

## **Required components for all FAPSA-approved “Introductory” (Formerly Level 1) Philosophy for Children workshops.**

1. Duration: Workshops must be a minimum of 18 hours in length
  - a. These may be either 18 contact hours, where the final 6 hours includes focus on assessment tasks, or 12 contact hours and 6 self directed hours, involving assessment tasks.
  - b. Wherever practicable, these hours should be offered over a course of weeks, to allow practice in the classroom, feedback from the participants and facilitator and reflections on this on subsequent training days.
  - c. If workshop days must be sequential, then it is strongly recommended that clearly scripted simple activities be provided for participants to attempt before the workshop
  
2. Staffing: All FAPSA approved Introductory workshops must be staffed by at least one person with a FAPSA Teacher Educator Certificate (Classroom Practitioner) AND one person with a FAPSA Teacher Educator Certificate (Philosopher), OR one person with a FAPSA Teacher Educator Certificate (Full Certification). Other staff may be added at the discretion of regional associations and training teams.
  
3. Readings: Participants should be provided with appropriate supporting readings. A collection of these will be posted on the FAPSA website, including videos of students engaged in inquiry.
  - a. Regions may determine which of these to emphasise, require for pre workshop reading and/or suggest for post workshop reading
  
4. Communities of Inquiry: Participants must experience of a minimum of three communities of inquiry.
  - a. These may be include activity based inquiries such as concept games
  - b. At least one inquiry based on a purpose written text with full support materials provided is required
  - c. Trainers are encouraged to include a Lipman stimulus if appropriate
  
5. The nature of the Community of Inquiry and the Role of the Facilitator: Explicit treatment of these topics is a requirement for all workshops, using whatever means the trainers hold to be most effective.
  
6. Questioning: Workshops must introduce and reinforce the questioning appropriate for communities of philosophical inquiry.
  - a. The distinction between procedural and substantive questions is an essential component of all workshops.
  - b. Assistance on understanding and scaffolding philosophical

questions must also be offered, using some version of the Question Quadrant, or other appropriate means.

7. History and Extent of P4C: Information about the history of Philosophy for Children, and the current international institutions should be provided, though this may be achieved by references throughout the workshop or other informal means.
8. The Pattern of Inquiry: It is important that participants be introduced to the pattern of inquiry. Suggested resources are:
  - a. Philip Cam's summary of links between Dewey's pattern of inquiry and the P4C process
  - b. Clinton Golding's "Pathway of Inquiry"
  - c. Other appropriate resources may be used
9. Introduction to philosophy: The whole of each workshop is taken to provide and embody an introduction to philosophical thinking. In addition to this, a brief and basic introduction to the main areas of philosophy (Metaphysics, epistemology, ethics, logic etc) is required. This is best achieved through activities, and can also be conveyed in the course of sessions aimed primarily at other outcomes.
10. Reasoning and analysis: All workshops must introduce reasoning and other aspects of critical thinking
  - a. Introducing and giving practice in using the tools of philosophical thinking, such as classifying, giving examples and counter examples, making distinctions, evaluating reasons etc. should be a central part of every workshop.
  - b. Introduction to the relationship between justification and inference is important.
  - c. Introduction to formal reasoning, for example, the difference between deductive and inductive arguments, is optional at the Introductory level, but will be required at the Advanced level
11. Lesson planning: All workshops should address the process of planning philosophical inquiry sessions.
  - a. This is integral to the assessment process
  - b. In workshops of 18 contact hours, this may be done actively with participants
  - c. In workshops of 12 contact hours, planning processes should be introduced and also well supported by the assessment documents
12. Homework: The setting of homework between workshop days is encouraged
  - a. Wherever possible, participants should be required to experiment with at least one activity from Day 1 of the workshop between workshops days. If necessary, scripted activities can be trialled before the workshop, so that useful reflection can be undertaken by the group.

- b. Other homework tasks may be set at the discretion of the trainers
13. Assessment: All FAPSA approved workshops must set and evaluate assessment tasks, as a requirement of certification. Details of the proposed assessment are attached separately.
14. Certification: A template of the FAPSA “Introductory Level” certificate will be provided to all regional associations, and any other FAPSA approved training teams. These are to be awarded only after successful completion of the assessment task. Regions may, if they wish, offer their own “Attendance Certificate” for participants who do not complete the assessment.

## **Level One Readings**

Regions may choose what pre and post reading they recommend to their participants.

To be provided on the FAPSA website:

Filmed Communities of Inquiry – to be provided by VAPS

A brief introduction to the Community of Inquiry, such as “The Community of Inquiry” summary by Tim Sprod

Some scholarly articles suggested so far.

(Ideally, these will be annotated, suggesting them as pre or post readings, and with a brief summary of their contents and relevance to classroom practice)

Biesta, G. (2011), ‘Exposure and Children: How to Resist the Instrumentalisation of Philosophy in Education.’ *Journal of the Philosophy of Education*, **45**(2), 305 – 321

Cam, P. (2004) ‘Dewey, Lipman and the Tradition of Reflective Education’ *Pragmatism, Education, and Children: International Philosophical Perspectives*. Amsterdam and New York: Editions Rodopi, Taylor, Michael, Schreier, Helmut and Ghiraldelli, Jr., Paulo, (eds.)

Cam, P. (2011) ‘Pragmatism and the Community Of Inquiry’, *childhood & philosophy*, v.7, n. 13, jan./jun. 2011, rio de janeiro.

Gardner, S. (1996), ‘Inquiry is no Mere Conversation (or Discussion or Dialogue), Facilitation of inquiry is hard work!’ *Critical & Creative Thinking*, **16**(2), 41-49.

Kennedy, N. and Kennedy, D. (2011), 'Community of Philosophical Inquiry as a Discursive Structure, and its Role in School Curriculum Design.' *Journal of the Philosophy of Education*, 45(2), 265-284

Kovach, V. (2015). An Approach to "Philosophizing" Discussion. *Childhood & Philosophy*, 11 (22), 349-360.

Lipman, M (Trans. Eulalia Bosch) '*An Interview with Mathew Lipman*', *Analytic Teaching* Vol18 No.1

Murris, K., (2000), 'Can Children do Philosophy?' *Journal of Philosophy of Education*, 34(2), 261-279.

Scholl, Rosie. Nichols, Kim. Burgh. Gil. Interactions within a Philosophical Community of Inquiry: Can they Transform Pedagogy and what do Teachers Learn in the Process?' *The University of Queensland AARE* 2008.