

Conference Program Presenters and Abstracts



FEDERATION OF AUSTRALASIAN PHILOSOPHY FOR CHILDREN ASSOCIATIONS

in association with

School of Education, University of Queensland

12th ANNUAL AUSTRALASIAN PHILOSOPHY IN SCHOOLS CONFERENCE

“A Community of Inquiry on Education”

Support and contributions from:

Contemporary Studies Program
The University of Queensland

Staff College, Inclusive Education
Inclusive Education Branch
Education Queensland

**BRISBANE, QUEENSLAND
Saturday 28 September – Monday 30 September 2002**

Venue

'Minders' Bar, Restaurant & Conference Centre

located at Quest on North Quay Hotel

293 North Quay

Brisbane, Q. 4000

AUSTRALIA

A Community of Inquiry on Education

Welcome you to the 12th Annual FAPCA Conference. This is the first year that Queensland has hosted the conference, following NSW and Victoria where conferences have been held regularly, and more recently Tasmania. I am especially pleased at the support and contributions we have received from the University of Queensland's School of Education, and the Contemporary Studies Program, as well as the Inclusive Education Branch at Education Queensland.

The diversity and range of the presentations offered this year highlights the on-going challenges facing schools of providing education that is responsive to communities increasingly exposed to a greater range of global influences, and that support students' intellectual and emotional development.

Many of us would agree that philosophical inquiry is a valuable learner-centred educational activity that engages students in dialogue, and provides a framework for engagement in critical and creative thinking, problem solving and decision-making, and the development of attributes of lifelong learners. However, many questions can be raised. How should we interact with current educational initiatives? What are the implications for the development of effective classroom practices aimed at integrating curriculum, teaching and learning? To what extent should we, as teachers and educators, align ourselves with current educational reforms, e.g., Productive Pedagogies and the New Basics in Queensland?

The focus of this year's annual conference is on bringing together a wide range of practitioners and members of the broader education community, including teachers, teacher educators, philosophers and other academics, post-graduate students and researchers, policy makers, curriculum developers, consultants, students, and interested community members from many fields of education and related areas on finding ways to support effective classroom practices within the current climate of educational change and innovation.

The conference will not just be about practice, but it will actively incorporate it by emphasizing community and dialogue. I hope your time at the conference will be a rewarding one.



Gilbert Burgh
Contemporary Studies Program
The University of Queensland

Conference Themes

Is philosophy an effective classroom practice within the current climate of educational change and innovation? Can the practice of philosophy in schools be informed by these changes and innovations or other teaching practices? How can philosophical inquiry contribute to schooling?

□ **THEME 1: Children in Democratic Classrooms**

- What does a democratic classroom look like? How is it managed, what does it achieve, and in what ways is that valuable?
- What do we mean by citizenship and education for citizenship? What are we aiming for within the notion of democratic classrooms and citizenship in education?
- What has social justice to do with citizenship and learning? What are the implications for classroom practice?
- Can we *really* negotiate learning within *every* classroom? How is it managed and implemented in your classroom? What is achieved through negotiating learning, and who benefits?

□ **THEME 2: Learning Communities**

- What is a learning community? What are the benefits, advantages, disadvantages and difficulties of various learning communities? What are the defining characteristics of a particular learning community that make it valuable, effective and/or unique?
- In what way is middle schooling more than simply a 'trendy learning community'? What are the philosophical and educational underpinnings of middle schooling, and what will be gained from them? How is middle schooling best implemented for effective learning?
- Are there new models of learning communities within schooling? Do they reflect new models of work life, community life and social life? How are the roles of student, teacher, parent, friend, guardian, community member cast or recast within our models of learning communities?

□ **THEME 3: New Pedagogies**

- How are models of pedagogy really changing? What are the underlying themes that drive the current trend for new approaches to teaching and assessment, and are they relevant/appropriate?
- How do current pedagogical approaches adequately reflect inclusive conceptions of learning and learners?
- What is the role of inquiry, problem-based learning, learning for understanding, drama, philosophy in schools, and other formal and informal approaches to pedagogy within contemporary education? How do they contribute to, bring value to, or reflect and facilitate current initiatives?

□ **THEME 4: Curriculum Design for Life Long Learning**

- Is 'New Basics' really a re-conceptualisation of curriculum for contemporary society, or simply a case of 'old wine in new bottles'? How are our current notions of curriculum philosophically shifting from past models of curriculum and classroom learning? Are such shifts valuable, relevant, achievable, socially just?
- How do we conceptualize lifelong learning, and how do we assess such learning? What defines and distinguishes learning 'for life' from simply learning, and what constitutes such a learning experience?
- What have the 'knowledge society' and the 'information age' to do with teaching, learning, thinking and understanding? What are the implications for curriculum design and the work of teachers, curriculum designers, and policy writers?

Key

Location:

HR	Holloway Room (Level 1)
RR	Riverview Room (Level 1)
CR	Chadwick Room (Level 1)
BR	Benson Room (Level 2)
MR	Mansini Room (Level 2)

Session type:

S	Symposium (80 minutes): Panel discussion followed by facilitated discussion
WG	Workshop (80 minutes): Extended activity and discussion based sessions appropriate for <i>general</i> audience
WE	Workshop (80 minutes): Extended activity and discussion based sessions appropriate for practitioners with prior philosophy-in-schools <i>experience</i>
PG	Inquiry into ideas (50 minutes): Discussion based sessions appropriate for <i>general</i> audience. <i>Note: PG(80) indicates session of 80 minutes.</i>
PE	Inquiry into ideas (50 minutes): Discussion based sessions appropriate for practitioners with prior philosophy-in-schools <i>experience</i> . <i>Note: PE(80) indicates session of 80 minutes.</i>

Conference Themes:

T1	Theme 1: <i>Children in Democratic Classrooms</i>
T2	Theme 2: <i>Learning Communities</i>
T3	Theme 3: <i>New Pedagogies</i>
T4	Theme 4: <i>Curriculum Design for Lifelong Learning</i>

Sessions with limited number of participants

Some sessions have a limit on the maximum number of participants. Please check your program. The sign-on board is located in the Benson Room (Level 2).

Friday 27 September

8.00 pm If you would like to meet with other delegates, Minders Bar & Restaurant on the ground floor of the conference venue will be open. All welcome!

Saturday 28 September

8.00am Registration BR

9.00-9:30am Welcome and conference opening HR

9:30-11:00am A Symposium HR
 "Backing the Future: Teaching and learning in a changing world"
Panel
 Nan Bahr (UQ)
 Phil Cam (UNSW)
 Suzanne Carrington (Education Queensland)
 Lisa Stevens (UQ)
 Susan Wilks (U.Melb)
Facilitator
 Clinton Golding (Queen Margaret College, NZ)

11.00-11.30am Morning Tea BR

11:30am-1:00pm **First concurrent sessions (80 minutes)**

Title	Presenter	Session Type	Location
Discovering Democracy Through Socratic Dialogue	Jennifer Travers	WG T1	MR
Teaching Leadership Skills	John Adams, Shannon Culley, Elisa De Bruyn, Chris Jackson & Megan Long	WG T2	HR
Philosophy for Children and Multiple Intelligences	Clinton Golding	PG(80), T3	RR
Philosophy: An inclusive approach	Kathlyn Harrison	WG T3	CR

1:00-2.30pm Lunch BR

2:30-3:00pm

Book Launch

HR

Clinton Golding, *Connecting Concepts: Thinking activities for students* (forthcoming, ACER, 2002) - introduction by Phil Cam

Judy Keen, *The Time Riders' Code* - introduction by Tim Sprod

3.00-4.00pm

Second concurrent sessions (50 minutes)

P4C, Discovering Democracy and citizenship education: preliminary results from an empirical research project	Tim Sprod	PG T1	HR
Philosophy, Democracy and Education	Phil Cam	PG T1	RR
Inside New Basics	Lynne Hinton	PG T3	CR
School and Philosophy: the expected and the unexpected	Juliana Mercon	PG T3	MR

4.00-4.30pm

Afternoon Tea

BR

4.30-6.00pm

Third concurrent sessions (80 minutes)

<i>The Time Riders' Code</i>	Judy Keen	WG T3	HR
Staging an Inquiry: Philosophy through Drama	Narelle Arcidiacono	WG T3	CR
Au Zageth ... Ginar" Yume Education Creating Positive Futures for our Students, Families and Community	Colleen Hope & Stephanie Savage	PG(80) T4	RR
Milestones in Philosophical Development during the Middle Years of Schooling	Janette Poulton	WE T4	MR

7.00 (Drinks)

Conference Dinner at:

8.00 (Dinner)

Minders' Bar & Restaurant

Ground floor of the conference venue

(Maximum 25 guests. Delegates must confirm their attendance by Saturday morning - see notice board in Benson Room, Level 2)

Sunday 29 September

9.00-10.30am Plenary Session HR
 "Professional Development: Where to from here?"
Panel: Janette Poulton (Vic); Tim Sprod (Tas); Susan Hearfield (Qld);
 Catherine Geraghty-Slavica (ACT); Others, TBA
Chair: Gilbert Burgh (UQ)

10.30-11.00am Morning Tea BR

11.00am-12.30pm **Fourth concurrent sessions (80 minutes)**

Real Learning Communities for Young Adolescents	Susan Hearfield	PG(80) T2	RR
The Continental Community of Inquiry	Matthew Del Nevo	WE T2	MR
Achieving Intellectual Quality through the Community of Inquiry	Phil Cam	WG T3	CR
Questioning literacy: possibilities and practice	May Leckey, Jason Pietzner & Sally Milburn	WG T3	HR

12.30-2.00pm Lunch BR

2.00-3.00pm **Fifth concurrent sessions (50 minutes)**

Democracy and Education: Engaging in Self-Governance	Gilbert Burgh	PG T1	HR
Who cares what students think, as long as they pass	Roslin Sullivan	PG, T2	MR
Including the Disadvantaged: Literacy Through Philosophy - an innovative way of improving the literacy of disadvantaged students using an oral approach	Cathy Douglas	PG, T3	CR
Problem Based Learning is ok here but just don't say we have a problem!	Susan Wilks	PG T3	RR

3.00-4.00pm

Sixth concurrent sessions (50 minutes)

Democracy and Education: Engaging in Self-Governance	Gilbert Burgh	PG T1	CR
Neither Doctrinaire nor Relativist: Constructing a basis for ethical inquiry and discussion within the classroom community of inquiry	Val Catchpoole	PG T3	HR
Integrating Information and Communication Technology with Philosophy for Children	Catherine Geraghty-Slavica	PG T3	RR
Recognising and valuing new knowledge: Towards an epistemology of the community of inquiry	Greg Smith	PE T3	MR

4.00-4.30 pm

Afternoon Tea

BR

4.30-6.00 pm

Seventh concurrent sessions (80 minutes)

Democracy in Action in Two Diverse Far North Primary Schools	Kylie Guy & Mali Te-Loo	WG T1	RR
Access - the key to a democratic classroom	Jennifer Mansfield & Vicki Bishop	WG T1	CR
Philosophy for Children and Habits of Mind	Clinton Golding	PE(80) T2	MR
Thinking Tools for Teaching Ethics Across the Curriculum	Stephan Millett	PG(80) T3	HR

Monday 30 September

9.00-10.30am **Eighth concurrent sessions (80 minutes)**

School and Staff Development for Inclusive Education	Robyn Robinson, Judy Kurtz & Glenda Rodrigues	WG T2	RR
Community of Learners Discussion Paper	Jennifer Travers	WG T2/4	CR
The Role of Visual Arts and Aesthetics in Developing HOTS	Susan Wilks	WG T3	HR

10.30-11.00am **Morning Tea** BR

11.00am-12.30pm **Ninth concurrent sessions (80 minutes)**

<i>Diversity For Diversity: Re-constructing a school for better outcomes</i>	Paul Clegg, Mark Hunter & Marilyn Patterson	WG T2	RR
Concept Games - A fun method of philosophical exploration	Clinton Golding	WG T3	HR
The Phases of Learning: The praxis of conscious intentionality in pedagogy	Robyn Harrison	PG T3 (note: session 50 mins only)	CR

12.30-2.00pm **Lunch** BR

2.00-4.00pm **Annual General Meeting of FAPCA** MR

4.00pm **Conference close**

Presenters and Abstracts

Alphabetical, by presenter's surname

Symposium

Backing the Future: Teaching and learning in a changing world

Saturday 9:30am, HR

The symposium will consider the four main themes of the conference: children in democratic classrooms, learning communities, new pedagogies, and curriculum for lifelong learning, and why these themes are important in current educational reforms predicated on quite sophisticated notions of thinking, learning, knowledge and understanding, e.g., Queensland's New Basics could be considered a 'living example' of the growing 'new pedagogies' gaining popularity and credibility.

If we are embracing the benefits of philosophical inquiry and/or a conceptually oriented, problem-based curriculum, what are the issues and implications for broader educational practice and policy? How do existing patterns of policy, research, and practice mediate the use of new ideas/practices?

Participants

Nan Bahr (School of Education, University of Queensland)

Phil Cam (School of Philosophy, University of New South Wales)

Suzanne Carrington (Inclusive Education Branch, Education Queensland, Brisbane)

Lisa Stevens (School of Education, University of Queensland)

Susan Wilks (Dept of Education Policy & Management, University of Melbourne)

Facilitator

Clinton Golding (Queen Margaret College, NZ)

Plenary Session

Professional Development: Where to from here?

Sunday 9:00am, HR

The panel will share their experiences or thoughts on interacting with current educational initiatives aimed at improving student learning, and the implications this has on classroom practice, especially on integrating curriculum, teaching and learning through philosophy.

We then invite comments and general discussion of concerns about current practices and future directions for teacher education and on-going professional development. What strategies might be available given the cultures of schools, education departments, tertiary

institutions and governments? Does FAPCA have a role to play in planning and developing the future direction of teacher education and professional development in Australasia?

Panel

Janette Poulton (Vic)

Tim Sprod (Tas)

Catherine Geraghty-Slavica (ACT)

Susan Hearfield (Qld)

Others, TBA

Chair

Gilbert Burgh

John Adams, Shannon Culley, Elisa De Bruyn, Chris Jackson & Megan Long
Western Cape College, Qld

Teaching Leadership Skills

Saturday, 11.30am, WG T2 HR

The Western Cape College was inaugurated on 1 January 2002 and officially opened on 16 July 2002 by the Queensland Minister for Education, Hon Anna Bligh. The College is comprised of campuses in Aurukun, Napranum, Mapoon and Weipa on the western coast of Cape York Peninsula in North Queensland.

In 2002, the College is implementing a Student Leadership Program, which is a multi-faceted strategy that aims to increase student attendance, retention and completion of schooling. The program also addresses issues of community perception and value of schooling, lowered expectations of schooling by community and students and the entrenched perception that students have to leave their communities to receive a quality secondary education.

Central to the program is community engagement with support from families/ caregivers of students. In 2002 the program focuses on students from Yrs 7-12 in four specific targeted programs: Leadership Skills Development Program, Enrichment Centre Program, Mentoring Program and Success Program.

As one component of the overall program, the elite Student Leadership Skills Development Program aims to provide leadership tools for selected students. The program is based on the Western Cape College Systems Leadership Theory and teaches specific leadership skills and behaviours at camps/workshops, followed up by high level leadership activities undertaken by participants over a period of three years during which they are supported to practise, in real life contexts the skills they have acquired. All staff, teaching and non-teaching, will also participate in a similar program.

Team Leaders and student participants will outline the progress of the student program to date and some of the learnings along our short journey so far.

Narelle Arcidiacono
Buranda State School, Qld

Staging an Inquiry: Philosophy through Drama

Saturday 4.30pm, WG T3, CR

Narelle Arcidiacono is a Drama and Philosophy teacher at Buranda State School. Recently she has facilitated sessions on Inquiry Based Learning, The Community of Inquiry and Play building a Community of Inquiry, for Assessment and New Basics Branch as well as several other professional organisations.

In the past she has worked professionally as a director, writer and actor in theatre, film and television.

In this workshop conference participants together with students from Buranda State School will engage in philosophical inquiry expressed through performance.

This process of dramatic philosophy will focus on the following elements:

- ✓ Engagement with a drama stimulus
- ✓ Questioning within the drama
- ✓ Development of philosophical questions from the drama stimulus
- ✓ Staging a Community of Inquiry
- ✓ Building a supportive and inclusive community by "Acting Thoughtfully".

Vicki Bishop & Jennifer Mansfield

See Jennifer Mansfield & Vicki Bishop

Gilbert Burgh
Contemporary Studies Program, University of Queensland

Democracy and Education: Engaging in Self-Governance

Sunday 2.00pm, PG T1, HR

Education for democracy has as its primary goal the achievement of an educated citizenry competent to participate in democratic societies. This is to be achieved *not* through participation in school-governance but through enabling students to deliberate, and to think carefully and critically, in order to help them articulate and support their views. The community of inquiry is considered by many of its proponents to be invaluable for achieving desirable social and political ends through education for democracy.

By contrast, democratic education as self-governance refers to the view that schools should embody decision-making structures that facilitate and foster meaningful participation by all members of the school community. A comparison between A.S. Neill's Summerhill and Lipman's Philosophy for Children highlights the differences between democratic education as self-governance and education for democracy.

My contention is that neither the cultivation of democratic character nor self-governance are sufficient conditions for the development of a democratic citizenry, although, both are necessary. Democratic educational practice requires a balance between the democratic values of active participation in decision-making and of fostering democratic character. The community of inquiry, when used both as a means of fostering democratic character, and as a

process for participating in school-governance, helps students to understand and deal with the problems that face modern societies.

If critical deliberation in matters of public affairs is the foundation of democratic practice, then the preparation of citizens in a democracy *requires* democratic education. We cannot leave democracy outside the community of inquiry. Learning how to be proficient at democratic decision-making is like all tasks children learn to perform. It involves action, understanding, and awareness of what counts as doing the task adequately.

Phil Cam

School of Philosophy, University of NSW

Philosophy, Democracy and Education

Saturday 3.00pm, PG T1, RR

This session revisits John Dewey's seminal work *Democracy and Education* to explore connections between Philosophy for Children and the promotion of a more deeply democratic society.

Phil Cam

School of Philosophy, University of NSW

Achieving Intellectual Quality through the Community of Inquiry

Sunday 11.00am, WG T3, CR

The Productive Pedagogies model that resulted from the School Reform Longitudinal Study in Queensland has identified a range of practices or strategies that contribute to the intellectual quality of student outcomes. These include: (1) a focus upon higher-order thinking; (2) the promotion of deep knowledge through a sustained treatment of significant topics; (3) the development of deep understanding by attending to the complexity of and connections between central concepts; (3) engaging students in substantive conversation; (4) treating knowledge as problematic; and (5) employing metalanguage to reflect upon and evaluate such things as texts and discourse.

Today we will see how these practices turn out to be closely connected and mutually supporting approaches to teaching and learning when we convert the classroom into a community of students engaged together in intellectual inquiry.

Discussion-based inquiry is a powerful means of developing substantive conversation and the key to achieving intellectual quality in the classroom. When students are engaged together in such an inquiry they are learning to make the kinds of intellectual moves that actually constitute higher-order thinking. Intellectual inquiry also promotes deep understanding because we use it to critically examine and creatively develop concepts and ideas.

Inquiry is fundamentally the process through which knowledge is generated and those who have gained deep knowledge of a field have more thoroughly inquired into it. In learning to inquire, therefore, students develop capacities and dispositions that are associated with knowledge production and scholarship, which will assist them to gain deep knowledge of any field.

Inquiry treats knowledge as problematic. It comes about when things turn out to be contrary to our expectations, when there is a dispute about the facts, when we realize that

we have failed to understand something, or we come to see that our present knowledge is partial and incomplete. Inquirers tend to regard their knowledge as a set of working hypotheses, as being subject to test and subsequent modification. By engaging students in the Community of Inquiry we can develop this outlook.

Effective intellectual discourse has a metacognitive component. Learning to think effectively involves us in learning to think about our thinking, so that we can direct it more effectively and correct it where necessary. By learning to think together in the Community of Inquiry students learn to pay careful attention to their own thinking, and to use a metalanguage to identify the logical and linguistic moves that we make.

By mapping the Productive Pedagogies that contribute to intellectual quality onto the Community of Inquiry we will be able to see how they can be put into practice as a deeply connected group of classroom strategies. The session will include lots of examples and pointers to success.

Val Catchpoole
Brisbane, Qld

Neither Doctrinaire nor Relativist: Constructing a basis for ethical inquiry and discussion within the classroom community of inquiry

Sunday 3.00pm, PG T3, HR

Without some guidelines to differentiate ethical positions from those that are not, and without a robust commitment to some substantive values that exceed the procedural values of a democratic liberal approach, ethical inquiry and discussion within the community of inquiry can result merely in an airing of views and provide no basis for evaluating competing, rationally-argued views. One position is ostensibly as good as any other provided that it is well argued. But would a commitment to more solid substantive values defeat the very purposes of critical thinking? How is it possible to avoid ethical relativism on the one hand, and on the other, prevent a slide into intellectual oppression and dogmatism?

This session proposes that a way out of this impasse is possible within the community of inquiry provided there is an understanding of the nature of ethics itself together with a commitment to an ethic of care that underpins the wider goals of Education with respect to the maintenance of democratic rights and attainment of social justice, ecological sustainability and world peace. With such understandings and broad value commitments in place, the community of inquiry can then provide a means for investigating and problematising what it means to care for self, particular others and all others. This collaborative inquiry can, in turn, contribute to the development of ethical guidelines for taking, and evaluating, action by self and others.

Paul Clegg, Mark Hunter & Marilyn Patterson
Caboolture East State School, Qld

Diversity For Diversity: Re-constructing a school for better outcomes

Monday 11.00am, WG T2, RR

At this workshop, experience a school's remarkable journey as it addresses inclusion.