

10th Australasian Philosophy in Schools Conference

9 – 11 September 2000
YWCA Cato Conference Centre
Melbourne, Victoria

Integrating the Curriculum: Years 1 – 12

Hosted by the Federation of Australasian Philosophy
for Children Associations (FAPCA)



“The skill that gives (job) applicants the winning edge is a capacity for independent and critical thinking; this is what employers are looking for.”

*Federal Minister for Education commenting
on the recent inquiry into employer
satisfaction with graduates*



“Each high school subject seems to show the world through a distinct window unconnected to the window presented by other classes. Philosophy on the other hand, attempts to look through all the windows at once.”

Student comment

A conference concerned with practical classroom and curriculum issues as well as theoretical topics. A conference for experienced philosophy teachers and newcomers alike.

CONFERENCE THEME

The main theme for this year's conference is "Integrating the Curriculum" from the earliest school years to Year 12. This year philosophy is being trialed as a VCE subject in Victoria prior to its introduction in 2001, and very soon several other states will introduce philosophy as a Year 12 subject.

In view of the steady growth of interest in philosophy with children in the beginning and middle years, these new developments for Years 11 and 12 provide an excellent opportunity to think about the contribution philosophy can make throughout the whole curriculum.

Philosophy is the great integrating discipline, and its power to help our students make meaningful links between the disparate parts of the curriculum and across the years is one of the most important contributions it can make to children's development.

Philosophy is closely associated with thinking and reasoning skills, so when talking of children's development it is natural to think first of cognitive development. However, philosophy's stress on making sense, on integrating the pieces of our knowledge into a growing picture of our world and our place in it, makes important contributions to emotional and attitudinal growth too. And the

approach to philosophy through Lipman's idea of the "community of inquiry" has the potential to change one's vision of what it is genuinely to inquire and to think for oneself with the assistance of others.

Like all the FAPCA conferences, this one is intended to provide sessions that will inform and, we hope, inspire newcomers to teaching philosophy at school. It will also be an opportunity for experienced teachers to demonstrate new approaches and techniques and for the theoretically inclined to discuss research results, both empirical and philosophical. And of course it will be an opportunity for teachers, teacher educators, philosophers and all those who are interested in promoting philosophy in schools to meet and talk informally.

We are expecting participants from all over Australia and New Zealand, as well as South East Asia.



CONFERENCE SECRETARIAT

All inquiries and correspondence should be forwarded to:

Attention: Jennie Armato-Martin
Meeting Innovation
PO Box 33, Altona Victoria 3018
Email: mijenn@netspace.net.au
Web: www.meetinginnovation.net.au
Tel: (+61 3 or 03) 9397 3975 Fax: 9397 3394

CONFERENCE VENUE

The conference will be held at **YWCA Cato Conference Centre, Melbourne.** (Hotel Y adjoins the Conference Centre.) Inquiries and accommodation reservations should be directed to:

YWCA (The Hotel Y)
489 Elizabeth Street, Melbourne Victoria 3000
Tel: +61 3 or 03 9329 5188 Fax: 9329 4612
E-mail: cato@ywca.net Web: www.ywca.net

ORGANISING COMMITTEE – FAPCA EXECUTIVE

Ross Phillips – President
Carol Morrison – Secretary
Dan Vine – Treasurer
Laurance Splitter – Australian Centre for Philosophy with Children and Adolescents, ACER

With assistance from the Victorian Association for Philosophy in Schools, (VAPS), Janette Poulton – Chair

PROGRAM

Saturday and Sunday will be largely devoted to classroom and curriculum issues: introducing philosophy, establishing a "community of inquiry", philosophy across the curriculum, age-appropriate assessment, etc. Monday will be devoted to more theoretical presentations. The conference will conclude with the FAPCA AGM.

SPEAKERS

Keynote addresses

The Hon. Dean Wells, Philosopher and Minister for Education, Queensland

Associate Professor Michael Carr-Gregg, Consultant Psychologist at the Albert Road Centre for Health

Speakers include

- * Philip Cam, Philosophy UNSW, Author of *Thinking Stories*, Vols 1, 2 and 3
- * Clinton Golding, a Professional Philosophy Teacher working in New Zealand in both primary and secondary schools
- * Felicity Haynes, Faculty of Education, University of Western Australia
- * May Leckey, Faculty of Education, The University of Melbourne
- * Clive Lindop, Editor, *Critical and Creative Thinking*
- * Stephan Millet, Director, Philosophy and Ethical Inquiry, Wesley College, Perth, W.A.
- * Janette Poulton, Director of Rhyme and Reason, Education Services, and current Chair of the Victorian Association for Philosophy in Schools
- * Laurance Splitter, ACER, Author of *Teaching for Better Thinking* (with Ann M. Sharp) and *Places for Thinking* (with Tim Sprod)
- * Tim Sprod, The Friends School, Hobart, Author of *Books into Ideas* and *Places for Thinking* (with Laurance Splitter).

PRESENTATIONS

All participants are invited to submit a paper or a proposal for some other form of presentation. You should include the title of your paper or presentation, and an indication of what audio visual equipment and facilities will be required for your presentation. We have sessions for 1 hour (50mins) and 1.5 hour (80 mins) presentations. Please indicate which you would prefer. The Organising Committee will notify you about the acceptance of your paper or proposal as quickly as possible.

The deadline for submissions is 20 August, 2000.

PROGRAM AT A GLANCE

A Pre-conference 'get together' has been organised for Friday night at a hotel near to the YWCA. The formal conference program will commence with an Opening Address at 9.00 am Saturday morning. A series of concurrent sessions will follow the opening address and will continue through Sunday and the morning of Monday, concluding at lunchtime.

The FAPCA AGM will be held in the afternoon of Monday 11 September 2000.

Friday 8 September 2000

8.00 pm – 10.00 pm
Pre Conference Networking Reception
Duke of Kent Hotel
293 Latrobe Street, Melbourne

Saturday 9 September 2000

8.00 am Conference Registration
9.00 am Opening Plenary Session
Keynote address by
The Hon. Dean Wells
Philosophy in Schools: A Personal Perspective
10.00 am Networking Break
10.30 am Session 1
12 noon Session 2
1.00 pm Lunch
2.00 pm Session 3
3.30 pm Networking Break
4.00 pm Session 4
5.00 pm Close of day
7.00 pm Drinks followed by Conference Dinner

Sunday 10 September 2000

10.00 am Plenary Session
Keynote address by
A/Professor Michael Carr-Gregg
Building Resilience in Young People
Networking Break
11.00 am Session 5
11.30 am Session 5
1.00 pm Lunch
2.00 pm Session 6
3.30 pm Networking Break
4.00 pm Session 7
5.30 pm Close of day

Monday 11 September 2000

9.00 am Session 8
10.00 am Networking Break
10.30 am Session 9
11.30 am Session 10
12.30 pm Lunch
2.00 pm FAPCA AGM
4.00 pm Close

More information is available on our web site <http://www.meetinginnovation.net.au/fapca1.html>

ACCOMMODATION

Delegates are strongly encouraged to make bookings for accommodation, either at Hotel Y or another venue of your choice as soon as possible.

Accommodation (reserved by organiser)

A limited number of rooms have been reserved for conference delegates at the YWCA (Hotel Y). Delegates are advised to call Hotel Y to arrange reservations and payments direct on (+61 3 or 03) 9329 5188. Please advise the reservation staff of your attendance at the Philosophy for Children Conference, 9-11 September.

You may wish to become a member of the YWCA which will entitle you to 10% off the room rates. Membership forms are available from the YWCA or our web site <http://www.meetinginnovation.net.au/fapca1.html>

Room Type	Rate (per night) + GST
Single	\$70.00
Double	\$90.00
Triple	\$100.00
4 bunk	\$120.00
Deluxe single	\$90.00
Deluxe triple	\$120.00

Major credit cards are accepted. Discounts apply for members.

Accommodation (other options)

For delegates wishing to arrange accommodation off-site, the following hotels/motels are within easy walking or quick public transport distance from the venue. (Prices correct at time of sourcing, per night and are plus GST.)

No reservations have been made for conference delegates at any of the following venues, EXCEPT Hotel Ibis. Please mention you are attending the Philosophy for Children Conference at the YWCA if you are making a reservation at Hotel Ibis.

Hotel/Motel	Telephone (+61 3 or 03)	Rate Range +GST
Hotel Ibis	9639 2399	\$160 - \$172
Arden Motel	9329 7211	\$77 - \$116
Ramada Inn Motel	9380 8131	\$94 - \$99
Elizabeth Tower Motel	9347 9211	\$125 - \$198
All Seasons "Welcome"	9639 0555	\$125 - \$135
All Seasons "Premier"	9663 4711	\$165 - \$320
Chifley on Flemington	9329 9344	\$135 - \$180

TRANSPORTATION

Delegates are strongly encouraged to make flight reservations as soon as possible, due to greater than usual traffic because of the Olympic Games.

Air Transfers

We are pleased to announce QANTAS Airways Limited has been appointed the official airline for the conference.

A discount of up to 45% off the full economy airfare, excluding taxes at the time of booking, has been negotiated for this conference, subject to seat availability in 'group' class.

You can call Qantas Association Sales on telephone (toll free) 1800 684 880 to avail yourself of this offer. Please quote the Philosophy Conference Profile Number - 1169933

International Delegates

International delegates can contact their local Qantas office for the best available air fare of the day.

A visa may be required for entry into Australia. Please ensure you allow adequate time ahead of your departure for lodging your application.

Land Transfers

The Cato Conference Centre is located within the heart of Melbourne, approximately 25 minutes from Melbourne Airport.

Buses depart the airport for the city regularly and taxis are available immediately outside each Arrival Lounge.

Major hire car companies also operate at all terminals of Melbourne Airport.

Limited on-street parking is available throughout Melbourne's CBD, with designated parking times and in various nearby private parking facilities.

Melbourne's public transport system is known as The Met and you can change from tram to train to bus all on one Met ticket.

Tickets can be bought to cover a two-hour, daily or weekly requirement. Generally, the system operates between 5.00 am and midnight Monday to Saturday and 8.00 am to 11.00 pm on Sundays.

**10th Australasian Philosophy in Schools Conference
September 9-11 2000**

**Conference Program, Presenters
and Abstracts**

Key

Location:

FH	Function Hall (ground floor)
BL	Booth Lounge (first floor)
1	Room 1 (first floor)
2	Room 2 (first floor)
3	Room 3 (first floor)
4	Room 4 (first floor)
1/2	Rooms 1 and 2 (combined)
3/4	Rooms 3 and 4 (combined)

Session type:

WG	Workshop (80 minutes) appropriate for general audience
WE	Workshop (80 minutes) appropriate for practitioners with prior philosophy-in-schools experience
PG	Paper presentation (50 minutes) appropriate for general audience
PE	Paper presentation (50 minutes) appropriate for practitioners with prior philosophy-in-schools experience
P80	Paper presentation (80 minutes)
EC	Early childhood orientation
PS	Primary school orientation
MS	Middle school years (5-9) orientation
SS	Secondary school orientation
VCE	Senior secondary school orientation
GS	General school orientation (no specific level)

Friday 8 September

8.00 pm **Networking Reception (Delegates must notify of attendance)**

Duke of Kent Hotel

293 Latrobe Street, Melbourne

Saturday 9 September

8.00 am	Registration	(ground floor foyer)	
9.00 am	Welcome and conference opening		FH
9.30-10.30 am	First concurrent sessions (50 minutes)		

Title	Presenter	Location	Session type
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Philosophy: the catalyst in a unique formula for successful primary schooling	Lynne Hinton	FH	PG, PS
Growing into community: identifying vectors towards philosophical consolidation in a community of inquiry	Greg Smith	1/2	PE, GS
Fact and value in philosophy for children	Philip Cam	3/4	PE, GS

10.30-11.00 am **Break** **BL**

11.00-12.00 pm **Second concurrent sessions (50 minutes)**

Developing thinking and knowing: a view from the classroom	Mia O'Brien and Erica Gore	FH	PE, PS
The educational system and the teaching of philosophy in the Republic of Macedonia	Olga Zarevska	1	PG, GS
Philosophy is not a technology	Matthew Del Nevo	2	PE, GS
VCE Philosophy: course development at Units 1 and 2	Monica Murdoch	3/4	PG, VCE

12.00-1.00pm **Philosophy in schools: A personal perspective**

KEY-NOTE ADDRESS by the Hon. Dean Wells, Minister for Education, Queensland (plenary session)

Chair: Laurance Splitter

FH

1.00-2.30 pm **Lunch** [includes official launch of *The Doll Hospital* and *Geraldo*]

BL

2.30-4.00 pm **Third concurrent sessions (80 minutes)**

Esmeralda and the Summit: a case study in implementing philosophy across the curriculum for year 10	Stephan Millett	FH	P80, SS
Philosophy and questioning: general introductory session	Clinton Golding	1/2	WG, GS
Integrating through philosophy: how do you do it?	Susan Hearfield	3/4	WG, MS

4.00-4.30 pm **Break**

BL

4.30-5.30 pm **Fourth concurrent sessions (50 minutes)**

The getting of emotional wisdom	Laurance Splitter	FH	PG, GS
P4C for moral judgement in education	Park Jinwhan	1/2	PE, GS
Student voices in welfare policy	Sandra Lynch	3/4	PG, PS

7.00 (Drinks) 8.00 (Dinner)

**Conference Dinner at *The Spaghetti Tree*
59 Bourke Street, Melbourne.**

Sunday 10 September

9.30-11.00 am **What TO do and what NOT to do in Level 1 professional development FORUM (plenary session)**

Co-chairs: Janette Poulton and Felicity Haynes **FH**
(WG, GS)

11.00-11.30 am **Break** **BL**

11.30-1.00 pm **Fifth concurrent sessions (80 minutes)**

A Reason!Able approach to cultivating philosophical thinking skills	Tim van Gelder and Deb Dowling	FH	WG, SS
Linking maths and philosophy	David Inverarity	1	WG, GS
In the spirit of Socrates: Exploring common, contestable and central concepts with students	Clinton Golding	2	WG, GS
Engagement: philosophical inquiry in SOSE	May Leckey	3/4	WG, SS

1.00-2.30 pm **Lunch** **BL**

2.30-3.30 pm **Sixth concurrent sessions (50 minutes)**

Teaching values to year 5 boys	Stephan Millett	FH	PG, PS
Connections between teaching of critical/moral thinking skills, decision-making and philosophy for children	Berise Heasley	1	PE, GS
Wonderment and complexity: the birth of a philosopher	Peter Bennett	2	PG, GS
Teaching thinking for educational equity: schools, equity and pedagogy	Brenda Cherednichenko	3/4	PE, PS

3.30-4.00 pm

Break

BL

4.00-5.30 pm

Seventh concurrent sessions (80 minutes)

P4C and citizenship education: DISCOVERING DEMOCRACY through philosophical inquiry	Jenny Morgan and Tim Sprod	FH	WG, GS
Where is the Philosophy in my classroom?	Cheryl Glenie	1	WG, GS
The teachable moment: going with the flow	Kathy Beelitz	2	WG, GS
Unearthing the ethics in Society and the Environment	Sue Knight and Carol Collins	3/4	WG, GS

PTO

Monday 11 September

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

Communities of inquiry: integrated or inclusive?	Felicity Haynes	1	P80, GS
"The most significant change approach": evaluation and monitoring in the philosophy classroom	Janette Poulton	2	WE, GS
Thinking about theories	Ross Phillips	3/4	WE, SS

10.30-11.00 am **Break** **BL**

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

Epistemological levels: Philosophy as the key to development	Sue Knight and Carol Collins	1/2	PE, GS
It's not philosophy! anecdotes and psychologising in the community of ethical inquiry	Tim Sprod	3/4	PE, GS

12.30-2.00 pm **Lunch** **BL**

2.00-4.00 pm **Annual General Meeting of FAPCA** **3/4**

4.00 pm **Conference close.**

Presenters and Abstracts

(alphabetical, by presenter's surname)

Kathy Beelitz, SA Department of Education Training and Employment

The teachable moment: going with the flow (note: limit of 20 participants)

Sunday 4.00-5.30, Rm 2 WG, GS

This workshop will be conducted as a community of enquiry, with the maximum number of participants to be limited to 20. The workshop will be suitable for teachers of children of all ages and across all areas of learning.

Contents will provide opportunity for:

- Extending understanding about what constitutes a philosophical approach and the types of questions and issues that may arise within the classroom
- Increasing awareness of "the teachable moment" and its educational value
- Exploring reasons why teachers may or may not tap into the teachable moment within their practice
- Sharing of participant and facilitator's experiences around the teachable moment where philosophical issues may have been raised.

**Peter Bennett, Head of Junior School, Mentone Girls' Grammar, Primary and VCE
Philosophy Teacher, Melbourne**

Wonderment and complexity: the birth of a philosopher

Sunday 2.30-3.30, Rm 2

PG, GS

The central focus of this paper is the justification of the teaching of philosophy to children and adolescents. The justification is prepared in response to the expressed view by a well-known, current professor of philosophy, that the subject should not be taught in schools. This view was put to the author of this paper.

The paper begins with two powerful anecdotes that reveal extraordinary philosophical reasoning by two young students. The paper then goes on to argue that in order to justify the teaching of philosophy to pre-tertiary students, the individual philosophy teacher must first develop a clear understanding of the nature of philosophy itself.

The paper considers what philosophy is not, and then goes on to argue that philosophy is born in wonderment and perplexity. It is argued that philosophy, rather than leading the student (or anyone else) to *the answer*, instead enables the student to see complexity, and that, paradoxically, this very complexity leads to a clearer view.

Philip Cam, School of Philosophy, UNSW

Fact and value in philosophy for children

Saturday 9.30-10.30, Rm 3/4

PE, GS

One of life's great problems, says John Dewey, is to bring our beliefs about matters of fact and our approach to values into fruitful engagement with one another. It is Dewey's contention that philosophy might be conceived of in just these terms: as having the function of integrating the empirical and moral dimensions of life.

While this is not the only way to conceive of philosophy, it is a conception that has much to recommend it when we come to consider what we might accomplish by engaging children in the philosophical Community of Inquiry. That children are learning to integrate the empirical and moral aspects of their experience through philosophical inquiry is something of great educational significance. Such children are learning to approach moral and other matters of value with intelligence and to reason with sensitivity in all things.

They are learning to think and feel as whole human beings. That reflection in the Community of Inquiry should aid such mutual adjustment of thought and feeling is one of the most remarkable educational benefits of this Deweyan approach to philosophy.

The second half of the session will be devoted to discussion, hopefully in Community of Inquiry mode.

(Copies of the paper will be available.)

Brenda Cherednichenko, Victoria University

Teaching thinking for educational equity: schools, equity and pedagogy

Sunday 2.30-3.30, Rm 3/4 PE, PS

This session inquires about the uneven take up of the teaching of thinking skills in Victorian primary schools and reports research which investigated teachers' approaches to curriculum, particularly the teaching of thinking skills in Melbourne primary schools.

It explores the factors which influence school decision making and the reasons why thinking skills programs seem to have been more readily taken up by higher socio-economic groups.

Carol Collins and Sue Knight, University of South Australia

See "Sue Knight and Carol Collins"

Matthew Del Nevo, Catherine McAuley Girls High School, Westmead, NSW.

Philosophy is not a technology

Saturday 11.00-12.00, Rm 2 PE, GS

This paper argues that the role of philosophy in schools is not just an issue about a subject in a particular kind of organisation.

It is the nature of the subject to see the school within the broader picture of our society; not just our society as it is, but rather, according to the possibilities open to us as a society. Against this setting, the paper asks, how does philosophy then fit into school? The paper examines the demise of the concept of a 'liberal education' and the relation of philosophy to both this demise and educational values.

The paper argues that we need to restore the philosophical sense of the school as a place of liberal learning and culture and that philosophy in the classroom needs to ensure that whatever else it does, it acts to preserve genuine speech and thought in a strong, truth-bearing, everyday language.

Cheryl Glenie, D.E.T.E. South Australia

Where is the philosophy in my classroom?

Sunday 4.00-5.30, Rm 1 WG, GS

This workshop has been designed to aid teachers to identify where the Philosophy is or could easily be in their own classroom programme.

Topics covered will include:

- How to begin teaching philosophy lessons.
During this part of the presentation participants will take part in a short guided philosophical discussion based on a poem. They will also discuss their own and have further ideas presented to them about how they could start teaching a unit of philosophy.
- How to prepare children for philosophy lessons.
This part of the presentation involves defining the skills children learn to use during philosophical discussions and how these skills can be developed so students can approach philosophical discussions more successfully.
- How does Philosophy fit into the curriculum?
Participants will have the opportunity to discuss how and where philosophy fits into our existing curriculum eg English, Studies of Society and Environment, Health. They will be provided with ideas many that have been trailed in South Australian classrooms.
- How do we know if the questions are philosophical?

We will discuss what philosophical questions are and how to know if a question is philosophical.

The presentation will be interactive with participants working together discovering what we as a group know about philosophy. They will also be provided with information and ideas of a practical classroom nature.

Clinton Golding, Philosophy Teacher, New Zealand

Philosophy and questioning: general introductory session

Saturday 2.30-4.00, Rm 1/2 WG, SS

This session will introduce participants to the basic rationale behind philosophy in schools. A demonstration lesson will be conducted in order to model the idea of the classroom functioning as a *community of inquiry*. Participants will then be asked to think about and discuss the key concepts and questions discussed, as well as the "thinking moves" made during the demonstration lesson.

The session is intended for those with no previous background in philosophy in schools.

Clinton Golding, Philosophy Teacher, New Zealand

In the spirit of Socrates: exploring common, contestable and central concepts with students

Sunday 11.30-1.00, Rm 3¹/₄ WG, GS

There are many concepts that shape the way we think and live our lives as well as underpinning every area in the curriculum - rules, reality, mind, science, knowledge and culture for example. Investigating and analysing these concepts makes learning more meaningful as well as integrating and making links between curriculum areas.

In this session, Clinton will present concept games - a method for getting students to deeply explore such concepts. Concept games are both easy to use, philosophically rigorous and create a high interest community of inquiry. You will look at the basic theories about what it means to analyse and understand a concept as well as participating in a community of inquiry using a concept game.

Erica Gore, Buranda State School, and Mia O'Brien, Griffith University Queensland

See "Mia O'Brien and Erica Gore"

Felicity Haynes, University of Western Australia

Communities of inquiry: integrated or inclusive?

Monday 9.00-10.30, Rm 1 P80, GS

This paper starts by asking when one steps outside normal school pedagogies in English or Social Science to discuss values, whether Philosophy is the only categorical framework one can or should step into?

Giroux claims that refiguring disciplinary and pedagogical boundaries necessarily requires the asking of moral and political questions. The paper considers a teacher's reasons for conducting a community of inquiry, with a view to discussing to what extent one's personal philosophy of "openness", "equity", "democracy" or "inclusivity" entails certain teaching practices.

For instance Ann Sharp (Lipman, 1993, 337) assumes that a community of inquiry is characterised by dialogue that is fashioned collaboratively out of the reasoned contribution of all participants, but this neo-Kantian presumption might exclude some non-philosophically-oriented women and Aborigines from equal participation.

Giroux and McLaren promote a critical pedagogy which transforms the teacher into a cultural worker, someone who unravels the ideological codes, representations and practices that structure the dominant order and more importantly for COI, acknowledges "those places and

spaces we inherit and occupy, which frame our lives in very specific and concrete ways, which are as much a part of our psyches as they are a physical or geographical placement." The practice of community of inquiry becomes both an act of social criticism and an act of self-criticism; one cannot take place without the other. I will use examples from philosophy for children to illustrate the different philosophical pedagogies.

Susan Hearfield, Brisbane Catholic Education

Integrating through philosophy: how do you do it?

Saturday 2.30-4.00, Rm 3/4 WG, MS

Research is showing us that the growth and development of your adolescents today is characterised by their need and search for connectedness (physical, emotional, cognitive, social, spiritual). By connecting/integrating the curriculum we assist them in making the links between the myriad of learning situations (and syllabus outcomes) they face at school. In some situations there are connected to real life, sometimes they are not. In the real world we do not operate in boxes of KLAs – life is a purely integrative model of thinking, processing, reasoning, problem solving, reflecting, decision making, etc.

Philosophy can be an integrating device for learning – so enhancing the development of a life-long learner. This workshop will focus on some approaches to integrating philosophy by considering various models for integration that range from within one discipline to models of integration across many disciplines.

Participants will engage with models of their choice to select an approach that best suits their particular circumstances. They will then evaluate the models considering what is most useful to whom and when.

Berise Heasley, Victorian Association for Philosophy in Schools

Connections between teaching of critical moral thinking skills, teaching of decision-making skills and the practice of philosophy for children – a theoretical exploration.

Sunday 2.30-3.30, Rm 1 PE, GS

The emerging need for new ways to serve students in an increasingly globalised and complicated world leads me to look for connections between how we teach students in a precise manner about critical thinking skills, or some would say, moral thinking skills. This same need seems to refer also to how we apply such thinking skills to daily life in an increasingly new and confusing future for today's students.

Philosophy for Children has so far addressed the need for the development of critical thinking skills in a democratic school environment called the 'community of enquiry'. I wish to propose that teaching such critical thinking skills need extending and that students in this 'instant' generation need to learn how to apply such thinking in their decisions.

I offer some content to demonstrate such a goal. I also draw some connections between the usage of critical thinking skills, decision-making prowess and the practice of Philosophy for Children.

Lynne Hinton, Principal, Buranda State School, Brisbane

Philosophy: the catalyst in a unique formula for successful primary schooling

Saturday 9.30-10.30, FH PG, PS

In 1997 Philosophy was introduced at Buranda State School as a core subject for all students from Years One to Seven.

This presentation will outline the process by which this occurred, the pedagogical context of Buranda into which Philosophy was introduced, and the remarkable changes experienced by the school since. These changes include teacher and community changes such as a large increase in enrolments.

More particularly, student outcomes, both social and academic, will be described. The school now has very little unacceptable behaviour such as bullying, and clear evidence of improved learning outcomes is demonstrated.

David Inverarity, Teacher, DEET S.A.

Linking maths and philosophy

Sunday 11.30-1.00, Rm 1

WG, GS

Politicians like maths results from schools because they can make hierarchies, create press releases and amid the anxiety produced can spar with unions over merit and funding principles.

Parents like maths because up to a certain year level it can prove that they are still smarter and quicker than their offspring.

Principals, teachers and students are largely ambiguous about maths- except when they get it right, get it marked and everyone turns out to be above average!

Based on work in years 2-9, this workshop session explores some maths in number, shape, measurement and counting where even errors can motivate discussion and learning. All proven activities where groups work on research projects in maths and share with others. As presented in Adelaide recently (minus the hen!).

Sue Knight and Carol Collins, University of South Australia

Unearthing the ethics in Society and Environment

Sunday 4.00-5.30, Rm 3/4

WG, GS

Regardless of the topics we choose to include in our Society and Environment programmes (rain-forests, food, religions of the world, children and work, oceans), social and environmental education is in the curriculum because of its potential to engage children in learning about the world, their place in it and what they ought to do about it. As teachers of S & E our goal is to help students be better informed and equipped to make sound (or at least better) decisions in their lives, with the ultimate aim of making the world a better place for all.

This workshop is designed to help teachers in the early stages of planning a unit of work in Society and Environment. Together, in a community of inquiry, we will attempt to unearth the ethics that underpin a variety of S & E topics, develop clearly stated social goals for each and from these, the guiding questions (empirical and ethical) that we need to ask and answer in order to deal with the topic effectively.

Sue Knight and Carol Collins, University of South Australia

Epistemological levels: philosophy as the key to development

Monday 11.00-12.30, Rm 1/2

PE, GS

This paper is in part a plea for those working in Philosophy for Children to do more to relate their work to current developments in both cognitive and developmental psychology. Despite a number of educational initiatives which would be well served by an emphasis on Philosophy (eg. Gifted and Talented and whole-school Critical thinking programmes; Civics and Citizenship curricula and the Programme of Inquiry central to the Junior and Middle years IB curricula), Education authorities (State departments of education, Catholic Education, Independent Schools Boards) have not taken philosophy on. In addition current work in cognitive and developmental Psychology makes scant reference to Philosophy, although cognitive development is a central aim of Philosophy for Children.

An example is the ongoing work within psychology on the subject of Epistemological Levels. Here we find an active research programme hampered by its researcher's lack of familiarity with philosophical work in the Theory of Knowledge. What is more, incomplete as it is, the Epistemological levels research programme points clearly in the direction of Philosophy for Children: the results to date can be seen as an argument for including philosophy in school curricula.

May Leckey, University of Melbourne
Engagement: philosophical Inquiry in SOSE

Sunday 11.30-1.00, Rm 3/4 WG, SS

Engagement is an important consideration when encouraging young people to examine their everyday experiences and ideas in relation to a wider framework of issues and discourses. A key factor here is the choice of material and strategies that have the power to stimulate student interest and also have the 'contestable' quality that is essential for philosophical inquiry.

This session aims to stimulate discussion on the topic of 'engagement'. As a starting point, pre-service and practising teachers share some of the strategies and resources they have used to engage and enthuse students in philosophical inquiry in SOSE. Materials include popular culture, music, visuals and literature. Links will be made to the SOSE CSF11 and VCE study designs such as History.

As well as the emphasis on the subject specific area of SOSE, 'engagement' is viewed as a broad pedagogical issue. The session, therefore, will conclude with a summary of the implications of engagement as an important ongoing and holistic endeavour in the middle to upper years of schooling.

Sandra Lynch, University of New South Wales
Student voices in welfare policy

Saturday 4.30-5.30, Rm 3/4 PG, PS

This presentation focuses on the process of introducing of a new welfare policy into a Sydney primary school. It begins from the premise that a welfare policy must be embraced by the whole school community - not only by the staff and parents or care givers, but also by the students.

The presentation details an ongoing process in which Philosophy for Children is providing a means of involving students in this process. The role of the Community of Inquiry has been valuable in at least two ways.

Firstly, in providing opportunities for the children to engage in dialogue about various aspects of the policy in a context which is meaningful for them; and secondly, in providing a model of the kind of interaction between students which the school community wishes to encourage.

Stephan Millett, Director Philosophy and Ethical Inquiry, Wesley College, Perth
Esmeralda and the Summit: a case study in implementing philosophy across the curriculum for year 10

Saturday 2.30-4.00, FH P80, SS

The paper reports on "action research" in classrooms in a K-12 college. It is both practical and theoretical in that part of the presentation deals with the practicalities of offering philosophy consultancy services to teachers in their classrooms and part of the paper deals with the outcomes of action research in the classroom. I will present a summary of findings as well as an overview of one particular project (the Year 10 project which is the subject of the paper title). For your info "Esmeralda" is a class-based case study of the cyanide spill that affected rivers in Romania, Hungary and Serbia. "The Summit" is a term-long inquiry into global warming that culminates in a mini-summit for the students along the lines of the Kyoto Summit on climate change. My presentation will focus on the role philosophy played in gathering and processing the information gathered by the students.

Stephan Millett, Director Philosophy and Ethical Inquiry, Wesley College, Perth
Teaching values to year 5 boys

Sunday 2.30-3.30, FH

PG, PS

Starting last year, a team of teachers at Wesley College set out to determine what effects a program in values would have on Year 5 boys. To gauge the effects on the 48 boys involved the team used a two-part questionnaire developed by Lovat and Schofield (Lovat, Terence and Neville Schofield. "Values formation in citizenship education: a proposition and an empirical study", Unicorn, Vol. 24, No.1, April 1998)

To complement the questionnaire data, the Wesley researchers also gathered a variety of qualitative data from within the classroom and the wider College environment. The teaching approach chosen was based on the community of inquiry model pioneered by Mathew Lipman et al, but with some variations - including some use of de Bono's ideas, some worksheets, and some collaborative group work. A key element of each class was a meditation session, the main focus of which was relaxation.

The study found that the teaching strategy had a positive impact on the values held by the Year 5 boys as a whole, with the most positive impact occurring on those boys who held strongly negative views at the start of the year. The researchers recognised that as well as the class-specific work, there were a number of environmental factors that contributed to the data. First we should note that many of the College staff are committed learners in their own right and that a culture of research and reflection has been fostered by the present administration. Second is the establishment of a new Middle School for boys in Years 5-8. This helped determine which groups were to be studied, with Year 5 chosen because it was the first entry year into the Middle School. A third initiative was the appointment of a specialist philosopher to the College staff.

The program has prompted the college to make values education a strong element of the program. The teaching approaches favoured are those related to Philosophy for Children.

Jenny Morgan, Albuera Street School, Tasmania and Tim Sprod, The Friends' School, North Hobart

P4C and citizenship education: DISCOVERING DEMOCRACY through philosophical inquiry

Sunday 4.00-5.30, FH

WG, GS

P4C holds out great promise for citizenship education for three reasons:

- key contested terms in Citizenship (such as democracy, social justice, equality, civic virtue) fall directly within Philosophy as a discipline;
- competencies in reasoning, deliberation and negotiation, centrally addressed by community of inquiry, are essential for making the complex and abstract social judgements full citizenship requires; and
- attachment to, and membership of the community – vital to democratic citizenship – are reinforced by the essentially social and consensual nature of the Community of Inquiry.

We will report on research project that is under way in Tasmania which concentrates on a systematic assessment of the efficacy of P4C in cultivating the three corresponding citizenship competencies.

This practical workshop will use a "Community of Inquiry" to demonstrate to teachers how to extend the recently introduced Civics material entitled "Australian Readers – Discovering Democracy" at primary and secondary level to create a philosophical approach to the material.

Monica Murdoch, VCE Philosophy Teacher, The Grange P-12 College, Melbourne
VCE Philosophy: course development at units 1 and 2

Saturday 11.00-12.00, Rm 3/4 PG, VCE

VCE Philosophy subjects begin officially in 2001.

This session will cover timelines, course content and assessment at Levels 1 and 2. Consideration will be given to links in the course between Units 1 and 2, and 3 and 4.

Mia O'Brien, Griffith University, and Erica Gore, Buranda State School, Queensland

Developing thinking and knowing: a view from the classroom

Saturday 11.00-12.00, FH PE, PS

[Note: This session is designed to follow on from Lynne Hinton's presentation]

Classroom experiences are a learner's fundamental resource for the construction of knowledge, and models of thinking, learning and understanding. Variations of knowledge, knowing, thinking and understanding are established, fostered, reinforced, disregarded and elaborated through the processes of teacher/student interactions. When pedagogical practice is grounded in an understanding of such variations, and seeks to provide explicit models of such variations and their value, students are more adequately enabled to participate in, contribute to, and benefit from the meaningful learning experiences provided by a community of inquiry.

This presentation will draw upon data gathered for a research project hosted by Buranda State School. It will focus on the activities of one classroom and lessons in which philosophy is integrated into the key learning area Studies of Society and the Environment. Our discussion and analysis seeks to document the ways in which a teacher and her students co-construct qualitative versions of 'what counts as knowledge, knowing and understanding' in the process of daily classroom interactions.

Video samples and transcripts of classroom activities will be used to present a descriptive narration of classroom experiences and an analytical account of the teaching and learning process. This presentation is intended to be interactive, and will invite questions and further discussion of the nature of classroom activities, conceptions of knowledge, knowing and understanding, and the preliminary research findings.

Park Jinwhan, Department of Ethics Education, Gyeongsang National University, South Korea

P4C for moral judgement in education

Saturday 4.30-5.30, Rm 1/2 PE, GS

No abstract available.

Professor Park has been a pioneer of philosophy for children in South Korea. He has participated in many workshops and other activities at the Institute for the Advancement of Philosophy for Children in the USA. He was last in Australia for the International Philosophy for Children Conference, in July 1995.

Ross Phillips, School of Philosophy, La Trobe University

Thinking About Theories (note: limit of 20 participants)

Monday 9.00-10.30, Rm 3/4 WE, SS

Theoretical thinking is pervasive, not just in the physical and social sciences and certain humanities disciplines such as philosophy and linguistics, but in daily life. Yet in my experience as a university teacher many students have anxious and confused attitudes to "theory". On the one hand, one commonly finds the attitude that theories are complex, frequently mathematical structures accessible only to experts. On the other, one hears theories dismissed as "mere theories", to be contrasted, to their great disadvantage, with "the facts".

This session is designed to find a way in which students can explore their own theoretical thinking, to discover for themselves its pervasiveness, and to see how deep features of theoretical thinking are common across the curriculum from physical science to history. Philosophical reflection on the nature of theorising is one of the many ways in which philosophy can help to integrate the curriculum.

We will begin with an activity to stimulate the development of an explanatory theory. Then we will use your theory(ies) to develop a discussion, in the community of inquiry style, about the kinds of intellectual moves involved in creating and testing theories. The emphasis throughout will be on the logical and broadly conceptual features that theories across the disciplines have in common.

This workshop should be of particular interest to teachers who work with students from about years 8 to 12.

Janette Poulton, Victorian Association for Philosophy in Schools

The Most Significant Change Approach: evaluation and monitoring in the philosophy classroom

Monday 9.00-10.30, Rm 2 WE, GS

A workshop designed to introduce participants to "The Most Significant Change Approach" (nee "The Story Approach") - as developed by Jessica Dart. This state of the art qualitative method for evaluation of organisational learning goes beyond merely capturing and documenting stories: each story is accompanied by interpretation by both teller and reviewer yielding invaluable information about participants' perceptions and criteria.

I propose that this method, used to date with large scale populations, can be used for monitoring change within a community of inquiry.

Come and give it a try!

Janette Poulton, Victorian Association for Philosophy in Schools, and Felicity Haynes, University of Western Australia (co-chairs)

FORUM "What TO do, and NOT to do, in Level 1 professional development"

PLENARY SESSION

Sunday 9.30-11.00, FH WG, GS

PANEL: Phil Cam (NSW), Clinton Golding (NZ), Felicity Haynes (WA), Kath Harrison (Q), Sue Knight (SA), May Leckey (VIC), Janette Poulton (VIC), Tim Sprod (TAS).

The panel will share their collective wisdom on what to do and what not to do in Level 1 PD, for no more than 30 minutes, and then invite comment and general discussion of concerns about current practice in this domain, as well as strategies for future PD sessions.

Everyone welcome!

We plan to tape this discussion and publish extracts in the State newsletters, so YOUR opinion counts. Following this forum, we hope to set up an Australasian registry and profile re p4c PD at all levels.

Greg Smith, St Joseph's College, Brisbane

Growing into community : identifying vectors towards philosophical consolidation in a community of inquiry

Saturday 9.30-10.30, Rm 1/2 PE, GS

Emerging from the 1990s age of outcomes education, we are still grappling with attempts to benchmark performance. Bands of Performance are used for reading and mathematics. This paper attempts to develop Stages of Philosophical Development in a community of inquiry, ie descriptors useful to praise achievements, to indicate to a teacher and her class the positives they do and to provide a vector for new achievements. They can also act as achievement

markers (building on Haynes & Haynes Critical & Creative thinking March 2000). Laurance Splitter challenged me in Launceston 1998 to go beyond 'having a good discussion', or 'feeling satisfied' as evaluation to asking what questions were raised, what distinctions drawn, etc. This discussion is an outcome of that conversation.

Laurance Splitter, Centre for Philosophy with Children and Adolescents, ACER
The getting of emotional wisdom

Saturday 4.30-5.30, FH PG, GS

There are many reasons why our work in philosophy in schools should take careful account of the emotions. One is that there are signs all around us (substance and other forms of abuse, road rage, youth suicide, depression,...) that the "emotional intelligence" of young people – and hence, education of the emotions – is not all that it could be; another is that the community of inquiry is an emotionally supportive environment in a society which seems to have forgotten how to care for itself and its members; yet another is that the historical separation of affect and cognition reflects an out-moded view of the brain, as well as a dangerous misconception of what it is to be a person.

With the help of some personal anecdotes, I shall raise some issues which, hopefully, will stimulate discussion. I shall also argue for the view that education must recognise and reflect the inseparability of thinking and feeling, and offer some suggestions as to how it might do this.

Tim Sprod, The Friends' School, North Hobart, and Jenny Morgan, Albuera Street School, Tasmania
See "Jenny Morgan and Tim Sprod"

Tim Sprod, The Friends' School, North Hobart
It's Not Philosophy! : anecdotes and psychologising in the community of ethical inquiry

Monday 11.00-12.30, Rm 3/4 PE, GS

Reasonableness is one essential feature of a moral agent. I shall argue, however, that reasonableness has been understood in a narrow sense that mitigates against acquiring full moral personhood. This narrow sense encompasses critical and creative thinking, but it tends to ignore the ways in which reasonableness is also committed, contextualized and embodied. Philosophy for children theorists have long asserted that the community of inquiry is a setting in which to improve the reasonableness of youngsters. A narrow construal of reasonableness has been utilised in deciding when a community of inquiry is philosophical, and has thus led to calls to avoid allowing participants to tell anecdotes, or to engage in 'psychologising'. I shall argue that a broader understanding of reasonableness provides us with good reasons for being more accepting of anecdotes and 'psychologising', especially when the focus of the community is ethical inquiry.

Tim van Gelder, University of Melbourne, and Deb Dowling, Wesley College, Melbourne
A Reason!Able approach to cultivating philosophical thinking skills

Sunday 11.30-1.00, FH WG, SS

The Reason! Project at the University of Melbourne has been developing software designed to improve general informal reasoning skills. The Reason! Software was initially designed for use in a 1st year undergraduate critical thinking subject. The latest version of the software, Reason!Able, is designed as a support tool for learning in a wide variety of disciplines and year levels, from secondary school through to postgraduate study. In this session we will present Reason!Able and describe its use in teaching philosophy at Wesley College.

Introduction – Dr van Gelder will introduce the Reason! Project and the Reason!Able package.

Workshop – In a group session, the audience will actively participate in using Reason!Able to critically evaluate philosophical reasoning.

Dr Dowling will discuss use of Reason!Able in teaching philosophy in secondary schools, based on her experience using the software at Wesley.

A display with posters, handouts, and a computer will be available for attendees to actually use the Reason!Able software.

The Hon. Dean Wells, Minister for Education, Queensland

Philosophy in schools: a personal perspective

Key-note address

PLENARY SESSION

Saturday 12.00-1.00, FH

**Olga Pesevska-Zarevska, Faculty of Philosophy and History of Philosophy,
Military Academy, Skopje, Macedonia**

Educational systems and teaching of philosophy in the Republic of Macedonia.

Saturday 11.00-12.00, Rm 1 PG, GS

The education at all levels (primary, secondary and tertiary) in Macedonia is organised in the framework of a class-subject based system. Philosophy and Logic are taught in the last years of secondary education. Teachers of Philosophy are educated at the Faculty of Philosophy of the University St. Cyrill and Methodius in Skopje, Republic of Macedonia.

Currently, the educational system in Macedonia is in a process of modernisation, further development of the educational methodology and technology, and an increase of hours of teaching Philosophy. There is also experimental teaching of Ethics and Philosophy of Urban Life in Multicultural Community (Aesthetics of Museum, Aesthetics of Culture and Aesthetics of Theatre and Movie).
