

#EnrichedLives #P4C #PhilosophyInSchools



PHILOSOPHY *IN SCHOOLS*

ENRICHED CURRICULUM,
ENRICHED LIVES



19TH OF NOVEMBER 2019



IMPORTANT DETAILS



The
University
Of
Sheffield.

MAIN ORGANIZERS

Angie Hobbs
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Joshua Forstenzer
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GUEST SPEAKERS

John Lloyd CBE
Magid Magid MEP
Lucy Porter
Sir Anthony Seldon
The Right Hon. Lord David Willetts

THIS EVENT IS KINDLY FUNDED BY

**Sheffield University Arts and
Humanities Faculty**

**Sheffield University Public
Engagement Fund**

Birmingham University

SPEAKERS

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WELCOME **ANGIE HOBBS AND JOSH FORSTENZER** UNIVERSITY OF SHEFFIELD

Greetings! You are all very warmly welcome to this special event promoting the proven and potential benefits of increased unexamined and examined philosophy provision (and the increased exploration of philosophical issues across subjects) in both primary and secondary schools. In an age of 'fake news', 'alternative facts' and increasing media polarisation, the capacities for critical thought and informed democratic dialogue are desperately needed. In addition to clarity of analysis and reasoning, such benefits have been proven to include improvements in speaking and listening, literacy and numeracy (especially in pupils from disadvantaged backgrounds), and are currently being tested and explored in respect of imaginative creativity and empathy, resilience to various forms of indoctrination and widening access to cultural capital. Indeed, the potential role of philosophy in developing civic empowerment more generally among children and teenagers is of great importance and is often overlooked in many pedagogical practices and curricula.

This event has 3 main aims: i) to consider the proven and potential benefits (and consider any possible pitfalls) of engaging young people in philosophical practices in school; ii) to present briefly the state of research in the field; and iii) to explore the practical and affordable mechanisms through which philosophy can be integrated into national and local curricula, supporting school efforts to enrich educational experiences and better respond to the evolving regulatory environment. We believe that increasing philosophical provision across curricula and across year groups can help address a number of urgent challenges and can be a unifying project in these troubled times. This is why we have organised this event directed at policy-makers, decision-takers, practitioners, teachers and influencers alike.

The event is divided into two parts with an afternoon session (from 13:00 to 17:00) and an evening wine reception (from 17:00 to 19:30), with speakers from a variety of backgrounds speaking in each part. There will be opportunities for you all to make connections with each other and with us, as we begin what we hope and expect will prove to be fruitful conversations leading to real changes.

ENRICHED CURRICULUM ENRICHED LIVES

#EnrichedLives #P4C #PhilosophyInSchools

12.30-13.10 Arrival in Vaults 1: *Tea, coffee, lemonade and biscuits**

13.10 Durham Auditorium: *Welcome from Angie Hobbs and Josh Forstenzer*

13.15 Intervention from Anthony Seldon

13.25-13.40 Angie Hobbs: *Philosophy and the Good Life*

13.40-14.00 The Philosophy Foundation. Peter Worley & Emma Worley:
Why Phi: Reasoning, Reflection and (Re-)evaluation

14.00-14.20 Thinking Space. Grace Lockrobin: *Philosophy and the Fight for the Future*

14.30 Intervention from David Willetts

14.40-15.00 SAPERE. Scaling Philosophical Practice. Input 1 Steve Bramall:
On Growing P4C as a Social Practice. Input 2 Amelia Foster: *On Growing Philosophy for a Nation*

15.00-15.20 Vaults 1: *Tea, coffee, lemonade and biscuits**

15.20-15.40 John Taylor: *The New School Certificate in Philosophy*

15.40-16.00 Josh Forstenzer: *Philosophy, Civic Virtues and Pedagogic Vision: Rekindling the democratic ethos one classroom at a time*

16.00-16.20 Laura D'Olimpio: *Practising Compassion: Engaging Philosophically with Narratives in the Classroom*

16.20-16.40 Michael Hand: *The Distinctive Educational Value of Philosophy*

16.40 Intervention from John Lloyd

16.50-17.00 *Closing remarks . Move back to Vaults 1*

17.00-19.30 Vaults 1: *Wine, elderflower and apple cup and canapés.*

Intervention by Lucy Porter and Magid Magid (and anyone else who would like to speak for a minute or two)

*gluten-free and vegan options available

#EnrichedLives #P4C #PhilosophyInSchools

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**PHILOSOPHY
BEGINS IN
WONDER**

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Plato (Theaetetus 155d)



LAURA D'OLIMPIO

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PRACTICING COMPASSION: ENGAGING PHILOSOPHICALLY WITH NARRATIVES IN THE CLASSROOM

One way moral education may take place is through critical and compassionate engagement with narratives. Humans are story-telling animals who learn from the stories of diverse others (as argued for by Alasdair MacIntyre and Martha Nussbaum). A body of literature has developed in support of the role narrative artworks (i.e. novels and films) can play in allowing us the opportunity to engage imaginatively and sympathetically with characters and scenarios in a safe protected space that is created by the fictional world. Nussbaum claims a form of ethical attention she terms a 'loving attitude' supports the formation of virtuous habits. I agree that moral attention should be compassionate, but it also needs to be appropriately critical. I claim that students' moral education might usefully develop from engaging with narrative artworks through Philosophy for Children (P4C), where philosophy is a praxis, conducted in a classroom setting using a Community of Inquiry (CoI). Focussing on examples of compassion, I claim that narrative artworks provide useful stimulus material to engage students, generate student questions, and motivate philosophical dialogue and the formation of good habits which, in turn, supports the argument for philosophy to be taught in schools.

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RELEVANT EXPERIENCE

Dr Laura D'Olimpio is a Senior Lecturer in Philosophy of Education at the University of Birmingham. She is co-editor of the open access Journal of Philosophy in Schools and Chairperson of the Federation of Australasian Philosophy in Schools Associations (FAPSA). Laura is a regular contributor to public philosophy, writing for The Conversation; The Ethics Centre; and ABC's Religion and Ethics website, and appearing on ABC Radio National's Philosopher's Zone and The Minefield. Laura's first book, *Media and Moral Education: a philosophy of critical engagement* (London, Routledge, 2018) won the 2018 Philosophy of Education Society of Australasia's annual book prize. Her next book, *On the Necessity of Aesthetic Education*, is forthcoming with Bloomsbury. Laura is an enthusiastic supporter of philosophy and ethics being taught as a compulsory subject to school-aged children. She was recently a part of a public panel on 'Thinking well: Educating 21st Century Learners' at the University of Notre Dame Australia, in which she defended the claim that philosophical thinking skills, taught through the pedagogy practised by proponents of philosophy for children (P4C), the community of inquiry (CoI), could help shape our society's future moral citizens. She is currently working on a research project with Prof Michael Hand, exploring what role philosophy in schools may play to help prevent extremism.



JOSHUA FORSTENZER

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PHILOSOPHY, CIVIC VIRTUES, AND PEDAGOGIC VISION: REKINDLING THE DEMOCRATIC ETHOS ONE CLASSROOM AT A TIME

What is democratic education and how do we achieve it? This presentation will give a brief presentation of John Dewey's principles of democratic education, before arguing that philosophy for/with children is an ideal mechanism for democratically enriching the curriculum. This talk will touch upon some of the civic virtues and broader democratic attitudes furthered by philosophical practices among children, teenagers and young adults. I will thus argue that a commitment to meaningful democratic participation requires taking very seriously the prospect of including more philosophical practices in school - and indeed university - curricula across the democratic world.

**"Democracy has to be born anew every generation,
and education is its midwife."**

- John Dewey, Democracy and Education.

JOSHUA FORSTENZER

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RELEVANT EXPERIENCE

I co-lead the British Academy Newton Fund Advanced Fellowship project entitled 'Philosophical Enquiry as a Pedagogy for Teaching Critical Thinking and Democratic Citizenship in Higher Education', which involves investigating the civic benefits of philosophical methods derived from the practice of philosophy with/for children in the context of Thai Higher Education. My teaching has received several awards, for which credit is owed to receiving stellar pedagogic training from both SAPERE and The Philosophy Foundation. I am regularly invited to lead pedagogic training workshops on the community of philosophical enquiry in universities and other non-profit organisations in Europe and North America. I also act as Philosopher in Residence for a Member of European Parliament and as informal advisor for various organisations invested in educational reform and innovation in the UK, France and Italy. Previously, I was the Vice-Chancellor's Fellow for the Public Benefit of Higher Education at Sheffield, a Democracy Visiting Fellow at the Ash Center for Democratic Governance and Innovation at the Harvard Kennedy School and a Visiting Fellow at the Jonathan M. Tisch College of Civic Life at Tufts University. Before all of that, I co-founded and became the President of the award-winning outreach programme, Philosophy in the City, dedicated to delivering free philosophical activities to school students, the homeless and elderly people in the Sheffield city region.

SELECTED PUBLICATIONS

Deweyan Experimentalism and the Problem of Method in Political Philosophy, Routledge, 2019.

'A Democratic Ideal For Troubled Times: John Dewey, Civic Action, and Peaceful Conflict Resolution', Journal of Human Rights and Peace Studies, Volume 2, Issue 2, 2016.

'Out of the Mouths of Babes', Children England Blog, 6th October, 2016: <https://www.childrenengland.org.uk/blog/out-of-the-mouths-of-babes>



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THE DISTINCTIVE EDUCATIONAL VALUE OF PHILOSOPHY

Should philosophy be a compulsory subject in schools? I take it as read that philosophy has general educational value: like other academic disciplines, it cultivates a range of intellectual virtues in those who study it. But I also think that philosophy has distinctive educational value: there are philosophical problems that feature prominently and pressingly in ordinary human lives and that all children should be equipped by their education to tackle. Among these are the problems of justifying subscription to moral, political and religious standards. The significance of these problems for everyone is sufficient to warrant the inclusion of philosophy in the school curriculum.

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RELEVANT EXPERIENCE

Michael Hand is Professor of Philosophy of Education at the University of Birmingham and Vice-Chair of the Philosophy of Education Society of Great Britain. He edits the IMPACT pamphlet series and the Bloomsbury Philosophy of Education book series. Michael's research interests are in the areas of moral, political, religious and philosophical education. He recently guest edited a special issue of the open access *Journal of Philosophy in Schools* on why philosophy belongs on the school curriculum.

#ENRICHEDLIVES #PAC #PHILOSOPHYINSCHOOLS

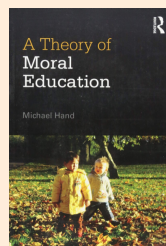
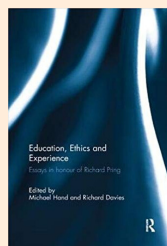
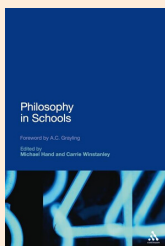
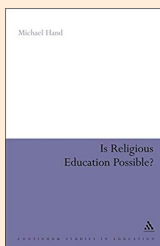
SELECTED PUBLICATIONS

A Theory of Moral Education (Routledge, 2018)

Education, Ethics and Experience (Routledge, 2016)

Philosophy in Schools (Bloomsbury, 2008)

Is Religious Education Possible? (Bloomsbury, 2006).





ANGIE HOBBS

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PHILOSOPHY AND THE GOOD LIFE

What are the implications for education of a reworked ancient Greek ethics and politics of flourishing, where 'flourishing' comprises the objective actualisation of our intellectual, imaginative and affective potential? After giving a brief outline of an ethics of flourishing and its potential attractions, I argue that the teaching of philosophy in schools and philosophical approaches to the teaching of other subjects are ideally suited to meet the pedagogic requirements of individual and communal flourishing, contributing greatly both to our understanding of what a well-lived life might be, and to the actual living of it. I argue further that these requirements are not only derived from ancient Greek philosophy, but are in turn especially well-served by the teaching and deployment of some Greek philosophy itself.

**"You cannot step into the
same river twice."**

- Heraclitus

**"You cannot step into the
same river once."**

- Cratylus

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RELEVANT EXPERIENCE

I have spoken about the importance and practicalities of both unexamined and examined philosophy in primary and secondary schools in a wide variety of fora and media: the Houses of Parliament; the World Economic Forum at Davos; Westminster Abbey; two articles for The Conversation; interviews on BBC Radio 4, including the Today programme, Saturday Live, Test Match Special and Desert Island Discs; BBC Radio Scotland; print and online media in the U.K., Austria, Denmark, Ireland and Ukraine. I have spoken about the subject at various festivals, including the Times Festival of Education. I am an Honorary Patron of the Philosophy Foundation and a Patron of the Philosophy in Schools (PEP) Project. As a member of the executive committee of the British Philosophical Association, I worked to help protect and update the provision of a Philosophy A-level.

SELECTED PUBLICATIONS

'Philosophy and the Good Life' in a special issue of the Journal of Philosophy in Schools vol. 5 no. 1 (April 2018) ed. M. Hand.

'How Teaching Philosophy Could Help Combat Extremism' in The Conversation 16.3.2017: <https://bit.ly/2PmXOnz>

'Across the River and into the Trees' (short story exploring Heraclitus' River Paradox) in The Philosophy Shop ed. P. Worley 2012, Independent Thinking Press.

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***I THINK
THEREFORE I
AM***

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Descartes

EMMA WORLEY

CO-FOUNDER AND CO-CEO OF THE PHILOSOPHY FOUNDATION
VISITING RESEARCH ASSOCIATE AT KING'S COLLEGE LONDON
PRESIDENT OF SOPHIA

PETER WORLEY

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THE PHILOSOPHY FOUNDATION

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WHY PHI: REASONING, REFLECTION AND (RE-)EVALUATION

Today's young people are increasingly pressured to perform academically in narrow ways, yet the challenges of the modern world demand that they develop the means to critically analyse arguments, communicate nuance, and see beyond the content delivered to them. Philosophy gives them a voice and the confidence to speak, but more than that it gives them the ability to access the criteria with which to make good judgements and the critical thinking skills to discern between the good, the bad and the ugly in the age of information overload. Most of all it gives them the space and time to think deeply, for themselves for the sake of thinking itself.



THE PHILOSOPHY FOUNDATION

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The Philosophy Foundation is a multi-award winning charity working in schools across the UK.

Today more than ever we need the understanding, critical thinking skills and perspective that philosophy brings. Founded in 2007 The Philosophy Foundation's mission is to bring understanding, wisdom and flourishing to the heart of education for children and adults. We achieve our mission through working directly with children in schools in disadvantaged areas, delivering weekly philosophy sessions in the classroom.

Since forming as a social enterprise in 2007 we have worked directly with over 48,000 young people in schools - nursery, primary and secondary - helping them to develop vital cognitive and affective skills that enhance their schoolwork, and their life beyond school. We train and accredit philosophers to work with children in schools and other learning environments, and we develop resources and training for teachers. We also work in prisons and community settings with adults and the elderly. We are proud to work in some unique settings where education is not straight forward, including: Great Ormond Street Children's Hospital School; Special education needs schools, with looked-after children and this year with the homeless. By working with disadvantaged young people and communities, we are bringing philosophical thinking skills to those who will benefit most from having them.

Independent research carried out by the Institute of Education in 2013 into the impact of our philosophy sessions showed that just one term of philosophy with us improved the reading ability of children on free school meals, as well as improving communication skills, higher-order reasoning and confidence. Alongside these benefits, young people consistently find philosophy engaging and of intrinsic value to their lives. Recent feedback from 200 students taking part in our sessions showed 85% of them saying they enjoyed the philosophy, and 100% saying that other children should learn critical thinking (CT) skills through philosophy, even if they said they didn't enjoy learning the CT skills themselves!

"Yes, I think philosophy should be taught to others, because if everyone did philosophy everyone would think better, and would think more of life, and if you do it enough it can make you a better person." - Year 6 Pupil

Ex-CBI President Paul Drechsler called upon policymakers to make education about more than results and rote learning, and prioritise teaching that encourages thoughts, questions, creativity and teamworking. In order for children to do well in the future they need to be encouraged to take responsibility for their own learning and develop skills that are needed in the workplace: problem solving and communication skills. These are the skills that philosophy with us develops.

"Children need practice at thinking, just like everything else and the facilitator models for them and leads them into a wide variety of its forms. Quite frankly these sessions are clearly so empowering for them that at least once in every single one I find myself wondering why on earth this type of education is not occurring simultaneously in every school in the country."

-Teacher, Grinling Gibbons Primary School, Deptford

EMMA WORLEY

CO-FOUNDER AND CO-CEO OF THE PHILOSOPHY FOUNDATION
VISITING RESEARCH ASSOCIATE AT KING'S COLLEGE LONDON
PRESIDENT OF SOPHIA

PETER WORLEY

CO-FOUNDER AND CO-CEO OF THE PHILOSOPHY FOUNDATION
VISITING RESEARCH ASSOCIATE AT KING'S COLLEGE LONDON

RELEVANT EXPERIENCE

Peter Worley: Co-founder and co-CEO, Peter Worley is a Visiting Research Associate at King's College London. He is a multi-award winning author for Bloomsbury Education and author and editor for Crown House Publishing on The Philosophy Foundation Series of books. As CEO he represents the charity worldwide speaking at international conferences and festivals, works in the classroom with children every week, trains philosophy graduates and classroom teachers, whilst leading TPF in its mission to transform thinking in education.

Emma Worley: Emma was named as one of the top 100 Women in Social Enterprise in 2017 and was also highly-commended for her leadership role in the Social Enterprise 100 Awards. She is President of SOPHIA: The European Foundation for the Advancement of Philosophy with Children and a Visiting Research Associate at Kings College London because of her research into The Philosophy Foundation's pedagogy. Emma is a Non-Executive Director of Thinking Space CIC, she has also been a business mentor for the Young Foundation's Accelerator Programme and is on the Advisory Board for the Centre for Philosophy of Natural and Social Science at the LSE. Emma is a contributing author to award-winning book The Philosophy Shop.

SELECTED PUBLICATIONS

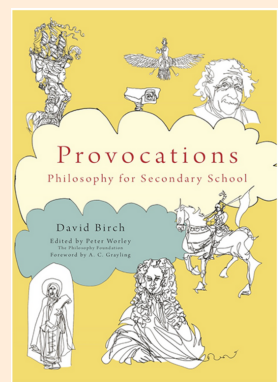
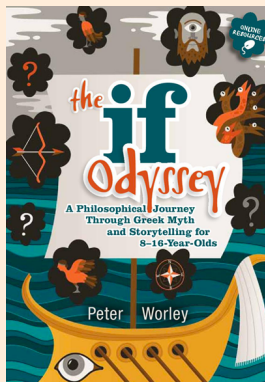
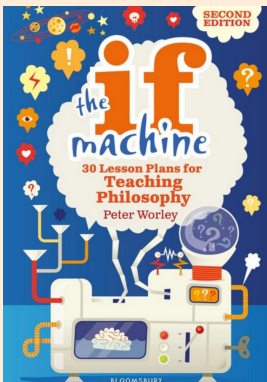
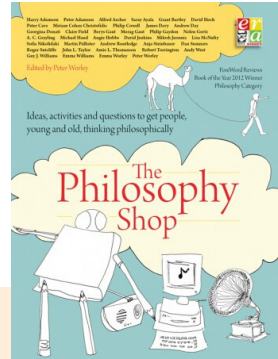
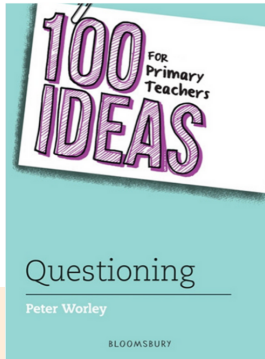
Emma Worley: 'Character Education and the Problems of Morality' in The Future of Education, an essay collection by IPPR (Sept. 2019), ed. E. Huynh

Peter Worley: 'Plato, Metacognition and Philosophy in Schools' in a special issue of the Journal of Philosophy in Schools vol. 5 no. 1 (April 2018) ed. M. Hand.

Peter and Emma talking with Nigel Warburton for Aeon:
<https://aeon.co/videos/teaching-philosophy-at-school-isnt-just-good-pedagogy-it-helps-to-safeguard-society>

SELECTED PUBLICATIONS THE PHILOSOPHY FOUNDATION

More articles and papers available on our website:
<https://www.philosophy-foundation.org/papers-articles>
<https://www.philosophy-foundation.org/shop>



STEVE BRAMALL

P4C MANAGER AT SAPERE,
OWNER OF STEVE BRAMALL ASSOCIATES

AMELIA FOSTER

CEO AT SAPERE

SAPERE

INPUT 1 (STEVE BRAMALL): ON GROWING P4C AS A SOCIAL PRACTICE

SAPERE has a 25 year history of developing P4C in the UK as popular, effective and successful practical philosophy. It has a well-evidenced record of adding value in schools, in teacher education, in communities and in the lives of individuals. This continuing expansion in reach and influence of philosophy is made possible, in part, by a conception of P4C as distinct social practice in which philosophy is appreciated as not only as an academic discipline, but also as universal practical philosophy. Practical philosophy is universal in that all subjects, all teaching and all learning have a philosophical dimension. In SAPERE P4C, practical philosophical analysis, dialogue and reflection is focused on the philosophical dimension of life as it is lived, on the concepts, meanings and values that are most relevant to the participants, on the issues that impact wellbeing and action. SAPERE conceives philosophy as universal also in the sense that everyone has some philosophical capabilities, attitudes and interests. SAPERE P4C builds on these in developing capacities for philosophical thinking, teaching and learning. Teachers with teaching craft are taught to become facilitators of philosophical dialogue. Children's natural questioning and wondering is trained to be philosophically focused, disciplined and rigorous. Curriculum developers and school cultures are nurtured to become ever more critical, dialogical, concept-focused and reflective. Every part of life and every person is improvable by focused philosophical engagement. P4C, through its promotion of philosophical teaching and learning, has a unique and important contribution to make in what is an increasingly urgent drive for a more philosophical world.

STEVE BRAMALL

P4C MANAGER AT SAPERE,
OWNER OF STEVE BRAMALL ASSOCIATES

AMELIA FOSTER

CEO AT SAPERE

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#P4C #PHILOSOPHYINSCHOOLS

SAPERE

INPUT 2 (AMELIA FOSTER): ON GROWING PHILOSOPHY FOR A NATION

The reach and influence of SAPERE P4C is impressive and growing. We now regularly train around 5,000 teachers per year, support a network of over 65 quality assured registered trainers, provide initial teacher education in 14 teacher training organisations, and have brought philosophical engagement and thinking into the lives of many thousands of young people across the UK. EEF research outcomes demonstrate clearly the efficacy of SAPERE's P4C in improving academic outcomes for young people, particularly those from areas of disadvantage. In addition, students participating in regular SAPERE P4C reported improved self-confidence and communication skills. As a result of the positive outcome of our Education Endowment Foundation Efficacy Trial, SAPERE P4C is now undergoing a randomised control trial across 200 schools over three years.

Our strategic plan seeks to expand P4C provision in the areas of secondary education and early years in particular. The growth of SAPERE has been enabled by its organisational capacity for scaling philosophical practice. Professional development training courses and support, large scale research and development, national school awards systems, national quality assurance mechanisms, central administration and longer-term contracts mean that SAPERE can help P4C to continue to grow in popularity and influence. A national P4C network and national influence in the development of educational policy and practice is growing, ground up, from expanding P4C practice.

SAPERE aims to expand provision over the next two years to reach 7,000 teachers per year. We also have a formative and summative award scheme that is proving to be highly effective at embedding and sustaining high-quality and, crucially, sustainable P4C in schools over three years and beyond. Projections for this year suggest we will see up to 20 more schools reach our gold award, joining the 17 already at the level.

SAPERE

<https://www.sapere.org.uk/>

SAPERE is the national charity supporting Philosophy for Children, or P4C, in the UK. P4C is an oracy-based pedagogy centred on philosophical enquiry. In P4C, a teacher trained in facilitating P4C supports children to engage in a dialogue with each other about a question that has significance for them, and which they have developed and selected themselves.

SAPERE P4C places particular emphasis on forming and asking more and better questions, listening well, and developing the language to disagree agreeably. Children learn how to become active listeners, give and weigh evidence, build an argument, challenge viewpoints, and change their thinking. To support this, SAPERE P4C values, teaches and models '4C thinking' - critical, creative, caring and collaborative thinking. By making explicit what these kinds of thinking sound like, and by encouraging children to use these thinking skills, the children learn to think better and to articulate those thoughts more clearly.

We train around 5,000 teachers and educators in P4C each year and support a growing network of almost 200 Award Schools who are working to embed and sustain high-quality P4C. Increasingly, we work with multi-academy trusts and with school hubs, partnering both secondary schools and their feeder primaries.

SAPERE has a twenty-five year record of success in improving educational outcomes, particularly those of children from more deprived backgrounds. Research by the Education Endowment Foundation[1] shows that SAPERE P4C improves outcomes in literacy and numeracy, particularly for children facing disadvantage. In a trial of SAPERE P4C among KS2 students, children eligible for free school meals made, on average, four months' additional progress in reading, three months' additional progress in maths and two months' additional progress in writing.

Overall, KS2 pupils made two additional months' progress in reading and maths. Research from the Nuffield Foundation[2] further found that pupils who received the P4C intervention were ahead of their counterparts in comparison schools in self-reported communication skills, teamwork and resilience.

Teachers mostly reported positive effects in pupils' confidence in questioning and reasoning. We work to overcome issues of educational disadvantage and to educate for reasonable and reflective individuals and institutions. Our work is rooted in the original work of the philosopher and educationalist Professor Matthew Lipman, who started the worldwide Philosophy for Children movement in the United States in the early 1970s. Today we contribute to the development of P4C through our participation in research and the gathering of evidence about P4C, by working in partnership with others to deliver P4C, through a programme of continuing professional development and quality assurance for our network of 65+ accredited trainers, and by supporting a national community of teachers, practitioners, members and schools. We work to overcome issues of educational disadvantage and to educate for reasonable and reflective institutions.

What do teachers say about SAPERE P4C? *'P4C has enabled us to nurture children to think together to increase their understanding and appreciation of the world around them, providing the foundations that will equip and prepare them to be empowered, confident and positive citizens...Children learn to listen to and respect one another, and challenge and explore the beliefs and values of others. They develop their own views and make more deliberate and responsible judgements. It encourages children to have an enquiring mind in all that they do and allows them to develop advanced skills such as inference, deduction, analysing and summarising — all of which are needed in order to be successful no matter what the subject.'*
 - Year 6 teacher, State primary, Sheffield

[1] Gorard, S., Siddiqui, N., See, B.H. (2015) 'Philosophy for Children: evaluation report and executive summary' (2015) for the Education Endowment Foundation

[2] Siddiqui, N., Gorard, S., See, B.H. (2017) 'Non-cognitive impacts of philosophy for children' for the Nuffield Foundation, Project Report. School of Education, Durham University, Durham



STEVE BRAMALL

P4C MANAGER AT SAPERE,
OWNER OF
STEVE BRAMALL ASSOCIATES

<https://www.sapere.org.uk/>

RELEVANT EXPERIENCE

Steve Bramall is P4C Manager at SAPERE. Steve has extensive experience in developing P4C for the organisation, organising and leading projects, developing courses and materials, and helping to develop the practice for more than 15 years. Over this time, he has also taught, trained and managed P4C across the UK in schools and informal and community settings. Steve came to P4C from an academic background, lecturing, supervising and developing courses at MA and PhD level in Philosophy of Education at the UCL Institute of Education in London and in Macau, China. Steve has published articles and books in Philosophy of Education, Philosophy for Children, and Community Philosophy, including works on curriculum development, metacognition, open-mindedness and understanding. He is currently working on building SAPERE's Learning Community with an aim of developing P4C's voice and supporting influencers of UK educational policy and practice.



AMELIA FOSTER

CEO AT SAPERE

<https://www.sapere.org.uk/>

RELEVANT EXPERIENCE

Amelia Foster has been CEO at SAPERE since September 2016. As an experienced third sector and education professional, she has been supporting SAPERE to build capacity in its systems and infrastructure, as well as reviewing its strategic direction. Before joining SAPERE, Amelia was CEO of Oxford University Student Union and, before that, spent 8 years as Director of the Roald Dahl Museum in Great Missenden. She began her career as a secondary English teacher in inner city London and then spent five years at the National Literacy Trust, setting up and running a government-funded country-wide whole-school reading for pleasure initiative.



JOHN TAYLOR

ASSISTANT HEAD
(DIRECTOR OF LEARNING, TEACHING &
INNOVATION) AT CRANLEIGH SCHOOL,
PHILOSOPHY IN EDUCATION
PROJECT DIRECTOR,
CO-FOUNDER OF THE
SCHOOL PHILOSOPHY CERTIFICATE

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<https://www.nchlondon.ac.uk/study/school-certificate/>

THE NEW SCHOOL CERTIFICATE IN PHILOSOPHY

In his presentation, Dr John Taylor will provide an introduction to the new School Certificate in Philosophy. This is a qualification that was launched in 2019 and is now being used by schools around the country as a means of incorporating introductory philosophical inquiry and project work into the curriculum. The School Certificate in Philosophy is designed to provide students, usually in years 9 – 10 but open to all, with an opportunity to begin study of Philosophy as a subject alongside their other subjects of study at school. The course aims to enrich the curriculum as well as to promote engagement with philosophical ideas as a means of encouraging deeper learning. The course has been developed as a partnership between New College of the Humanities and Cranleigh School, with support from the Philosophy in Education Project committee. Following a pilot year, the School Certificate Programme is now available to all schools, both within the UK and internationally.

JOHN TAYLOR

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RELEVANT EXPERIENCE

Dr John Taylor is Director of Learning, Teaching and Innovation at Cranleigh and also directs the Philosophy in Education Project. John read Physics and Philosophy at Balliol College Oxford before going on to take BPhil and DPhil degrees in Philosophy at Oxford, where he specialised in the metaphysics of time.

John works closely with staff, providing professional development opportunities and organising and leading CPD in areas connected to independent learning and project work. John is one of the principal architects of the Extended Project Qualification and other project-based qualifications in the UK. His work developing philosophical inquiry in the classroom is shaping the way Cranleigh and other schools approach teaching and learning. He has led the development of the new School Certificate in Philosophy now being taught in schools around the UK.

“ LEARNING HOW TO THINK CRITICALLY, CREATIVELY, AND ABOVE ALL, COMPASSIONATELY IS THE CENTRAL CHALLENGE OF EDUCATION TODAY. PHILOSOPHY IN SCHOOLS IS A CRUCIAL WAY OF SUPPORTING YOUNG PEOPLE TO RESPOND TO THE ETHICAL CHALLENGES WE MUST ALL LEARN TO FACE TOGETHER. ”

- MAGID MAGID MEP

“ YOUNG PEOPLE ARE INTERESTED IN THE DEEP QUESTIONS OF LIFE. AND THEY ARE BOMBARDED WITH MORE RIVAL IDEOLOGIES AND CLAIMS TO TRUTH THAN EVER BEFORE. SKILLS IN THINKING CLEARLY AND TESTING ARGUMENTS ARE THE BEST POSSIBLE WAY TO EQUIP YOUNG PEOPLE TO MEET THESE CHALLENGES. ”

- LORD DAVID WILLETTS



GRACE LOCKROBIN

FOUNDER AND MP OF
THINKING SPACE

#ENRICHEDLIVES #P4C #PHILOSOPHYINSCHOOLS

THINKING SPACE

PHILOSOPHY AND THE FIGHT FOR THE FUTURE

Recent events lend support to the claim that children and young people are in need of a philosophical education, now more than ever. In September of this year tens of thousands of young people around the world went on strike from school to protest against the inaction of adults in the face of the climate and ecological crisis. During these strikes I attended a rally in my home city of Sheffield and watched children as young as seven deliver intellectually robust and emotionally compelling speeches imploring those with the power to act to do so. I was struck by the way in which the young people cited research and reported statistics in their talks. Science, and faith in science, gave them the authority to address the crowd. Recently, there has been a lot of public discourse around the importance of respecting the indisputable science around global warming and biodiversity loss. This is reflected in the responses of young people to the crisis, many of whom have been photographed at events such as the one I describe, holding placards that say Science not Silence. The assumption here is that discussion around climate and ecological emergency is an empirical matter which could be settled merely by letting science speak.

But this is a mistake: science cannot convey meaning, it cannot evaluate, judge, conceptualise or prioritise – we need philosophy for that. A decent education in STEM (Science Technology Engineering and Maths), is deeply important. But this alone will not furnish young people with everything they need to fight for their future.

Young people need to weigh complex considerations and determine which goals ought to be valued and which sacrifices made. They must interrogate what we mean by justice across countries, species, economies and even generations. They must work out how to thrive and survive in the face of a profound existential threat. To do this requires the kind of careful thinking that philosophy cultivates. The speakers at the School Strikes constructed compelling arguments. They were doing more than simply citing the facts, they were philosophising. Yet they might not have realised this since many of us are so entrenched in a culture of scientism that we don't know what we don't know. If we uncritically assume that STEM is all young people need to face an uncertain future, we fail to appreciate that we need philosophy in schools now more than ever. The ability to philosophise well is not innate, it must be educated. This short talk makes this argument and shares some excerpts of philosophical conversations with children about environmental ethics that give a taste of how this can be done.



THINKING SPACE

www.thinkingspace.org.uk Twitter @thinking_space_

Facebook: @ThinkingSpacePhilosophy

Instagram: @thinking_space_Philosophy

Community: Theories, Practices and Possibilities Pre-order here:

<https://www.bloomsbury.com/uk/philosophy-and-community-9781350073425/>

Drawing on philosophical approaches and ideas, Thinking Space stimulates, supports and sustains public philosophy projects - especially within communities facing disadvantage. In partnership with the organisations that know them best, our philosophers support children and adults from all walks of life. Through the philosophical conversations we facilitate, our participants identify and explore the issues that matter to them. Those who work with us develop critical and creative thinking, communicated more clearly.

We see philosophy, not as something you know but something you practice together. With the right support, the educational and social benefits of this practice are open to everyone. Over the last decade, we have helped thousands of people to think better together, including school children, business leaders, refugees and asylum seekers, learning-disabled teenagers, activists, artists, medical students, festival-goers, teachers, museum visitors, academics, researchers and people in later life. In a climate of significant educational, social, economic and environmental stress, philosophical conversation might seem like a luxury rather than a necessity, but we see things differently. When we think better, we learn better and we live better. It all starts by creating space to think.

GRACE LOCKROBIN

FOUNDER AND MP OF
THINKING SPACE

www.thinkingspace.org.uk twitter: @thinking_space_
fb: @ThinkingSpacePhilosophy Instagram: @thinking_space_Philosophy

RELEVANT EXPERIENCE

Grace Lockrobin is the MD of Thinking Space and has been doing philosophy in the community for almost fifteen years. Working in the community, besides being the Founder and Managing Director of Thinking Space, Grace is also an accredited teacher-trainer with SAPERE and a board member of the European network SOPHIA. Working in academia, she is a Teaching Fellow at the University of Leeds where she runs 'Philosophy Exchange' - a project that brings together philosophy students, teachers and children in weekly philosophical enquiry. She also consults with other UK universities. Grace is currently finishing a PhD in Philosophy of Education at Institute of Education, University College London. Most recently she has co-edited *Philosophy and Community: Theories, Practices and Possibilities* published this winter by Bloomsbury. She also co-convenes 'Community Philosophy and the Climate Crisis' an international group of philosophers and educators interested in using philosophical enquiry to explore urgent environmental issues. Through her workshops, training, talks and writing, she has shared her thinking and practice nationally and internationally. Grace lives in Sheffield with her two young sons Otto and Ebbe and her husband Joe.

**“ THIS EVENT WILL
PROVIDE A
WONDERFUL FORUM
FOR DISCUSSION OF
THE PLACE OF
PHILOSOPHY IN THE
CURRICULUM ”**

- NIGEL WARBURTON

**“ IF EVER WE NEEDED CRITICAL THINKING
SKILLS, IT IS TODAY.WHETHER IT IS
PART OF TEACHING CITIZENSHIP AND
DEMOCRACY, THEOLOGY OR
PHILOSOPHY, WE NEED TO EQUIP
YOUNG PEOPLE WITH BOTH KNOWLEDGE
AND THE WHEREWITHAL TO QUESTION,
INTERROGATE AND THEN REACH A
CONSIDERED CONCLUSION. IF ONLY WE
COULD BE CONFIDENT IN THIS GENERAL
ELECTION OF SUCH WISDOM! ”**

- LORD DAVID BLUNKETT





