



FAPSA

Federation of Australasian Philosophy in Schools Associations

LEVEL 1 - ASSESSMENT

2017

Name:

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Please forward your Assessment Report to 'FAPSA Accredited Facilitator' at:

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FAPSA - LEVEL 1 - ASSESSMENT OUTCOMES

In order to receive Level 1 certificate you must demonstrate proficiency in the following:

Demonstration of Skills, Knowledge and Understanding of Key Elements of a Community of Inquiry

- Selecting and using appropriate stimulus material
- Use of questions and questioning, including procedural and substantive questions
- The pattern of inquiry
- Use of reasoning and conceptual analysis including Common, Central and Contestable concepts
- Philosophical exercises and activities
- Basic understanding of the central areas of philosophy

These outcomes will be evidenced by your contributions during the workshops and by the completion of the following four tasks.

1. A lesson plan. It can include elements of the key p4c concepts, knowledge and skills.
2. A completed report on the actual Community of Inquiry session you run with your class.
3. A student self-evaluation.
4. A teacher evaluation of student progress so far (4a) and teacher reflection of process (4b)

SHEET 1(a) PREPARING YOUR SESSION

Date _____ Class Level _____ Number of children _____
School setting _____

This task allows us to assess your knowledge of how to prepare for your philosophy classes. The first task is to briefly identify the resource and activities you plan to use in your philosophy class, and to give considered reasons for choosing these. You must explain what you plan to do, why you plan to do this and how you plan to implement this in the classroom (eg timing, arrangement of students, what you say and do.)

You may use Sheet 1a or b or devise your own structure

1. Learning outcomes sought

Explain the content learning outcomes sought and identify the CoI elements you will teach

2. Warm-up Exercise or Activity

Describe and justify what you intend to use.

3. Stimulus Material.

Explain your choice and identify the concepts or issues that could be discussed.

4. Organising Student Questions

Explain the method or criterion (eg The Question Quadrant, themes, Branches of Philosophy...) you propose to use for sorting the students' questions.

Explain why you chose this method or criterion

5. Discussion Plan

Describe the lines of inquiry you anticipate students will follow.

Find or create a discussion plan to support one of these lines of inquiry.

6. Main activity

Set out an activity or exercise that would help to support the anticipated line of inquiry

7. Closing and evaluative activity

Describe the closing activity you have chosen to allow the class to draw the discussion to a close and come to an appreciation of the way in which the inquiry has progressed.

The evaluation of the session should make reference to the learning outcomes identified in the plan.

8. Student Evaluation

Design a student evaluation (or use the attached template, if appropriate).

The Planning Template is Below

SHEET 1(b) Level One Planning Template

Name:

Date:

School:

Stage/Level:

Number of children:

Statement of learning outcomes:	
Specific inquiry skill(s)	Specific social skill(s):

Duration	Lesson Components	Resources needed
	Warm-up exercise or activity	
	<p>Stimulus for the lesson</p> <p>Why did you choose this stimulus?</p> <p>Concepts or issues that could be discussed:</p> <p>Discussion Plan: What open inquiry questions might be used as a prompt for discussion?</p> <p>Question organiser Explain how you intend to raise and organise student questions</p>	
	Main activity	
	Closing activity/ reflection	

SHEET 2 REPORT YOUR SESSION

Date: _____ Class Level: _____ Number of children: _____

School setting _____

SUBSTANTIVE QUESTIONS

Record the Questions posed by participants

What was the main substantive question of inquiry for the community of inquirers?

What other possible lines of inquiry were raised?

PROCEDURAL QUESTIONS

Which procedural questions did you ask?

Did your students make use of any procedural questions? If so, what were they?

Following on from the closing / evaluative activity

Did your students think progress was made with regards to the explicit learning outcomes?

How was this identified?

SHEET 3 STUDENT EVALUATION

Date: _____ Your name: _____ Topic: _____

This is a sample sheet - please edit it to suit the needs of your students. Ideally, you would make it age appropriate and relevant to the learning outcomes you have set in place. The task should be completed individually by each student in your class. In lower primary, you would design a task that could be completed collectively or by use of icons, pictures or signs.

NB You will need to be able to capture student responses for collation and further analysis

Are you asking questions of others?

All the time

Most of the time

Need to work on it

Are you listening carefully to others and taking their ideas seriously?

All the time

Most of the time

Need to work on it

Are you testing and challenging the ideas of others in a respectful way?

All the time

Most of the time

Need to work on it

Are you building on the ideas of others?

All the time

Most of the time

Need to work on it

Which of the following things have you done in your philosophy sessions? (Please circle)

Asked a question

Identified a problem

Made a suggestion

Asked for clarification to ensure that you understood what someone else said

Given a reason to justify your point of view

Given an example

Made a distinction

What is one thing you think you could improve on? _____

What are two things you think you are doing really well at? _____

What is something that you have discussed that you found particularly interesting?

Suggested questions for student evaluation for younger children

Did you get to take a turn?

Did you ask a question?

How carefully did you listen?

Did you enjoy hearing what others think?

How hard did you think?

(Provide smiley-face icons or something similar for children to circle to indicate their response)

Students in their second or third year of school may also be asked for short written responses to questions such as:

What did you like best about the lesson?

Would you like to have more philosophy lessons? Why?

SHEET 4 a) TEACHER EVALUATION of CLASS

Date: _____ Class Level: _____ Number of children: _____

This is a sample sheet - please edit it to suit your needs and outcomes.

In the evaluation below, use numbers with the following meanings:
1=Top notch 2=Encouraging progress 3=Needs greater focus 4=Needs serious focus

Speaking and Listening

- Is the group listening to one another with respect? _____
- Are they able to speak calmly when disagreements arise? _____
- Do they ask for further clarification if necessary? _____
- Are they building on one another's ideas? _____
- Are they challenging the ideas of others? _____

Reasoning

- Are they able to articulate their points in a logical manner? _____
- Are they able to offer reasons and evidence? _____
- Are they able to look critically at the arguments of others? _____
- Are they willing to change their minds? _____
- Are they able to make connections between ideas/concepts? _____

Metacognition

- Have your students acquired a rich vocabulary of inquiry concepts? _____
- Do they use them appropriately? _____

SHEET 4 b) TEACHER REFLECTIONS

Compulsory question

REFLECTION

- What did you learn about your class from their responses to you student evaluation task?
- What would you do differently if conducting this session again?
- What did you learn about conducting a COI?

PLANNING AHEAD

- What will your future skills focus be?
- What will the next question or concept be?
- What stimulus material will you use for your next session?

PLEASE SHARE

- Which Picture Story books or other stimulus do you recommend to you colleagues?
- Which Philosophy resources would you recommend for others starting out with p4c?

AND GOOD LUCK!