

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 "Backing the Future: Teaching and learning in a changing world" <i>Panel</i> Nan Bahr (UQ) Phil Cam (UNSW) Suzanne Carrington (Education Queensland) Lisa Stevens (UQ) Susan Wilks (U.Melb) <i>Facilitator</i> Clinton Golding (Queen Margaret College, NZ)	HR

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.

Caboolture East State School (CESS) has 550 students with 53 of those, being ascertained with special needs [i.e., with a disability]. To address the issue of inclusion or, "Education for All", the school will be re-constructed in 2003. This re-construction will involve a re-organisation of the school human and financial resources, aimed at linking the diversity within the workforce with the diverse needs of the student community.

The process has involved:

Marketing for Cultural Change

The language of change, along with the language surrounding the vision of a more responsive educational process for all students, preceded any significant action.

The Development of a Diversity Index

The construction and implementation of a Diversity Index focused on the learning needs of all children in the school. The variables in the index identify the learning needs of all students.

Classroom Packages

The Index was used to re-construct the school through the creation of 'Classroom Packages'. These packages identified the needs of the students, and the educational outcomes expected of the group.

Teacher Application

Linking the school's diverse workforce with student needs, necessitated an application process through which teachers will be able to market their ability to address the needs identified in a classroom package.

This workshop will take participants through the dynamic process of facilitating a cultural shift towards a more inclusive school. This is an exciting innovation that is already recognised as a lighthouse project for Queensland Education.

Shannon Culley, Elisa De Bruyn, Chris Jackson, Megan Long & John Adams.

See John Adams, Shannon Culley, Elisa De Bruyn, Chris Jackson & Megan Long

Elisa De Bruyn, Chris Jackson, Megan Long, John Adams & Shannon Culley.

See John Adams, Shannon Culley, Elisa De Bruyn, Chris Jackson & Megan Long

Matthew Del Nevo

Catherine McAuley High, NSW

The Continental Community of Inquiry

Sunday 11.00am, WE T2, MR

Max: 25 - register your name on sign-on notice board

The workshop will demonstrate the Continental Community of Inquiry - a Community of Inquiry with a difference. Continental philosophy is more historically minded, more textual, more theological and more speculative than Anglo-American philosophy. The Continental Community of Inquiry enables students to engage with the texts and ideas of world-class philosophers. Thinking skills or the logical shape of thinking will not suffice for Continental philosophy, where the accent is on content - the matters themselves - the form may be

purely literary or rhetorical. It is a great opportunity for deepening discussion on a subject. The subject of this workshop will be Human Rights.

Cathy Douglas

St. Francis Xavier School, Goodna, Qld

Including the Disadvantaged: Literacy Through Philosophy - an innovative way of improving the literacy of disadvantaged students using an oral approach

Sunday 2.00pm, PG T3, CR

This study was undertaken in 2001 and was part of the 'Commonwealth Targeted Program - Strategic Assistance for Improving Student Outcomes'. The school involved was in a low socio-economic area and many students were educationally disadvantaged.

The purpose was two-fold.

1. To improve the literacy of children in Years One, Two and Three using the oral approach of the 'Community of Inquiry'.
2. To expose teachers to, and train them in, this technique.

Each of the nine class groups was exposed to three sessions of 'Community of Inquiry'. Class teachers were present and in every case another teacher-observer was also in attendance. The process was evaluated by students (using reflection logs and questionnaires) and by teachers (through evaluation sheets and interviews).

During such a brief time period, no objective measures of improvement were attempted to be obtained. However, subjective indications provided a highly positive result. Teachers consistently believed that their children had responded positively to the process and that the children's abilities in a range of literacy and curriculum areas had improved, especially speaking, listening, reading, thinking and questioning. Analysis of student logs and reflection questionnaires provided valuable insights into what they learned and how they learned during the sessions.

The teachers believed that it was the very inclusive nature of the process that enabled disadvantaged students to make improvements. Individual case studies provide proof of just how inclusive the process was.

This study shows clearly how philosophy, as a relatively new pedagogical approach, reflects inclusive conceptions of learning and learners.

Catherine Geraghty-Slavica

Taylor Primary School, ACT

Integrating Information and Communication Technology with Philosophy for Children

Sunday 3.00pm, PG T3, RR

In 2001 teachers from Taylor Primary integrated Literacy through Philosophy for Children with Information and Communication Technology. This was part of a national initiative, The Quality Teacher Project (QTP) that was funded by the Commonwealth through DETYA. The Curriculum Integration Model (CIM), which focused on incorporating Information Communication Technology into teaching. The work was successfully completed. We put a chapter from the "The Doll Hospital" written by Professor Ann Sharp for Preschool children into a power point presentation using pictures voice and text and we did the same with the

relevant section of the teachers' manual. Several key people in international and national philosophical communities have looked at this work and have given the project their endorsement. This work is available to educators free to download from the EdNA (Education Network Australia <http://www.edna.edu.au>) and Taylor Primary School (<http://www.taylorps.act.edu.au>) websites. This is the first time philosophical material has ever been made available in this way and has significant implications for educators working with Philosophy for Children nationally and internationally. Children who are hearing or visually impaired as well as children who cannot read now have access to philosophical material as a result of the work we did. This work demonstrated the possibility of integrating Literacy through Philosophy for Children with Information and Communication Technology and highlighted a need for Philosophy for Children material to be integrated in this way and made available for educators to use.

Clinton Golding

Queen Margaret College, Wellington, NZ

Philosophy for Children and Habits of Mind

Sunday 4.30pm, PE(80) T2, MR

Philosophy for children is often classed as being, at least partly, a thinking skills programme. Because of this view, a frequently heard question is 'how do you use philosophy for children to teach thinking skills?' Many of us have perpetuated this view when we try to make philosophy for children attractive by attaching it to the 'thinking skills' bandwagon. However, I think that this view seriously misunderstands the aims of philosophy for children.

When we link philosophy for children with developing thinking *skills* we make at least three assumptions: (1) That one aim of philosophy for children is to develop some *skills* of thinking; (2) That developing *skills* of thinking is all that we need to do to develop the thinking of students; and (3) That our students don't already have the thinking *skills* we are talking about. Each of these assumptions is incorrect.

One aim of philosophy for children is not to develop thinking skills in our students. The aim is to develop *thoughtful* students. We want our students to listen carefully to other views, we want them to be able to consider many different perspectives, we want them to think with others to help them get further, we want them to give reasons and examples. These aren't new skills we want to teach. They already know how to listen to one another, agree and disagree, give reasons and consider examples. But this is not enough as knowing the skills does not guarantee these skills are used wherever they would be useful. The aim of philosophy for children is for our students to make the thinking behaviours habitual, or as Art Costa names it, we want our students to develop the habits of mind.

Based on the work of Art Costa, we will look at what makes a habit of mind as opposed to a thinking skill, look at how the habits of mind is a useful and powerful tool for philosophy for children and finally look at how the habit of mind framework enables us to easily link philosophy for children with other curriculum areas.

Clinton Golding

Queen Margaret College, Wellington, NZ

Philosophy for Children and Multiple Intelligences

Saturday 11.30am, PG(80) T3, RR

We are told that all around the world, people have different strengths or intelligences. There are musical, logical-mathematical, visual-spatial, Bodily-kinaesthetic, linguistic, interpersonal, intrapersonal and naturalistic intelligences. Many educators have redesigned their classroom programmes to cater for and build on the different intelligences their students have. Yet the content of philosophy for children, the philosophical topics, issues and questions, are generally tackled with only three of the intelligences -linguistic for dialogue, interpersonal for community and logical-mathematical for reasoning and arguing. There are some uses of drawing or drama in philosophy for children, but we rarely see a rigorous attempt to use all the intelligences to tackle the content of philosophy for children.

Sometimes the different intelligences are treated as just fun activities people like to do and they are incorporated as an add-on as game time or creativity in an educational context. In philosophy for children we have incorporated many different games and activities using the different intelligences to develop the processes of a community of inquiry such as listening, turn-taking or working together as a group. However, this misses the major use of the intelligences. They were identified as the modes or means that different people in different cultures make sense of the world and solve problems. If looked at in this way, it is easy to see how the different intelligences might be incorporated into philosophy for children not just as a games add-on, but as a different way for students to make sense of, explore and solve the philosophical problems they grapple with.

We will briefly look at the theory of multiple intelligence and the different types of intelligence. Then we will look at ways of using the intelligences to solve philosophical problems that might arise in philosophy for children. We will also take some of these activities and use them ourselves to tackle some of our own philosophical problems in mini communities of inquiry.

Clinton Golding

Queen Margaret College, Wellington, NZ

Concept Games - A fun method of philosophical exploration

Monday 11.00am, WG T3, HR

One of the main aims of philosophy for children is to get students to analyse, explore and understand the concepts we use to make sense of the world. Let me call this process conceptual analysis. Concept games, when used in the philosophy classroom, are a particular tool for enabling students to engage in conceptual analysis at a very sophisticated level.

I will explain what conceptual analysis is in more depth, explain how concept games enable this process and look at the virtues of this approach to conceptual analysis. Finally we will take part in a community of inquiry using a concept game from my upcoming book.

Kylie Guy & Mali Te-Loo

Kuranda District State School & Hambleton State School

Democracy in Action in Two Diverse Far North Primary Schools

Sunday 4.30pm, WG T1, RR

The presenters are two classroom teachers - Kylie Guy from Kuranda District State School near Cairns, and Mali Te-Loo from Hambleton State School in Cairns. Kylie and Mali will outline the workings of their Class Parliaments and Student Councils in two quite diverse schools. They will explain how they set up Class Parliaments and Student Councils, what the roles of various members are, and how these democratic processes reflect the respective school's visions.

Kuranda District State P-7 School, 30km from Cairns, comprises students from a range of small communities and backgrounds. Of the current enrolment of 290, 38% identify as Aboriginal and come from four quite diverse smaller Aboriginal communities. Other students come from families who pursue alternative lifestyles, while others are business-owners and professionals who live in and around Kuranda village. Kylie teaches a Year 6/7 class as well as conducting Class Parliament and Student Council. She is an experienced teacher having taught in NSW and Queensland.

Hambleton State P-7 School is located on the southern suburbs of Cairns, and won the national school's "Discovering Democracy" SIGNPOST award in 2001. The current enrolment is around 700 students, 12% of whom identify as Aboriginal or as Torres Strait Islander. Mali been involved with Class Parliament and Student Council elections at Hambleton SS for many years. She is an experienced teacher, having taught in NSW, NT and Queensland. Mali is also an experienced presenter, both in Democracy in Classrooms and in Outcomes-Based Education. She is also involved in the Professional Standards for Teachers initiative.

Kathlyn Harrison

Buranda State School, Qld

Philosophy: An inclusive approach

Saturday 11.30am, WG T3, CR

Philosophy in schools is an inclusive teaching approach for improving learning outcomes for the diverse range of students. This session is about how to conduct a Community of Inquiry to engage students from specific target groups in regular classroom settings. The participants will engage in a Community of Inquiry interspersed with conceptual development exercises. Following this they will be shown how this same process has unfolded in an early childhood class and how the children, particularly those from specific target groups have participated.

Robyn Harrison

Brisbane, Qld

The Phases of Learning: The praxis of Conscious Intentionality in Pedagogy

Monday 11.00am, PG T3, CR

Teaching endeavours to present a meaningful world of which students can experience and in which they can express themselves. Ultimately, the students will demonstrate this new

learning through understanding and performance. Traditionally, philosophy of education has strived to align teaching strategies and curriculum theory with philosophical thought. Having embraced a philosophical position, its implications for education are determined and learning programs are constructed around that particular stance. However, that which constitutes the essence of education, the nature of the process of learning and teaching, continues to remain undescribed by philosophers of education.

What are these essential processes that describe when something has or is being learnt, or taught or being done? How does perceptual consciousness about things in the world, prior 'worldly' experiences and the relevance of this knowledge to an understanding of self and others, orientate the learner and or teacher towards their future possibilities and or choice of teaching strategies?

Within the context of the learning and teaching situation, the idea of 'Phases of Learning' will be presented as an appropriation of knowing, concern, meaning, and doing. Through being aware of these particular phases of learning, the teacher can be more attentive to the various levels of understanding and performance displayed. Phenomena such as place, spatiality, inter-subjectivity, moral agency and embodiment acknowledge the witnessing of these Phases.

Teachers responding to something, as being taught really well and or to the teacher's surprise that the student did actually learn something - would no longer be perceived as being simply 'intuitive'. That which constitutes such 'good teaching' describes the pedagogic praxis of noticing the connect-ness of consciousness and intentionality. This constructive synthesis holds the promise of a different perspective for the philosophy of education.

Susan Hearfield

4D Consultancy/Middle Years of Schooling Association, Qld

Real Learning Communities for Young Adolescents

Sunday 11.00am, PG(80) T2, RR

Max: 25 - register your name on sign-on notice board

The focus on the middle years of schooling in the last decade has given rise to much enthusiasm as well as some scepticism. Comments range from "...at last" to "...what's different" to "...another fad, it will go away". It was often young adolescents that teachers found the most difficult to work with due to biological based and socially constructed responses and behaviours. The presentation will include an outline of what middle schooling is, and is not; explore the distinctive nature of young adolescents; discuss characteristics of effective middle schooling practices for students, teachers and school leaders; highlight the features of middle schooling principles that promote learning communities.

The inquiry will centre on such issues as:

- o What is difference?
- o Does it work? How do we know?
- o When are we really "doing middle schooling"?
- o How authentic is engagement, learner participation, attitude etc as valid evidence of improved student outcomes?
- o Why indifference, or opposition, by some teachers to the reform?
- o What conditions foster effective reform?

Lynne Hinton
Buranda State School, Qld

Inside New Basics

Saturday 3.00pm, PG T3, CR

Lynne Hinton is the Principal of Buranda State School, a small, inner-city school in Brisbane, Australia. Philosophy has been taught across the school for almost six years. Buranda is also a trial school for the Education Queensland New Basics project.

This presentation will look at the links between Philosophy in Schools and New Basics, with particular reference to the notion of 'Productive Pedagogies'.

The extent to which teachers and students are enjoying and succeeding with New Basics is explored, along with connections this may have to Philosophy in Schools experiences.

Colleen Hope & Stephanie Savage
Thursday Island State School

Au Zageth ... Ginar" Yume Education Creating Positive Futures for our Students, Families and Community

Saturday 4.30pm, PG(80) T4, RR

Imagination is an important part of all human endeavour. The musical world reminds us that the importance of 'dreaming impossible dreams', 'climbing every mountain' and pursuing 'high hopes'; the sporting world tells us that inspiration is at least as important in breaking records as is perspiration; political and cultural figures who have made a difference have usually been motivated by a vision of an idealised future which they have successfully communicated to others; many of us adults attribute our life successes to school experiences and to teachers who imbued us with lifelong enthusiasm, goals and confidence (IDEAS Manual, 2001, p..32).

Welcome aboard our planning boat "Au Zageth... Ginar Yume Education" (Big Work in Action for Our Education) on a voyage of promise and potential.

Since the 16 May when our productive pearling lugger was launched by our Elders at the Partners for Success Business meeting we have been dropping anchor at ports around TI to listen to our school community's voices of direction for the children of Thursday Island State School.

This maiden voyage has been to carefully charter our destination of "Creating Positive Futures" for Thursday Island State School students and community in our next 5 Year Plan.

We believe in our school's vision of

Learning from the Past,
Learning in the Present and
Learning for the Future.

As we've anchored for part of this the year we have gathered committed crewmembers that will ensure we reach our destinations.

Our crew to date:

- ✓ God is at the rudder. With His love we will not reach peril,
- ✓ Our Elders navigate us through future courses by their wisdom.

- ✓ Keriba Kod our School Council is in the Engine room
- ✓ All of Government services are at the helm
- ✓ Students, staff and community are working hard on the deck

With a strong crew Mrs Hope and Mrs Savage will skipper "Au Zageth...Ginar" on a voyage of discovery.

To date we have gathered vital artefacts to ensure the success of our voyage. Collectively students, community and staff are saying that on our voyage we will need:

- Cultural Heritage
- Community Ownership
- Technology
- Health & Well Being
- Values
- The Family as our Foundation
- Enterprise and Employment

On this voyage we will log these into our compact of commitment:

This artwork painted by Kevin Levi is a signature charter between the school and Elders.

This Clay Urn represents the Appropriate infrastructure of facilities: oval, district special needs

This Pearl Shell represents English Second Language Teaching design for New Basics Framework

Our song is our Communication and Curriculum Framework designed by our parents between the lugger, Torres Strait Islanders Regional Education Council, Education Queensland and political autonomy to build strong talk in our community about education and employment.

Mark Hunter, Marilyn Patterson & Paul Clegg

See Paul Clegg, Mark Hunter & Marilyn Patterson

Chris Jackson, Megan Long, John Adams, Shannon Culley & Elisa De Bruyn,

See John Adams, Shannon Culley, Elisa De Bruyn, Chris Jackson & Megan Long

Judy Keen

Bowen District Support Service, Department of Education, Tasmania

The Time Riders' Code

Saturday 4.30pm, WG T3, HR

When Matthew and his research colleagues discover the technology for time travel, he looks around for someone to travel with, and happens to spot his niece, Phillipa. In their adventures, which follow the development of western civilization, Phillipa is faced with some challenging logic puzzles and research problems and she turns to her readers at the Department of Telecommunications, Control, Operations and Movements (DOTCOM) for assistance. Phillipa is also a thinker, and she wants to discuss the philosophical problems arising from her observations, with her audience.

The Time Riders' Code was published as an interactive e-book novel in weekly chapters, available to students in the Bowen District of Tasmania in 2000 and 2001, as part of the OWL Project. It proved very popular, and was the winner of District and State Awards for Excellence in Education. The program is an integrated, multi-layered study in SOSE, English, Maths and Philosophy.

The *Time Riders' Code*, together with its sequel *The Time Riders Out Back*, which appeared in 2002 are now available in hard copy.

Judy Kurtz, Glenda Rodrigues & Robyn Robinson

See Robyn Robinson, Judy Kurtz & Glenda Rodrigues

May Leckey, Sally Milburn & Jason Pietzner

University of Melbourne; North Fitzroy Primary School; Epping Secondary College, Vic.

Questioning literacy: possibilities and practice

Sunday 11.00am, WG T3, HR

Literacy continues to be one of the most pressing issues in education today. Teachers constantly grapple with effective ways to promote literacy in their classrooms. The philosophy classroom offers much for the development of literacy, but there are many assumptions surrounding this claim. This session will examine some of these assumptions and highlight three practitioners' research and thinking about literacy.

- Jason Pietzner is a primary teacher and will share his approaches for scaffolding children into the text in his Grade 5 philosophy classroom.
- Sally Milburn has been a literacy consultant for many years and is now teaching in secondary school where literacy has been identified as an urgent problem. She is involved in a literacy research program.
- May Leckey teaches at tertiary level. Her post-graduate research in a junior secondary philosophy classroom led her to examine students' transference of philosophical thinking skills to their writing.

Megan Long, John Adams, Shannon Culley, Elisa De Bruyn & Chris Jackson

See John Adams, Shannon Culley, Elisa De Bruyn, Chris Jackson & Megan Long

Jennifer Mansfield & Vicki Bishop

Brisbane Independent School, Qld

Access - the key to a democratic classroom

Sunday 4.30pm, WG T1, CR

The goal of a democratic classroom seeds much of contemporary educational literature, spanning the whole range of classroom issues (Apple & Beane, 1995). The importance of the democratic process to values development of the individual, whilst not ignored is tempered by a range of problems with establishing a truly democratic environment. These include:

- o confusion over the goals of the democratic process (Apple & Beane, 1995),
- o balancing freedom of speech with power inequalities (Brookfield 1999), and

- o the difficulties of authentic empowerment of the individual to participate in the decision-making process (Neito, 1995).

Inequalities of knowledge, power and access to decision-making can be overcome by a series of fundamental elements for a successful democratic classroom that have emerged around the concept of "Equality of Access".

Equal access to knowledge

- Type of democracy in use
- Level of decision-making
- Underpinning Values
- Focus on discussion

Equal access to power

- Culture of equality
- Challenging power differentials
- Flexible planning
- Co-operative learning

Equal access to decision-making opportunities

- Self-directed learning and thinking
- Voting Procedures
- Holonomous organisation goals

Using these three concepts of Access this workshop will provide practical tools to help establish and maintain a democratic classroom for participants. Participants will be asked to engage in the democratic process directly in choosing the final topics for discussion and will utilise videos of a democratic classroom from the Brisbane Independent School to discuss and analyse these concepts of Access.

Juliana Mercon

Universidade de Brasilia, Brazil

School and Philosophy: the expected and the unexpected

Saturday 3.00pm, PG T3, MR

This paper suggests that we think of philosophy as an *experience*. By doing so we affirm the unpredictable, sense disruptive, transforming nature of philosophising. Philosophical experience and schools have little in common - while the latter solidifies what is presented as evident, even through 'interrogative practices', the former suspects, does not conform itself to what is pre-established. Philosophy suggests a relationship with knowledge that is not based on the reproduction of contents, on the unquestionability of disciplinary determinations, on the imitation of models or on the confirmation of the usual. Philosophy views knowledge with suspicion. Its presence in schools may contribute to the investigation of what is presented as obvious, necessary, natural. It may be a motor for changes in the forms through which we relate to the world, to the others and to ourselves. Philosophy might also make us reflect on how we conduct the action of the children, turning them into the realisation of a previous project or not. Philosophy may, after all, generate spaces for the irruption of novelty, for the unexpected.

Sally Milburn, Jason Pietzner & May Leckey

See May Leckey, Sally Milburn & Jason Pietzner

Stephan Millett

Wesley College, WA

Thinking Tools for Teaching Ethics Across the Curriculum

Sunday 4.30pm, PG (80) T3, HR

Learning how to teach ethics may be one of the more important elements of a teacher's professional development. In an environment, such as primary and secondary schools, where the aim is a comprehensive education it makes sense to teach ethics in each of the curriculum areas. Teaching ethics across the curriculum is an idea whose time has come. But, is it worth doing, what outcomes can we realistically expect, and how do we teach it best? This paper puts the case for teaching moral thinking in the context of critical thinking generally. That is, we should teach people HOW to think, not WHAT to think.

With ethical decision-making as part of our critical thinking toolkit, we can challenge the dominance of instrumental reason - the sort of thinking that simply solves the problem of HOW something can be done. That sort of thinking is necessary, but is not sufficient.

The paper first discusses some of the evidence demonstrating that teaching ethics using philosophical tools is worthwhile before canvassing some questions on outcomes and offering a rough guide on this.

The paper argues that moral education should be reflective, should take account of recent work in brain and learning theory and should develop tools suitable for a range of thinking preferences. To this end, the paper emphasises the processes involved in thinking ethically and offers some philosophical tools that may be useful in a range of classroom situations. Chief among the tools is a set of graphic organisers that focus on the process of ethical decision-making. These graphic organisers will be the core of the workshop that accompanies the paper.

Marilyn Patterson, Paul Clegg & Mark Hunter

See Paul Clegg, Mark Hunter & Marilyn Patterson

Jason Pietzner, May Leckey & Sally Milburn

See May Leckey, Sally Milburn & Jason Pietzner

Janette Poulton

University of Melbourne, Vic

Milestones in Philosophical Development during the Middle Years of Schooling

Saturday 4.30pm, WE T4, MR

This presentation is a workshop designed to seek your responses.

The research project is intended to contribute to the development of a Standards Referenced Framework for a school-based Learning Area - Philosophy. The project will provide clear definitions of a progression of learning in this growing discipline learning area and in doing so fill a gap in the nature of information related to the subject. It will

therefore become possible to use definitions of typical development in this area for teaching and assessment purposes.

This primary objective is to present calibrated Progress Maps or Profiles describing milestones in the philosophical development of students in the middle year of schooling. Progress Maps achieve this by describing a general course of development in an area of learning. These maps may then be used to provide a framework for:

- preparing curriculum materials,
- monitoring student progress through an area of learning,
- discerning opportunities for intervention, and
- establishing expectations regarding learning outcomes for sub groups of students.

I have collected sufficient data to commence data analysis. But, early days yet!

I will be showing video recordings:

1. to inform you of the process of data collection,
2. to illustrate various kinds and levels of philosophical development, and
3. to discuss some of the criteria I will be using for coding of student discourse.

Your assistance will be greatly appreciated.

Robyn Robinson, Judy Kurtz & Glenda Rodrigues
Deception Bay North State School, Qld
School and Staff Development for Inclusive Education

Monday 9.00am, WG T2, RR

The move towards more inclusive education requires school communities to "create strategies that allow everyone at the school site to speak and ensure that everyone be heard" (Poplin and Weeres, 1992). Consideration of current beliefs and practices, collaborative problem solving and democratic discussions enable schools to recognise and respond to difference that could otherwise result in the marginalisation of certain students within a school community

This study involving school and staff development for inclusive education, undertaken at a disadvantaged primary school in Queensland, was a collaborative effort between the school and a university. The development of more inclusive practices occurred on two levels: reculturing of the school to reflect inclusive beliefs and values; and enhancement of teacher skills and knowledge to better address the learning needs of all students. The *Index for Inclusion* (Booth, Ainscow, Black-Hawkins, Vaughan, & Shaw, 2000) was used to facilitate the process of professional development and change in school culture, policy and teaching practice. The Index process described incorporates the use of a critical friend and peer mentoring within an action research model.

Recognizing that teachers are critical in school reform and that an inclusive school culture engages teachers in collaborative forms of learning, the model of professional development described, attempted to enhance teacher learning through reflective practice and professional dialogue. This study has shown that professional development undertaken in a climate of school reculturing and collaboration enhances a teacher's sense of ownership and relevance of the in-service.

While all societies make strangers of some of their members, this study attempted to give voice to all those involved in a multifaceted social organization, thereby increasing its capacity to respond to all learners.

Glenda Rodrigues, Robyn Robinson & Judy Kurtz

See Robyn Robinson, Judy Kurtz & Glenda Rodrigues

Claire Ruggieri

Queensland University of Technology, Qld

Democratic Teaching: Exploring the relationship between pedagogy and classroom practice

Sunday 3.00pm, PG T1, CR

We may all agree that democratic classrooms foster more creative learning environments for students and teachers. However, teachers' practice varies according to their definitions of democracy and their interpretation of the indicators that illustrate a democratic classroom and a democratic teacher.

Through an interactive workshop, we will discuss the notion of a democratic classroom and the practicalities concerned with being a democratic teacher. By exploring the relationship between our espoused pedagogy and actual classroom practices, this session should bring to the surface everyday classroom experiences that reveal democratic teaching in action.

Stephanie Savage & Colleen Hope

See Colleen Hope & Stephanie Savage

Greg Smith

St. Joseph's College, Brisbane, Qld

Recognising and valuing new knowledge: Towards an epistemology of the community of inquiry

Sunday 3.00pm, PE T3, MR

It will be argued that in community of inquiry we do indeed gain new knowledge to "make progress." This key term will be examined to show that new knowledge comes as content, process, attitude and affectivity. Because ours is an heuristic philosophy, the outcomes may not be neatly encapsulated as Outcomes as that term is used in current curriculum parlance.

A copy of the paper is available at <http://home.pacific.net.au/~greg.hub/newknowledge.html>

Tim Sprod

The Friends' School, Tas

PAC, Discovering Democracy and citizenship education: preliminary results from an empirical research project

Saturday 3.00pm, PG T1, HR

Over the past three years, the Centre for Citizenship and Education at the University of Tasmania has been conducting a large-scale trial of the use of the community of inquiry

method in citizenship education, specifically through the use of the Discovering Democracy materials. We have now collected a large amount of data, much of which is still to be analysed.

This session will firstly outline the scope of the project, before looking in more detail at one small set of the data - a case study of one of the experimental schools. I will illustrate the intervention using the teacher's journal, excerpts from discussion transcripts and data from the pre- and post-tests completed by the students.

Roslin Sullivan

Auckland College of Education, NZ

Who cares what students think, as long as they pass

Sunday 2.00pm, PG T2, MR

A number of staff at a tertiary teacher education institution are exploring issues associated with notions of democracy, social justice, and citizenship in education that lie outside of the delivery of modules within a B.Ed (Teaching) degree. We wonder where the 'space' is for teacher education students to explore these issues. We anticipate that the consideration of such issues might assist in refining critical thinking skills transferable to teaching practice and children's learning.

This presentation charts the progress to date, illustrating the directions that discussions and ideas have considered. Some proposals have been put forward with several actions contemplated. There will be opportunity for discussion using challenging questions, in seeking a way forward.

Mali Te-Loo & Kylie Guy

See Kylie Guy & Mali Te-Loo

Jennifer Travers

Chevallum State School, Qld

Discovering Democracy Through Socratic Dialogue

Saturday 11.30am, WG T1, MR

Participants will be immersed in a Socratic dialogue focused on a text from one of the Discovering Democracy Readers.

Discovering Democracy Readers as Rich Texts

The visual and textual richness of the Discovering Democracy Readers in terms of concepts, issues, values and ability to stimulate dialogue, combined with their availability in all Queensland school identifies them as an ideal vehicle and resource for developing Socratic seminars and substantive conversations in our 'new times' learning communities.

Elements of the Socratic Seminar

The Socratic Seminar is a form of structured discourse about ideas, issues and moral dilemmas. The seminar is designed to create a collaborative thinking environment, where learners are actively engaged in constructing meaning, ethical attitudes and behaviours. The seminar text is chosen for its 'richness'. The focus question reflects genuine curiosity and leads participants back to the text. The leader plays a dual role as leader and participant,

modelling habits of mind and keeping the focus on the text. Participants share responsibility with the leader for the quality of the seminar; study the text; listen actively; share ideas and search the text for evidence to support thinking.

Communities of Learners and Strong Democracy

Socratic dialogue contributes to the development of supportive and challenging learning environments by facilitating respect for diverse ideas, people and practices. It can also support the development of ethical and civic learning communities and work cultures with capacity for change. The seminar process enables multiple viewpoints to work towards shared understanding. Participants learn to listen, to understand, to make meaning and to find common ground. The process facilitates, enlarges and possibly changes participants' points of view.

Resources supporting the facilitation of a Socratic seminar will be available to take away

Jennifer Travers

Chevallum State School, Qld

Community of Learners Discussion Paper

Monday 9.00am, WG T2/4, CR

As a 'New Basics' school we are committed to aligning curriculum, pedagogy, assessment and school governance to produce a transformational environment that will inform our structures and improve outcomes for all our learners in 'new times'.

Our 'Community of Learners' Discussion Paper synthesizes the ideas, philosophies and theoretical influences tabled at our Life Pathways, Social Futures, Active Citizenship curriculum team meetings in early 2001.

The team's task was to review Chevallum's existing Behaviour Management policies and practices, and to develop a model of community governance that would align with our vision of ourselves as a community of learners.

The paper recommends a paradigm shift and a governance model that values

- ✓ Learning Management
- ✓ Stewardship
- ✓ Service Learning
- ✓ Restorative Justice

The paper will be presented and participants will have the opportunity to engage with our staff in a professional conversation using the 'Tuning Protocol'.

The Tuning Protocol (Coalition of Essential Schools, USA) allows a variety of voices and perspectives to be shared.

Susan Wilks

Department of Education Policy and Management, University of Melbourne, Vic.

Problem Based Learning is ok here but just don't say we have a problem!

Sunday 2.00pm, PG T3, RR

This paper describes the strengths and challenges that emerged from a new Problem-Based Learning program at the University of Melbourne. It integrated campus-based curricula

with experiences of student teachers in schools. The overlapping domains of Professional Practice, School Contexts, and Professional Knowledge combined through the scenarios or problems that student teachers investigated in partnership with host schools and University staff facilitators.

The PBL cohort emerged from concerns expressed by the Tertiary Education Accreditation Committee's (TEAC) review of teacher education programs and an internal review by Melbourne's Education Faculty. The expected and unexpected findings are described in this paper, together with tips for beginners.

Susan Wilks

Department of Education Policy and Management, University of Melbourne, Vic.

The Role of Visual Arts and Aesthetics in Developing HOTS

Monday 9.00am, WG T3, HR

Introduces both the background and philosophy behind the important role that the Aesthetics component of the Visual Arts plays in improving cognition levels. A range of teaching materials that can be used to develop reasoning and thinking skills in and through the Visual Arts will be modelled. Aimed at all those interested in using the issues and examples in the Visual Arts to promote, assess and teach higher order thinking skills across the curriculum.

SYMPOSIUM

"Backing the Future: Teaching and learning in a changing world"

9:30am - 11:00 am, Saturday 28 Sept - Holloway Room

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)

ABSTRACT

The symposium will consider the four main themes of the conference: new pedagogies, children in democratic classrooms, learning communities, and curriculum for lifelong learning, and why these themes are important in the current climate of 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.

The symposium will be a community of inquiry starting with the symposium participants and then opening up to the audience, to give everyone the opportunity to build upon, agree with or challenge the views raised in the spirit of exploring the questions below.

OVERVIEW QUESTION

What should the aims of teaching, learning and education be like now and into the future?
What should teaching, learning and education be like? Why?

New Pedagogies

Do we need new approaches to teaching and learning? Do new pedagogies give us what we need?

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 for teaching and learning?

Learning Communities

What is a learning community and why would it be valuable for teaching and learning?

Curriculum Design for Life Long Learning

What do we mean by life-long learners? How would we teach for lifelong learning and why is this valuable?