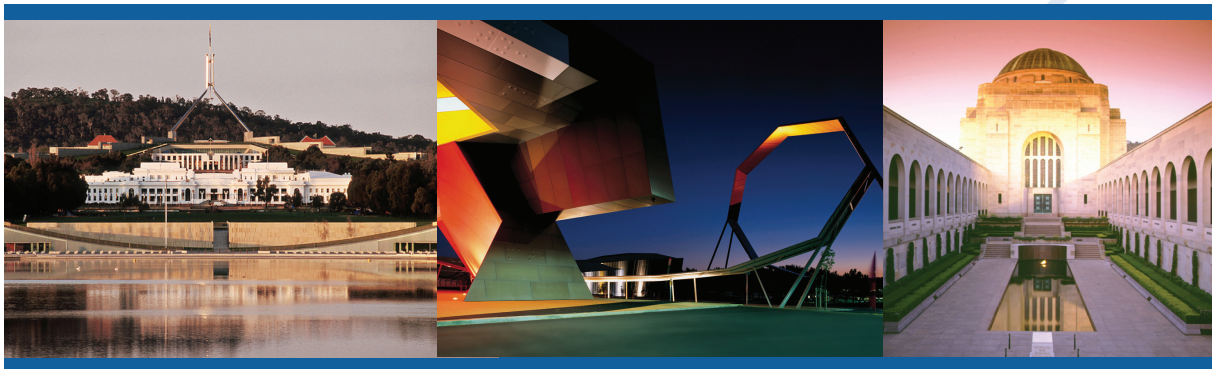




Federation of Australasian Philosophy  
in Schools Associations (FAPSA)

## 2009 AUSTRALASIAN CONFERENCE

2nd and 3rd of October, 2009



School of Humanities Conference room | ANU College of Arts & Social Sciences  
Bldg 14, A.D. Hope Building | The Australian National University

## CONFERENCE DINNER

THURSDAY 1 October at Vivaldi's  
6.30pm for 7pm

**Graham Oppy Lunch time speaker at Vivaldi's**

ANU Arts Centre, Union Court  
North Road, Canberra ACT 0200

## DAY 1 FRIDAY, 2 OCTOBER

Registration from 8.30 am

TIME	PRESENTER		CHAIR
9.00 – 9.10	Catherine Geraghty-Slavica	Introducing Dr Michael Kindler and thanking all for their contributions in 2008 and 2009	
9.10 – 9.15	Dr Michael Kindler	Opening the first FAPSA conference in the ACT and welcoming and Professor Ann Sharp to Canberra	Dr Vanya Kovach
9.15 – 10.45	<b>Prof Ann Sharp</b>	The Joy of Philosophy for Children	Assoc Prof Phil Cam
10.45 – 11.15	Morning Tea		
11.15 – 12.15	Dr Michael Kindler	Quality Teaching & Philosophy	Prof Ann Sharp
12.15 – 1.15	Dr Winifred Wing Han Lamb	'Nurturing the Love of Truth in P4C: towards a Phenomenology of Understanding'	Dr Alan Tapper
1.15 – 2.00	Lunch		
2.00 – 3.00	Janette Poulton	The Quadrant in practice!	Prof Laurance Splitter
3.00 – 3.30	Afternoon Tea		
3.30 – 4.30	<b>Assoc Prof Phil Cam</b>	Achieving Intellectual Quality Outcomes through Philosophical Inquiry	Dr Winifred Lamb
4.30 – 5.30	Dr Gil Burg	Becoming a citizen is a learning process: Some observations about civics and citizenship education	Prof Laurance Splitter

## DAY 2 SATURDAY, 3 OCTOBER

TIME	PRESENTER		CHAIR
9.00 – 10.00	Dr Vanya Kovach	On 'Respect for Others' in the Community of Inquiry	Dr Gil Burg
10.00 – 11.00	Liz Fynes-Clinton & Rosie Scholl	Buranda State School: Learning Now	Dr Vanya Kovach
11.00 – 11.30	Morning Tea		
11.30 – 12.30	<b>Prof Laurance Splitter</b>	What does it mean to be truly 'one among others'? A Look at a Community of Mathematical Inquiry	Dr Alan Tapper
12.30 – 1.30	Lunch		
1.30 – 2.30	Liz Fynes-Clinton	The Power of Reflective Practice in the Classroom	Frances Moore
2.30 – 3.00	Afternoon Tea		
3.00 – 4.00	Rosie Scholl	The Question Quadrant: Building On to Negotiate Curriculum	Michael Walsh
4.00 – 5.00	Dr Alan Tapper	"The new WA Philosophy and Ethics course: a Community of Inquiry approach for upper secondary students".	Dr Winifred Lamb
5.00 – 5.30	<b>Prof Ann Sharp</b>	CLOSING THOUGHTS	Catherine Geraghty-Slavica Thank you!

## BURANDA STATE SCHOOL: LEARNING NOW

Liz Fynes-Clinton

Education Queensland

Rosie Scholl

The University of Queensland

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All measures would indicate that Buranda State School is a place where children enjoy learning and that they do in fact learn. Their learnings are not able to be quantified simply by tests of literacy and numeracy (in which they excel) but extend beyond to the learnings that make them active and thoughtful citizens now, who are able to contribute to a diverse and well functioning community of learners. In fact Buranda exemplifies a learning organisation where all people involved with the school at all levels would identify themselves as thinkers, learners and contributors to the community. The focus of this paper is to outline the progress of the school to this point in time through an historical examination of actions and outcomes of students, teachers, the principal and the community Buranda operates within, by two past teachers who have kept close ties with the school. This review builds on the work of Lynne Hinton (2003) offered in her paper *Reinventing a School* and comes at a poignant time in Buranda's story as the community prepare to farewell their current principal. It gives a potted history of what's possible where vision, leadership, community, commitment, belief and learning mingle to create a school where power serves reason, imagination and care.

## QUALITY TEACHING AND PHILOSOPHY CONSIDERATIONS OF INTELLECTUAL EXPECTATIONS IN THE CLASSROOM

The ACT Department of Education and Training has adapted a NSW version of a Quality Teaching model developed by Professor Jenny Gore and Dr James Ladwig from Newcastle University for use in ACT public schools. The three dimensions of this model are intellectual quality, quality learning environment, and quality curriculum. This paper unpacks the six elements of intellectual quality by firstly questioning what is meant by quality. Additional strategies further refine the model, namely forms of interrogative and heuristic pedagogy to elicit thought. The first Essential Learning Achievement of Every chance to learn, ACT Curriculum framework, preschool to Year 10 is entitled *The student uses a variety of strategies to think and learn*. This paper underpins this attribute with a questioning framework designed to elicit modes of intellectual quality only partly defined by the Gore model. Among these are conceptual and lateral thinking, and creative and critical thinking. The paper concludes by stating that the model provides a great platform for philosophic engagement but requires further methodical elaboration to bring out depth and breadth of thought.

### Dr Michael Kindler

Dr Michael Kindler is the Manager of Curriculum Support for the Department of Education and Training in the Australian Capital Territory. He came to Canberra to work on the curriculum review which brought about *Every chance to learn*, the current curriculum framework for ACT schools Preschool to year 10. The challenge is now to make an Australian Curriculum relevant to meet learning requirements of all young people. An Australian Curriculum should respect local content and teacher professionalism, be an inclusive curriculum to enable students to compete across borders and have multiple literacies. Conversant in Australian Literature, Michael's PhD is in English Curriculum theory from the University of Western Sydney. Originally from Switzerland, he has taught languages and English in NSW high schools for many years. After lecturing in two Australian Universities in pre-service teacher education, he was a professor in Japan and the United Arab Emirates for eight years.

DR MICHAEL KINDLER

## ABSTRACT QUALITY TEACHING AND PHILOSOPHY CONSIDERATIONS OF INTELLECTUAL EXPECTATIONS IN THE CLASSROOM

The ACT Department of Education and Training has adapted a NSW version of a Quality Teaching model developed by Professor Jenny Gore and Dr James Ladwig from Newcastle University for use in ACT public schools. The three dimensions of this model are intellectual quality, quality learning environment, and quality curriculum. This paper unpacks the six elements of intellectual

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**Liz Fynes-Clinton**

**Workshop Abstract**

**The Power of Reflective Practice in the Classroom**

As educators we aim to develop the students' ability to think critically, creatively and caringly. If we are to do this effectively we need to assist our students to think metacognitively - to understand their own thinking processes and the thinking of others. Many students possess a naturally reflective disposition whereas others need to be taught how to reflect on thinking, learning, actions and future applications. In order to understand cognition and become metacognitive, students require multiple opportunities to engage in learning experiences that require them to think deeply about their own thinking and the ways in which others think.

Reflection is integral to the philosophical inquiry process. Students are required to reflect on their progress as a community of learners and individually. This workshop will connect current theories on reflective practice to practical classroom strategies with which to encourage students to reflect deeply on the substantive, intellectual and procedural elements of the inquiry process. The workshop will provide educators with '*ways of working*' in the classroom that foreground deep, reflective thinking practices. A range of activities which can be applied across all key learning areas will be explored. These activities have been designed to assist students to draw effective conclusions about their thinking, learning and actions, and plan future directions based on metacognitive understanding.

#### **Liz Fynes-Clinton: Biographical Information**

Liz is currently employed at East Brisbane State School (Queensland) in a coaching position to support the implementation of the Philosophy in Schools program. She recently held the position of Senior Project Officer and curriculum writer in the State Values Education Team, Curriculum Division, Department of Education, Training and the Arts. Prior to this she worked as a Senior Education Officer in the Middle Phase of Learning, Curriculum Division. For six years, Liz was a teacher at Buranda State School where philosophy is taught throughout all year levels.

Liz has a level two teacher educator certificate in philosophy and has extensive experience in the presentation of in-service programs, papers and workshops on the teaching of philosophy in the classroom. She has completed a Master in Education at Griffith University focusing on philosophical inquiry with middle phase learners.

Liz is a co-author of the book *Philosophy with Young Children: A Classroom Handbook* which was written with the Principal and other teachers from Buranda State School and Philip Cam from the University of NSW.

Janette Poulton, MA, MEd. has been proactive in promoting philosophy in Victorian schools since 1996. She began her philosophical life as an academic philosopher at the University of Melbourne in 1977 with a dual interest in Wittgenstein and Aesthetics. Her interests turned to philosophical education in 1990 upon introduction to the work of Matthew Lipman. Her work as a teacher spans primary through to tertiary and adult education, including design and delivery of teacher training programs through VAPS and University of Melbourne. She is currently a member of a design team for the development of an on-line year 7-10 philosophy program at DECV, and contributes in a number of ways to the VCE Philosophy program. She is hoping to complete her Doctorate of Education "Milestones in Philosophical Development." in the near future

## ABSTRACT THE QUADRANT IN PRACTICE!

This workshop is designed to show current work in Victoria inspired by Phil Cam's Thinking Quadrant. In particular its use to promote inquiry in public spaces, namely the Melbourne Museum; and s a tool for on-line dialogue at the DECV..

## THE QUESTION QUADRANT: BUILDING ON TO NEGOTIATE CURRICULUM

Rosie Scholl, The University of Queensland

Email: [r.scholl@uq.edu.au](mailto:r.scholl@uq.edu.au)

Questions can be, in and of themselves, a form of higher order thinking. Where teachers believe in students and are willing to share power with them in order to negotiate an engaging curriculum, student questions can assist in the design of curriculum and assessment. This pedagogical approach mirrors the idea of meddler in the middle and can support a transdisciplinary approach teaching and learning. This paper shares practical ideas about negotiating curriculum with students, through teaching them to question and use their questions in purposeful ways. It draws on experience in classrooms using The Question Quadrant (Cam, 2006). Whilst the Question Quadrant is a useful tool for developing philosophical questions with students, this paper makes links to current theorising about curriculum, pedagogy and assessment showing how The Question Quadrant can be used as the central integrating device for negotiating curriculum and assessment with students. This approach would also answer many of the demands of the Productive Pedagogies (Lingard et al, 2001) and engage students in pursuing their learning interests.

### Rosie Scholl

Rosie Scholl is currently undertaking a PhD project entitled Transforming Pedagogy through Philosophy for Children, through the School of Education at The University of Queensland. This thesis explores the impact that training and implementation of Philosophy has on the pedagogy of primary school teachers. Her supervisors are Dr Kim Nichols and Dr Gilbert Burgh.

Rosie has taught in primary schools across Queensland since 1993 and was a teacher at Buranda State School from 1999-2002, where philosophy is taught throughout all year levels. She also has a level two teacher educator certificate in philosophy and has worked with teachers in both face to face and online modes to deliver in-service programs on the teaching of philosophy in the classroom. She has completed a Master in Education at The University of Queensland focusing on children's questions with regard to Philosophy, metacognition and reading comprehension.

Rosie is a co-author of the book *Philosophy with Young Children: A Classroom Handbook* which was written with the principal and other teachers from Buranda State School and Philip Cam from the University of NSW..

*The Joy of Philosophy for Children and how this experience of joy motivates children to persevere in the inquiry of philosophical issues that mean a great deal to them.*

## ABSTRACT THE NATIONAL CURRICULUM

### Professor Graham Oppy

Professor Graham Oppy is Head of the School of Philosophy and Bioethics at Monash University, and Chair of Council of the Australasian Association of Philosophy. He has recently completed a term as Associate Dean Research in the Faculty of Arts at Monash. His research lies mostly in philosophy of religion, where (with Nick Trakakis) he has recently completed editorship of a five volume *History of Western Philosophy of Religion* (out later this year with Acumen and OUP). He is currently working on a large ARC-funded project on the *History of Australasian Philosophy*.

ROSIE SCHOLL

PROFESSOR  
GRAHAM OPPY

### Professor Ann Margaret Sharp

Teaching the reasoning and inquiry skills of philosophy is necessary for quality education but not sufficient. It is analogous to offering children the skeleton of a fish - but no meat at all. Concept formation disappears. Dialogue might disappear (after all we could take the skills, put them in a little book and let the kids practice them.) And most importantly. Meaning-making, perspective-taking, thinking in terms of possible new worlds, entering into the worlds of people who are different from us and trying to understand them disappears. In other words *doing philosophy*, something that children enjoy and need terribly to make sense of their world, disappears. Creative and Caring Thinking disappear. Education of the emotions disappears. Philosophy as social criticism disappears. Dialogue about Ideals such as justice, freedom, beauty and goodness which children need to help guide their Behaviour and their view of a better world disappears, leaving children with a very poor and paltry view of reality.

### Professor Ann Margaret Sharp

Professor Ann Margaret Sharp is the co founder with Professor Matthew Lipman of Philosophy for Children and she is at the center of the dissemination of this educational approach, which is used in 60 countries and has been translated into 30 different languages. She has provided workshops for educators philosophers, and administrators in many nations: Nigeria, Chile, Costa Rica, Singapore, China, Zimbabwe, Taiwan, England, Belgium, Australia, Austria, Moscow, Brazil, Mexico, Argentina, Quebec, Bulgaria, Spain, Iceland, Ukraine, Columbia, Lithuania and Portugal. She was elected President of the International Council for Philosophical Inquiry with Children in 1992, served as Secretary of the International Council for many years, and has represented Philosophy for Children at numerous conferences throughout the world, presenting papers on the theoretical underpinnings of the classroom community of inquiry and of Philosophy for Children. She has written philosophical novels and stories and developed curriculum materials for Philosophy for Children.

### Associate Professor Philip Cam

Associate Professor Philip Cam is well known nationally and internationally as a leading advocate of Philosophy for Children using a literature approach. Philip Cam is Associate Professor in the School of Philosophy at the University of New South Wales. He was a founding member of the NSW Philosophy in Schools Association, was twice President of the Federation of Australasian Philosophy for Children Associations, and has many years of experience in teacher education. Philip has written extensively for children and teachers, including publication of the *Thinking Stories* series of books, *Thinking Together: Philosophical Inquiry for the Classroom*, and *Twister, Quibbler, Puzzler, Cheat*, a collection of stories based on classical and modern paradoxes. He has been invited to run workshops in many countries and his work has been translated into several languages. Philip is an external member of faculty at the Institute for the Advancement of Philosophy for Children at Montclair State University in New Jersey, is currently Chair of the Asia-Pacific Philosophy Education Network for Democracy, and has edited a series of books on philosophy, democracy, education and human values in association with UNESCO.

## ACHIEVING INTELLECTUAL QUALITY OUTCOMES THROUGH PHILOSOPHICAL INQUIRY

### Philip Cam

Today I wish to show how the various strategies included under Intellectual Quality in the Quality Teaching Framework turn out to be closely connected and mutually supporting approaches to teaching and learning when students are engaged together in collaborative philosophical inquiry.

Collaborative philosophical inquiry is a powerful means of developing *substantive communication* in the classroom. This is so not simply because students are dealing with substantial subject matter but also because they are learning to make the kinds of intellectual moves that constitute *higher-order thinking*. Furthermore, sustained discussion, in which higher-order thinking is brought to bear on issues and ideas, produces a *deeper understanding* of them. It develops skills and dispositions that are associated with scholarship and the production of knowledge, which will assist students to gain *deeper knowledge* throughout their studies. When students engage in philosophical inquiry, their uncertainties and differences mirror the doubts and disputes of philosophers, who deal with problems and issues

where human knowledge is uncertain or disputable. By its very nature, philosophy deals with *knowledge as problematic*. Finally, learning to think philosophically is, in part, learning to think about your thinking. This means that philosophy has a significant meta-cognitive dimension and that in learning to engage in philosophical inquiry students are learning to use a *meta-language* to identify the moves that they make in their thinking.

### What does it mean to be truly “one among others”?

#### A look at a community of mathematical inquiry

Laurance J. Splitter

Hong Kong Institute of Education

In recent years, I have spoken, and written, a great deal about the role of the community of inquiry (CoI) as an environment in which young people develop as *persons* in the rich (philosophical) sense, i.e. ethically, epistemologically, logically, aesthetically – even metaphysically. Further, while philosophy clearly features in this development (or transformation – which, incidentally, is a process that is life-long), the focus of the CoI can be any subject area or discipline. In this presentation, I will elaborate on what I mean by persons as *one among others*, and will provide some illustrations, not from the philosophy classroom, but from mathematics – often considered as the subject least amenable to the CoI approach. My illustrations come, somewhat surprisingly to some, from Japan, where the “whole-class” methodology for teaching maths comes as close to a CoI as anything I have yet seen. Granted, the community of mathematical inquiry is not quite the same as a community of philosophical inquiry, but then, maths is not philosophy.

#### Professor Laurance Splitter

Professor Laurance Splitter is a professor of Education at the Hong Kong Institute of Education. He holds Honours degrees in philosophy and mathematics from Monash University, and Masters and Doctorate degrees in philosophy, from the University of Oxford, where he studied as a Rhodes Scholar. In 1997 he was elected a Fellow of the Australian College of Education. His early work in education centered on introducing philosophy into Australian schools, and his long-standing commitment to the teaching of higher-order/critical thinking, inquiry and dialogue to children and adults. From 1988 to June 2001, he was Principal Research Fellow and Director of the Centre for Philosophy with Children and Adolescents, within the Australian Council for Educational Research; and from 2001 to 2008, he taught at several universities in the USA. He has conducted workshops, seminars and conference sessions with children, educators, and parent groups in many countries around the world, and has published widely in philosophy for children and related fields.

PROFESSOR  
LAURANCE SPLITTER

### On “respect for others” in the community of inquiry

Dr Vanya Kovach

Some degree of respect for others is taken to be a necessary requirement for a philosophical community of inquiry, and the increase of such respect is often taken to be one desirable outcome of continued participation. In this paper I briefly introduce a variety of philosophical views on the nature and objects of respect, and explore how these can illuminate participation in, and facilitation of, communities of inquiry with school students.

#### Dr Vanya Kovach

Vanya Kovach teaches philosophy part-time at the University of Auckland, New Zealand, and is active as a philosopher in the community in the areas of professional ethics, health research ethics and Philosophy for Children. She has been the principal P4C trainer in New Zealand for several years.

DR VANYA  
KOVACH

### ‘Nurturing the love of truth in P4C: towards a phenomenology of understanding’

Dr Winifred Wing Han Lamb

Hardly after practising detailed comparisons of names and definitions and visual and other sense perceptions, after scrutinising them in benevolent disputation by the use of question and answer without jealousy, at last in a flash understanding of each blazes up, and the mind, as it exerts all its powers to the limit of human capacity, is flooded with light.

(Plato’s *Seventh Letter*, 344b)

It is a well demonstrated fact that P4C promotes higher order thinking through acquisition of the reasoning and inquiry skills of philosophy. Our own experience in various contexts of working with children and young people especially through extended periods of time shows that through these processes, they acquire forms of regard which enable satisfying and productive discussion. But what sustains the epistemic virtues that they come to acquire, such as attentive listening, openness, appreciation of rigour, clarity and objectivity? What has happened when young people come to appreciate the power of listening and become so captivated by the issues that they transcend the natural desire for victory in argument? What drives the transition from self regarding to self overcoming concerns in their learning?

The question directs us to the non cognitive dimensions of philosophical development and reminds us of the central role played by what RS Peters calls ‘rational passions’ in the life of the mind. Drawing on the work of RK Elliott, I will explore a phenomenology of understanding in the light of the notion of *intellectual eros*. As old as Plato, the notion of ‘love of truth’ does justice to the energy and devotion which young people first encounter in inspired teaching. A phenomenology of understanding based on this dimension of teaching and learning can account for the successes that we see and do justice to our advocacy of P4C.

### Dr Winifred Wing Han Lamb

Winifred Wing Han Lamb is a teacher of *Theory of Knowledge and English* at Narrabundah College in the ACT. She is also a Visiting Fellow in Philosophy at the School of Humanities, ANU. Together with colleagues she has written the *Theory of Knowledge* Framework and developed the *Theory of Knowledge* Course which is now taught in the ACT as a Tertiary Major. Winifred holds doctorates in Philosophy of Education and Philosophical Theology. Her major research interests and publications are in those areas.

Dr. Gilbert Burgh

Lecturer in Philosophy

School of History, Philosophy, Religion and Classics  
The University of Queensland, Brisbane QLD

## ABSTRACT

### BECOMING A CITIZEN IS A LEARNING PROCESS: SOME OBSERVATIONS ABOUT CIVICS AND CITIZENSHIP EDUCATION

The Melbourne Declaration of Educational Goals for Young Australians (Dec 2008) and subsequent documents point to the development of a national curriculum which makes references throughout on the importance developing capacities for informed decisions about complex issues and being confident and knowledgeable as a basis for civic activity. Explicit mention is also made of civics and citizenship, as well as national values. Previously the Howard Government’s also placed emphasis on values as outlined in the final report of the Values Education Study, which was “designed to guide and promote values education in Australian schools, including the Draft National Framework for Values Education in Australian Schools”. It is important, therefore, that teachers develop an understanding of the place of values in the curriculum and what this means for teaching and learning. One of the aims of this paper is to explore the relationship between democracy and epistemology. This inevitably raises questions about the purpose and aims of education consistent with conceptions of democracy that ultimately rest on the practical applicability and outcomes of competing visions of democracy without appeal to pre-political or prior goods, or to certain knowledge about justice or right; that is, to the dominant liberal discourse of citizenship that has become indistinguishable from the citizenship implicit in official policy documents. I argue in favour of a notion of citizenship conceived of in terms of learning processes that have a developmental and transformative impact on the learning subject, and an educational model that is more attuned to the procedural concerns of deliberative democracy than civics and citizenship education which tend to be underpinned by preconceptions of liberal citizenship, values and democracy.