** Catherine C. McCall, 2013-12-02 Essential reading for anyone who seeks to prepare active citizens for the twenty first century this long awaited book considers Philosophical Inquiry an empowering teaching method that can lead to significant improvements in confidence and articulacy and produce positive effects in other school activities and in interactions in the wider world Readers are guided through the creation of a Community of Philosophical Inquiry CoPI in the kindergarten the classrooms of primary and secondary schools the community centre and beyond with practical ideas to make CoPI work With examples ranging from five year old children to underachieving teenagers and even senior citizens the book shows how participation in a CoPI develops the skills of reasoning critical and creative thinking concept formation and judgment the virtues of intellectual honesty and bravery Including chapters on the theory and development of Philosophical Inquiry the creation of a community and using CoPI with groups of different ages this book forms essential reading for teachers professionals and community workers

*Transforming Thinking* Catherine C. McCall, 2013-12-02 Essential reading for anyone who seeks to prepare active citizens for the twenty first century this long awaited book considers Philosophical Inquiry an empowering teaching method that can lead to significant improvements in confidence and articulacy and produce positive effects in other school activities and in interactions in the wider world Readers are guided through the creation of a Community of Philosophical Inquiry CoPI in the kindergarten the classrooms of primary and secondary schools the community centre and beyond with practical ideas to make CoPI work With examples ranging from five year old children to underachieving teenagers and even senior citizens the book shows how participation in a CoPI develops the skills of reasoning critical and creative thinking concept formation and judgment the virtues of intellectual honesty and bravery Including chapters on the theory and development of Philosophical Inquiry the creation of a community and using CoPI with groups of different ages this book forms essential reading for teachers professionals and community workers

*Developing Active Learning in the Primary Classroom* Anitra Vickery, 2013-10-10 Establishing an effective learning environment in the classroom requires a clear understanding of different teaching strategies that make children active participants in their own learning This book explores a range of philosophies and strategies to develop active learning in primary education It balances theory with practice to provide evidence based guidance and suggestions for use in the classroom Key topics include Creating a supportive learning environment Developing the questioning skills of teachers and children Learning through assessment Developing thinking skills through curriculum subjects Active learning in early years education Philosophy for Children P4C Frameworks to promote thinking This is essential reading for professional studies modules on primary initial teacher education courses including university based PGCE PGDE BA QTS BEd school based SCITT School Direct and employment based routes into teaching It also serves as a handbook for schools that are developing their approaches to active learning Anitra Vickery works as senior lecturer in primary mathematics education and the

Professional Studies Coordinator at Bath Spa University      Inquiry in Music Education Carol Frierson-Campbell, Hildegard C. Froehlich, 2022-03-17 Inquiry in Music Education Concepts and Methods for the Beginning Researcher Second Edition introduces research and scholarship in music education as an ongoing spiral of inquiry Exploring research conventions that are applicable beyond music to the other arts and humanities as well it offers a sequential approach to topic formulation information literacy reading and evaluating research studies and planning and conducting original studies within accepted guidelines Following the legacy begun by Edward Rainbow and Hildegard C Froehlich this book expands what is meant by music education and research teaching tangible skills for music educators with diverse instructional goals and career aspirations The second edition addresses the changes in methods due to technological advances a proliferation of new scholarship and an awareness of the impact of place and culture on researchers and research participants This edition features the most current information on research tools strategies to remain up to date and expanded supplemental online materials see [inquiryinmusiceducation.com](http://inquiryinmusiceducation.com) case studies that reflect recent research and discuss issues of gender race and culture previously absent from mainstream scholarship an acknowledgment of the assessment demands of contemporary K 12 schooling a chapter devoted to mixed methods arts based and practitioner inquiry assignments and other resources designed to be friendly for online course delivery chapters from contributing authors Debbie Rohwer and Marie McCarthy bringing additional depth and perspective Inquiry in Music Education provides students with the language skills and protocols necessary to succeed in today's competitive markets of grant writing arts advocacy and public outreach as contributing members of the community of music educators      The Art of Teaching Philosophy Brynn F. Welch, 2024-07-25 Teaching is a moral enterprise through which we reflect our most deeply held values Thoughtful teaching begins before the syllabus is written and continues well beyond the end of the semester In this book a team of over 30 renowned and innovative US philosophy teachers offer accessible reflections and practical suggestions for constructing a philosophy course Our classroom can mimic dynamics that emerge in the broader society or it can teach students new ways of engaging with one another From syllabus design and classroom management to exercises and assessments each chapter answers frequently asked questions How do we balance lecture with discussion What are our goals When we're leading a discussion and a student or several students say false things what should we do What are the costs of correcting them Here is an in depth exploration of topics such as content selection assessment design mentorship and making teaching count professionally Each contribution balances reflective values with concrete advice emerging from tried and tested practices Insightful discussions about theories of philosophy pedagogy feature throughout Divided into The Philosophy Course The Philosophy Classroom Exercises and Assignments and What Comes Next chapters include insights from students on what they have learned from studying philosophy For teachers of philosophy at any stage of their career this is a must have resource      Philosophy for Children Through the Secondary Curriculum Lizzy Lewis, Nick Chandley, 2012-05-31 Philosophy for Children P4C is an

approach to learning and teaching that aims to develop reasoning and judgement Students learn to listen to and respect their peers opinions think creatively and work together to develop a deeper understanding of concepts central to their own lives and the subjects they are studying With the teacher adopting the role of facilitator a true community develops in which rich and meaningful dialogue results in enquiry of the highest order Each chapter is written by a leading P4C expert and provides an introduction to the relationship between P4C and the subject area lesson stimuli and activities for extending and deepening students thinking The book includes guidance on how to embed P4C in curriculum subjects in a crowded and demanding secondary curriculum timetable troubleshooting advice for the teacher turned facilitator a companion website containing useful links downloadable resources and material to display on your interactive whiteboard Edited and collated by the UK s leading P4C organisation this book introduces a rationale for using and adapting P4C in the secondary curriculum

**Enhancing Practice through Classroom Research** Caitriona McDonagh, Mary Roche, Bernie Sullivan, Máirín

Glenn, 2019-07-30 Offering updated references questions for reflection the latest case studies and current advice relating to data protection and storage this second edition of Enhancing Practice through Classroom Research provides an accessible introduction to understanding and improving teaching and learning through a process of reflection research and action Divided into five parts this self study action research approach emphasises the positive aspects of enhancing practice and reflects how this can lead to higher levels of teacher autonomy and agency With the addition of a chapter dedicated to the links between action research and well being this book provides a step by step guide to beginning your own research and covers topics such as Identifying an area of professional concern or interest Exploration of educational values Developing a better understanding of practice Thinking critically about educational practices Finding a research methodology Drawing on the authors new experiences of working with second level third level and postgraduate educators as well as their work designing postgraduate programmes in the field of critical reflection and self study action research this friendly guide provides a straightforward approach to classroom research It is the perfect resource for all student and practising teachers looking for support in classroom research as well as those wanting to pursue effective professional development or further studies in an area of interest

Teaching Primary Humanities Russell Grigg, Sioned V Hughes, 2018-09-17 The second edition of Teaching Primary Humanities which focuses on history geography and religious education has been fully updated to reflect policy developments and recent curriculum changes throughout the United Kingdom The authors reaffirm the importance of teaching the humanities in a fast changing world This is a book packed full of practical ideas to make learning enjoyable challenging and relevant This revised edition features An extended critique of fundamental British values and how these could be taught The role of the humanities in teaching critical literacy skills in an era of fake news A focus on the key concepts of time place and community in the Early Years New suggestions for professional learning and development Guidance on realistic planning and assessment for busy teachers Links to the most useful updated websites and resources

Chapters include tasks research briefings and points for reflection to stimulate further thinking Teaching Primary Humanities should be essential reading for trainee teachers and experienced practitioners looking for support and inspiration to showcase the contribution of the humanities to children s all round education     *Corrupting Youth* Peter Worley,2021-02-15 This book takes the principles explained in Vol 1 and describes a complete classroom practice for conducting philosophical conversations with groups especially in schools that has been honed over nearly twenty years of classroom experience by the author and his colleagues at The Philosophy Foundation Although the method known here as philosophical enquiry or PhiE for short has been previously described in many earlier publications this is by far the most thorough and comprehensive account of the method to date in one place It includes not only a thorough explanation of the central ideas of the method complete with current updates but many extensions to the PhiE method including writing extensions but most importantly the extended thinking programme This is an extension to the PhiE method that implements metacognitive and critical thinking strategies for the participants that has been shaped by two years of reflective research conducted by The Philosophy Foundation and King s College London     **The Philosophical Conversation** Kristof Van Rossem,2024-01-26 How do you keep your conversations light and playful yet profound How do you ask the right questions with the right words at the right moment The Philosophical Conversation teaches you the basics of philosophical skills and instructs how to get started A philosophical score which provides you with the right attitude technique and execution determines the rhythm Inside these pages there are all kinds of exercises to help you think more accurately and show you how to share that with others Discover the joy of making music with words     *The Routledge International Handbook of Philosophy for Children* Maughn Rollins Gregory,Joanna Haynes,Karin Murris,2016-12-01 This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children P4C P4C has become a significant educational and philosophical movement with growing impact on schools and educational policy Its community of inquiry pedagogy has been taken up in community adult higher further and informal educational settings around the world The internationally sourced chapters offer research findings as well as insights into debates provoked by bringing children s voices into moral and political arenas and to philosophy and the broader educational issues this raises for example historical perspectives on the field democratic participation and epistemic pedagogical and political relationships philosophy as a subject and philosophy as a practice philosophical teaching across the curriculum embodied enquiry emotions and space knowledge truth and philosophical progress resources and texts for philosophical inquiry ethos and values of P4C practice and research The Routledge International Handbook of Philosophy for Children will spark new discussions and identify emerging questions and themes in this diverse and controversial field It is an accessible engaging and provocative read for all students researchers academics and educators who have an interest in Philosophy for Children its educational philosophy and its pedagogy

Gareth B. Matthews, *The Child's Philosopher* Maughn Rollins Gregory,Megan Jane Laverty,2021-08-26 Winner of the

2022 Book Award of the Philosophy of Education Society of Australasia Gareth B Matthews *The Child's Philosopher* brings together groundbreaking essays by renowned American philosopher Gareth B Matthews in three fields he helped to initiate: philosophy in children's literature, philosophy for children, and philosophy of childhood. In addition, contemporary scholars critically assess Matthews' pioneering efforts and his legacy. Gareth B Matthews (1929–2011) was a specialist in ancient and medieval philosophy who had conversations with young children, discovering that they delight in philosophical puzzlement and that their philosophical thinking often enriched his own understanding. Those conversations became the impetus for a substantial component of Matthews' scholarship, from which this book features essays spanning the length of his career. Contemporary contributors to the book critically evaluate Matthews' scholarship, showing where he broke new ground and identifying developments and debates in the fields he helped to initiate. They take up pressing challenges, including biased idealizations of childhood in children's literature, the tensions between teaching philosophy to and doing philosophy with young people, the merits of theorizing childhood without theorizing children, and how professional philosophy at once desires and resists a return to childhood. This second volume in the *Philosophy for Children Founders* series is an important resource for philosophers, educators, and anyone interested in children's philosophical thinking, developmental psychology, what it means to philosophize with children, the nature of childhood, and how children's literature goes philosophical. It will guide and inspire those who share Matthews' conviction that the impulse to philosophize begins in early childhood.

Contributors in addition to Gareth B Matthews: Stephanie Burdick, Shepherd, Cristina Cammarano, Claire Cassidy, Stanley Cavell, Maughn Rollins Gregory, Jennifer Glaser, Walter Omar Kohan, Megan Jane Lavery, Jana Mohr Lone, Karin Murris, Peter Shea, Susan M. Turner, Susannah Sheffer. *Play and Democracy* Alice Koubová, Petr Urban, Wendy Russell, Malcolm MacLean, 2021-12-30

This book explores the complex and multi-layered relationships between democracy and play, presenting important new theoretical and empirical research. It builds new paradigmatic bridges between philosophical enquiry and fields of application across the arts, political activism, children's play, education, and political science. *Play and Democracy* addresses four principal themes. Firstly, it explores how the relationship between play and democracy can be conceptualized and how it is mirrored in questions of normativity, ethics, and political power. Secondly, it examines different aspects of play in urban spaces, such as activism, aesthetic experience, happenings, political carnivals, and performances. Thirdly, it offers examples and analyses of how playful artistic performances can offer democratic resistance to dominant power. And finally, it considers the paradoxes of play in both developing democratic sensibilities and resisting power in education. These themes are explored and interrogated in chapters covering topics such as aesthetic practice, pedagogy, diverse forms of activism, and urban experience, where play and playfulness become arenas in which to create the possibility of democratic practice and change. Adding extra depth to our understanding of the significance of play as a political, cultural, and social power, this book is fascinating reading for any serious student or researcher with an interest in play, philosophy, politics, sociology, arts, sport, or education. **The**

**Pedagogy of the Community of Philosophical Enquiry as Citizenship Education** Joshua Forstenzer, Fuffy

Demissie, Vachararutai Boontinand, 2024-07-19 This edited volume combines reflections, methods and experiences from a globally diverse group of scholars to investigate the meaning, value and effectiveness of the pedagogy of the Community of Philosophical Enquiry (CoPE) derived from or in conversation with Lipman and Sharp's Philosophy for Children (P4C) in the context of civic education. Maintaining that a rich diversity of voices is an important corrective to narrower academic discourses, the chapters in this book bring an array of scholarly thought from across the world working in various political and educational contexts to bear on a common question: How can CoPE help practitioners engage in civic education? The contributions draw on qualitative methods, philosophical literature and practitioner case studies to explore the benefits, challenges, questions and methods related to the use of CoPE for the sake of citizenship education in Thailand, Malaysia, Italy, Iceland, Israel, Greece, Canada, the United Kingdom and the United States of America. Ultimately, the book provides critical reflections and insights into the civic dimension of CoPE and some CoPE-related practices across a wide range of pedagogic, cultural and political contexts. Addressing the need for a touchstone publication on the interplay between CoPE and citizenship education, the book will be of interest to academics and postgraduate students interested in the philosophy of education, citizenship education, democratic education and international and comparative education. **Research**

**Anthology on Adult Education and the Development of Lifelong Learners** Management Association, Information Resources, 2021-03-19 Whether it is earning a GED, a particular skill or technical topic for a career, taking classes of interest or even returning to begin a degree program or completing it, adult learning encompasses those beyond the traditional university age seeking out education. This type of education could be considered non-traditional as it goes beyond the typical educational path and develops learners that are self-initiated and focused on personal development in the form of gaining some sort of education. Essentially, it is a voluntary choice of learning throughout life for personal and professional development. While there is often a large focus towards K-12 and higher education, it is important that research also focuses on the developing trends, technologies and techniques for providing adult education along with understanding lifelong learners' choices, developments and needs. The Research Anthology on Adult Education and the Development of Lifelong Learners focuses specifically on adult education and the best practices, services and educational environments and methods for both the teaching and learning of adults. This spans further into the understanding of what it means to be a lifelong learner and how to develop adults who want to voluntarily contribute to their own development by enhancing their education level or knowledge of certain topics. This book is essential for teachers and professors, course instructors, business professionals, school administrators, practitioners, researchers, academicians and students interested in the latest advancements in adult education and lifelong learning. Philosophy in a Technological World James Tartaglia, 2020-10-15

Philosophy has come to seem like a specialist interest with little or no influence on our lives. On the contrary, argues James



Tartaglia it was the philosophy of materialism which taught us to turn from the gods to seek practical assistance from the titans thereby reversing the moral of an ancient Greek myth to inspire the building of today's technological world. As the largely unreflected belief system it has now become, materialism continues to steer the direction of technological development while making us think this direction is inevitable. By drawing on neglected idealist traditions of philosophy, Tartaglia argues for a new way of looking at reality which asserts our freedom to choose, reaffirms and builds upon our ordinary everyday understanding and motivates us to convert technological innovation into a process driven by public rationality and consent. With discussions ranging from consciousness, determinism and personal identity to post-truth culture, ego, death and video games, this clear and accessible book will be of wide interest.

**Cultivating Reasonableness in Education** Marella Ada V. Mancenido-Bolaños, Cathlyne Joy P. Alvarez-Abarejo, Leander Penaso Marquez, 2023-09-19 This book focuses on the real-world application of the Philosophy for Children (P4wC) pedagogy to cultivate reasonableness in individuals through communities of philosophical inquiry. It presents a collection not only of theories but more importantly of experiences, discoveries and innovations on P4wC by scholars, trainers, advocates and practitioners around the world. Each chapter provides readers with insights and lessons that have resulted from the continuous application, exploration and enrichment of the concepts, principles and practices that were developed by Matthew Lipman and Ann Margaret Sharp into what P4wC is today: a dialogic pedagogical approach that may just be what is needed at a time when reasonableness and dialogue are essential to maintaining global stability and progress. In this light, this book also looks into how the P4wC approach can be practiced with adults such as when it is employed in various settings or contexts such as in business, consulting, textbook writing, peace education and extremism prevention among others. Furthermore, this book also features chapters that discuss how the P4wC pedagogy can be beneficial once integrated into processes such as classroom teaching, teacher education, bioethics and employee education. This book provides valuable insights about how reasonableness that is cultivated through building communities of philosophical inquiry in education can be a powerful tool for nation building and social transformation.

**Philosophy in Schools** Felicity Haynes, 2017-10-02 In 1972, Matthew Lipman founded the Institute of Advancement for Philosophy for Children (IAPC), producing a series of novels and teaching manuals promoting philosophical inquiry at all levels of schooling. The programme consisted of stories about children discussing traditional topics of ethics, values, logic, reality, perception and politics as they related to their own daily experiences. Philosophy for Children has been adapted beyond the IAPC texts but the process remains one of an open community of inquiry in which teachers promote respect, conceptual clarity, critical judgement and active listening without imposing their own ideas. *Philosophy in Schools* describes the successes and difficulties in implementing this community of inquiry model. The book covers topics including the formation of non-didactic courses in ethics, the difficulties of fitting a post-compulsory philosophy course into a standard curriculum framework and the political assumptions of adopting this model in a low socio-economic school. The contributions

also ask deeper questions about how a genuine community of inquiry model is incompatible with conventional models of schooling with their positioning of the discipline of philosophy in the curriculum This book was originally published as a special issue of Educational Philosophy and Theory

**Philosophy Behind Bars** Kirstine Szifris, 2021-07-16 Male prisons can be dangerous places with a climate of distrust but can long term prisoners be given the space to reflect and grow This ground breaking study found that engaging prisoners in philosophy education enabled them to think about some of the big questions in life and as a result to see themselves and others differently

**The Philosophy and Practice of Outstanding Early Years Provision** Pat Beckley, 2018-06-14 This book examines the philosophical and theoretical foundations of early years practice and supports practitioners as they reflect on the collective and personal rationales which motivate and inform their work with young children Theoretical underpinnings are explored from a variety of perspectives and are translated into effective strategies for application in a range of early years settings Featuring contributions from leading early years professionals The Philosophy and Practice of Outstanding Early Years Provision draws on sound expertise to deepen the reader's understanding of the concepts and ideas behind everyday practice The book is divided into four easily navigated sections which explore key issues including the creation of enabling environments leadership in the early years the opportunities and challenges presented by diversity and the value of creative approaches Recommended strategies are discussed in relation to emerging global pressures and the needs of the contemporary child inviting practitioners to modify and enhance future behaviour and practice This will be essential reading for students and practitioners who wish to improve current and future practice by gaining insight into the philosophical foundations which underpin outstanding provision

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