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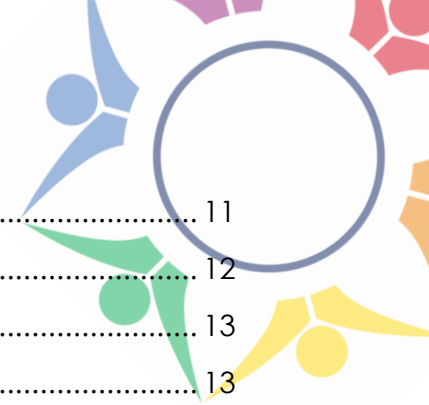
The Federation of Asia-Pacific Philosophy in Schools Associations

Accredited Course Guidelines

Contents

Introductory Philosophical Community of Inquiry Workshop

Course Overview

This advice document is to be used in the development of all Introductory Philosophical Community of Inquiry Courses that are seeking training authorisation from FAPSA.

Abstract

This is a practical and experiential workshop that enables primary and secondary school teachers to begin facilitating philosophical inquiry in the classroom. Participants will be involved in "community of inquiry sessions" as their students would be, and a variety of processes will be modelled. A range of engaging pedagogy sessions will prepare participants to create communities of inquiry in their educational settings, and to facilitate critical, creative, collaborative and caring inquiry with their students.

Learning will include selecting and using appropriate stimulus material, the use of questions and questioning, including procedural and substantive questions, the pattern of inquiry, the use of reasoning and conceptual analysis including Common, Central and Contestable concepts, philosophical exercises and activities and a basic understanding of the area of philosophy relevant to your lesson.

Learning Outcomes

Upon successful completion of this course, participants should:

- Demonstrate an understanding of key elements of a community of inquiry

- Demonstrate the strategies they can use to create one in their classroom.

- Demonstrate that they can facilitate inquiry that is student directed, purposeful, critical, inclusive and reflective

- Demonstrate the ability to introduce, and maintain focus on, concepts, questions and issues that are philosophical in nature.

- Recognise the importance of responsiveness to students' ideas.

- Demonstrate strategies to build critical and reflective skills to support growth of students as independent thinkers.

Schedule and Delivery

Duration

Workshops must be a minimum of 18 hours in length

1. 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.

2. 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.

3. 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

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). Where this is not possible, permission to proceed can be sought from FAPSA Education Committee. Other staff may be added at the discretion of regional associations and training teams.

Subject Content

Syllabus

This subject will cover the following topics:

1. The nature of the Community of Inquiry and the Role of the Facilitator

2. Questioning

3. History and Extent of Philosophical Community of Inquiry

4. The Pattern of Inquiry

5. Introduction to philosophy

6. Reasoning and analysis

7. Lesson planning

Topic Details

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.

Questioning

Workshops must introduce and reinforce the questioning appropriate for communities of philosophical inquiry.

1. The distinction between procedural and substantive questions is an essential component of all workshops.

2. Assistance on understanding and scaffolding philosophical questions must also be offered, using some version of the Question Quadrant, or other appropriate means.

The History and Extent of Philosophical Community of Inquiry

Information about the history of Philosophical Community of Inquiry, and the current international institutions should be provided, though this may be achieved by references throughout the workshop or other informal means.

The Pattern of Inquiry

It is important that participants be introduced to the pattern of inquiry. Suggested resources are:

1. Philip Cam's summary of links between Dewey's pattern of inquiry and the Philosophical Community of Inquiry process

2. Clinton Golding's "Pathway of Inquiry"

3. Other appropriate resources may be used

An 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.
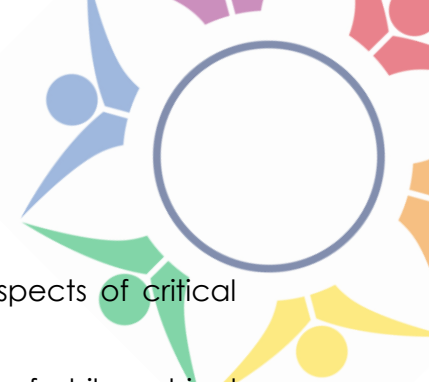
Reasoning and analysis

1. All workshops must introduce reasoning and other aspects of critical thinking

2. 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.

3. Introduction to formal reasoning, for example, distinction between justification and inference. Distinctions between deductive, inductive, abductive, analogical … arguments, is optional at the Introductory level, but will be required at the Advanced level

Lesson Planning

All workshops should address the process of planning philosophical inquiry sessions.

1. This is integral to the assessment process

2. In workshops of 18 contact hours, this may be done actively with participants

3. In workshops of 12 contact hours, planning processes should be introduced and also well supported by the assessment documents

Compulsory Components

Community of Inquiry

Participants must experience of a minimum of three activities derived from the community of inquiry.

1. These may include activity based inquiries such as concept games.

2. At least one inquiry based on a text with full support materials provided is required.

3. Trainers are encouraged to include a Lipman stimulus if appropriate.
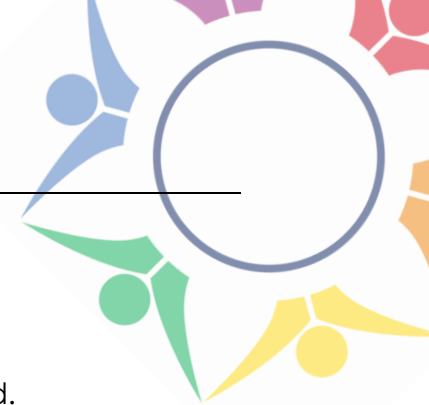
Assessment and Certification

Homework

The setting of homework between workshop days is encouraged.

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.

Other homework tasks may be set at the discretion of the trainers.

Assessment

All FAPSA approved workshops must set and evaluate assessment tasks, as a requirement of certification. Details of the proposed assessment are attached separately.

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.

Learning Resources

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.

- Regions may determine which of these to emphasise, require for pre workshop reading and/or suggest for post workshop reading

Bibliography

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

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Appendix I: Sample Assessment

OUTCOME
An ability to plan, conduct and evaluate a COI session.

Indicators	Evidence	Comments
1. Preparation Has the candidate demonstrated the ability to prepare their session using Philosophical Community of Inquiry strategies and principles?	A lesson plan	
2. Session Has the candidate demonstrated the ability to deliver a session according to Philosophical Community of Inquiry protocols?	A completed report	
3. Student Evaluation Has the candidate used an age appropriate student evaluation form?	A completed evaluation form	
4. Teacher Evaluation and Reflections Has the candidate reflected on this process and identified directions for future lessons?	A teacher reflection	

RECOMMENDATIONS:

The Federation of Asia-Pacific
Philosophy in Schools Associations

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has successfully completed all of the requirements of the
accredited Introductory Philosophical Community of Inquiry Course.

Date:

Authorised by:

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Advanced Practice Philosophical Community of Inquiry Workshop

Course Overview

This advice document is to be used in the development of all Advanced Practice Philosophical Community of Inquiry Courses that are seeking training authorisation from FAPSA.

Abstract

This workshop offers an opportunity for those who have completed the Introductory course to build their skills in facilitating philosophical inquiry, by enhancing their ability to stimulate, encourage and monitor rigorous, caring and philosophically rich discussion. Completion of this workshop, and its associated assessment task, is also a prerequisite of entry to the Teacher Educator Philosophical Community of Inquiry Course.

Prerequisites

1. An Introductory or a Level 1 Certificate in Philosophical Community of Inquiry teaching.

2. Demonstrated practice at a satisfactory level applying Introductory Certification skills.

Learning Outcomes

The Advanced Practice Certificate aims to extend the participant's capacity in three areas:

1. Improving facilitation skills

2. Understanding and using philosophy

3. The creation of classroom materials

Duration

Workshops must comprise 18 hours of learning over three days, or in modules over an extended period. It is recommended that the three modules described in the Learning Outcomes be offered in the order suggested with a minimum of 6 hours learning for each.

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). Where this is not possible, permission to proceed can be sought from FAPSA Education Committee. Other staff may be added at the discretion of regional associations and training teams.

Subject Content

The following three modules of learning are to be taught.

Improving facilitation skills

Addresses the role of the facilitator with the aim of increasing the focus and rigour of inquiry through:

- the incorporation of thinking tools and social skill building

- being able to distinguish philosophical questions from other kinds of questions

- improving the use of procedural questioning

- tracking discussion on the board, including, if appropriate, some formal argument mapping

- monitoring student progress

- techniques for deepening inquiry

Understanding and Using Philosophy

Introduces core areas of philosophy with attention to how this can inform teaching practice, that can include:

- basic knowledge of epistemology, metaphysics, ethics and aesthetics

- awareness of related concepts and indicator words

- Building understanding of logic, argument types and argument construction

- being able to formulate epistemological, metaphysical and ethical questions

- awareness of the use of related discussion plans, activities and exercises

Creation of Classroom materials

Develops the ability to support philosophy lessons through:

- creating discussion plans

- identifying philosophically rich concepts

- creating conceptual activities

- creating skill-building exercises

Assessment and Certification

Homework

The setting of homework between workshop days is encouraged.

Other homework tasks may be set at the discretion of the trainers.

Assessment

All FAPSA approved workshops must set and evaluate assessment tasks, as a requirement of certification.

To achieve certification participants must submit;

- Observation and feedback of the facilitation of a session they have run, in person or by video – if not already done (This is a Strict requirement for Teacher Educator Training)

- A written task (equivalent to 1000 words) that demonstrates the participant's understanding of a particular area of, or a question or issue in, philosophy. This should explore ideas that are connected either to the created classroom materials in 1, or to a selection of existing classroom resources, and include discussion of at least two different philosophical approaches to the chosen philosophical question or issue.

- The creation or selection of an original stimulus related to the essay and the creation of discussion plans, a concept exploration activity, and exercises to support the stimulus. This should be accompanied by reflections on trialling it in the classroom.

Certification

A template of the FAPSA "Advanced 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.

Learning Resources

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.

- Regions may determine which of these to emphasise, require for pre workshop reading and/or suggest for post workshop reading

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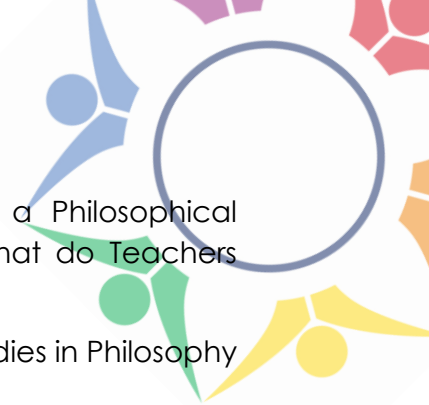
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Date:

Authorised by:

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Teacher Educator Philosophical Community of Inquiry Workshop

Course Overview

This advice document is to be used in the development of all Teacher Educator Philosophical Community of Inquiry Courses that are seeking training authorisation from FAPSA.

Abstract

This workshop series aims to prepare experienced practitioners of Philosophical Community of Inquiry to lead and support this learning in their own educational contexts and to become facilitators in FAPSA approved courses offered by FAPSA Associates.

Prerequisites

Any evidentiary statements must be reviewed and approved by the FAPSA Educational Panel in a timely manner.

The FAPSA Educational Panel may request further evidence as they deem necessary.

The FAPSA Educational Panel will issue an approval of the application which may include a Statement of Competency where necessary if the evidence provided successfully demonstrates knowledge required.

The Applicant

1. To undertake this course an applicant must complete a document to provide evidence of having achieved the prerequisites.

2. There are three possible certifications that can be achieved based on an applicant's prior qualifications:

    a. Educator Trainer

    b. Philosopher Trainer

    c. Educator/Philosopher Trainer

3. For a Community of Philosophical Inquiry workshop to be endorsed by FAPSA, a trainer with expertise in each of the knowledge areas must have contributed to the planning and delivery and assessment of the course of study.

4. The application form to include agreement to abide by the policies of FAPSA (they will be appended)

5. The names and contacts of 2 referees who can attest to the competency of the applicant, 1 of whom has undertaken Community of Inquiry Philosophical training.

Previous Training and Practice

1. Have completed Introductory Philosophical Community of Inquiry Certification (previously "Level 1")

2. Have completed Advanced Practice Philosophical Community of Inquiry Certification

3. Has demonstrated competencies in delivering Philosophical Community of Inquiry practice. Evidence can be provided either via:

- Nomination by their regional associate; or

- A video/in-person presentation of practice (an advice document provided)

4. The applicant can offer either a recognised qualification or a statement demonstrating their competencies in the two knowledge areas.; Philosophical Knowledge and Educational Knowledge.

Philosophical Knowledge required for Philosopher Trainer

1. Recognised academic studies to a minimum of Honours in Philosophy

Or submit an application that provides evidence of;

2. Demonstrated knowledge of philosophy, such as experience teaching the Victorian Certificate of Education (Philosophy Units 1 to 4) International Baccalaureate (Philosophy Years 11 and 12) etc. Assessment at the discretion of the Education Panel.

Educational Knowledge required for Educator Trainer

1. The Applicant must provide evidence of a valid teacher's registration or a recognised teaching qualification with significant experience.

Learning Outcomes

Upon successful completion of this course, participants should develop skills required to train facilitators of Philosophical Communities of Inquiry, including;

- Planning Introductory Philosophical Community of Inquiry Workshops

- Conducting Introductory Philosophical Community of Inquiry Workshops,

- Mentoring appropriately qualified trainers

- Advocating for Philosophical Communities of Inquiry.

- Initiating Philosophical Community of Inquiry within their own schools.

Duration

Workshops must

Staffing

All FAPSA approved Teacher Educator 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). Where this is not possible, permission to proceed can be sought from FAPSA Education Committee. Other staff may be added at the discretion of regional associations and training teams.

Subject Content

Syllabus

Studies will include the development of Skills, Knowledge and Practice.

Skills Development

The workshop will prepare participants for:

Planning

1. Teaching effective planning and preparation for facilitating student development in the Philosophical Community of Inquiry sessions, including;

   a. Identification of teaching and learning goals in the light of current student needs

   b. Selection of appropriate materials and activities, including purpose written materials.

   c. Use of Formative assessment and Reflection tools for lesson development
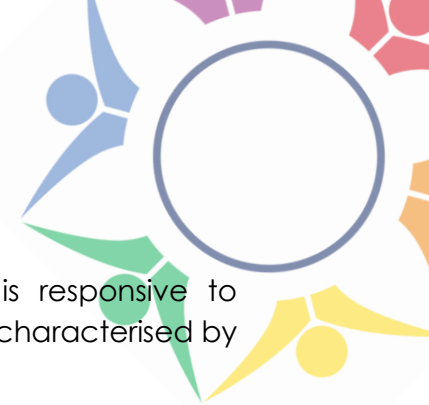
Conducting

2. How to model effective classroom dialogue that is responsive to students, is democratic, promotes student agency and is characterised by the examination of contestable concepts and positions.

3. How to present "philosophy" to non-philosophers in an engaging and comprehensible way, how to distinguish philosophy from other endeavours, and how to assist others to distinguish between ethical, metaphysical, epistemological etc questions.

4. How to impart the practice of philosophical questioning and inquiry, including;

    a. presenting inquiry skills and their application in the classroom, and

    b. explaining the scope and sequence of skills teaching.

    c. using open and closed questioning in philosophical inquiry.

    d. using procedural questioning by teachers and students.

    e. developing substantive questioning by teachers and students, including the flexible use techniques such as the Question Quadrant.

5. How to monitor progress and respond to student needs within the Community of Philosophical Inquiry.

Mentoring

1. How to support and mentor others in classroom delivery (including how to give feed-back)

2. How to provide strategies that enable new facilitators to respond effectively to the challenges that may arise when introducing philosophical inquiry into the classroom

Advocating

1. How to effectively convey the aims and benefits of the Philosophy in Education to teachers and the wider school community, including by

    a. Recognising that the primary aim of a Community of Philosophical Inquiry is engagement with philosophical ideas, collaboration, critical and creative thinking skills as well as caring thinking.

b. Identifying the skills and dispositions of the Community of Philosophical Inquiry and explain how they can be developed.

c. Identifying the connections with the relevant curriculum, including key competencies and capabilities.

d. Describing the various benefits of the Community of Philosophical Inquiry based on international research

2. How to convey the applications and limitations of the Community of Philosophical Inquiry within the classroom context

Initiating

1. Identifying key people in school communities central to the facilitation/introduction and development of Philosophical Inquiry in schools

2. Deciding what to include in fliers and publicity documents.

3. Planning introductory presentations, sample sessions, and demonstrations.

Knowledge Development

The workshop will offer participants further knowledge of:

1. Relevant educational theories, (including Lipman, Sharp, Dewey and Vygotsky) and the way that they underpin the ideal and practice of the Community of Philosophical Inquiry.

2. Classroom materials and how to enable others to curate, adapt and construct them.

3. Core branches of philosophy (Metaphysics, Ethics, Epistemology, Aesthetic, Logic and Conceptual Inquiry) especially as they might apply to the "Philosophy of (a specific topic)" such as Philosophy of Science, of Art, of Gender...)

4. Ways in which Philosophy relates to the curriculum, including knowledge of appropriate sequences for the introduction of philosophical skills, across year levels and in different subject areas.

5. Ways in which the Philosophical Community of Inquiry relates to the curriculum, including knowledge of how PCoI skills and dispositions are congruent with the skills and dispositions intrinsic to the various subject areas.

6. Ethical and practical issues involved in workshop delivery and ways to meet the challenges that can arise.

Activity Development

1. Collaboratively design a complete Introductory Philosophical Community of Inquiry Workshop program in accordance with FAPSA guidelines

2. Collaboratively plan an Introductory Philosophical Community of Inquiry Workshop session

3. Present the Introductory Philosophical Community of Inquiry Workshop session, including opportunity for peer feed-back

Assessment and Certification

Homework

Prior to commencement of the training, the applicant will undertake readings (to be provided).

Other homework tasks may be set at the discretion of the trainers.

Assessment

To achieve certification applicant must submit the following for assessment;

1. On successful completion of the workshop the applicant will be appointed a mentor who is an experienced trainer who will support them (give feedback and guidance) in developing;

a. A program for an 18 hour Introductory Philosophical Community of Inquiry Workshop that conforms to FAPSA guidelines for Introductory Workshops, and includes

- overall plan

- presentation material for each session

- learning activities (templates/resources) for each session

- selected readings supporting specific sessions

- accommodations for special cultural and physical needs

b. Evidence of delivery of the planned workshop overseen by the applicant's mentor or another experienced trainer, including

- feed-back from participants, and

- Submission of completed evaluation and feedback on participants introductory assignment under the guidance of a mentor.

2. Submit a Mentor's report on the delivery of the workshop.

3. A personal reflection of the workshop.

Certification

A template of the FAPSA "Teacher Educator 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.

Learning Resources

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.

- Regions may determine which of these to emphasise, require for pre workshop reading and/or suggest for post workshop reading

Bibliography

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