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KEY=CLROOM - CAMERON VANESSA

Thinking Together

Philosophical Enquiry for the Classroom

Hale & Iremonger Thinking Together shows how story-based material can be used to help children raise philosophical puzzles and problems that will set them thinking. It shows how to build a community of inquiry in the classroom, and how to use questioning techniques, group discussion and other activities to develop thinking skills and concepts that can be applied across the curriculum.

Teaching Thinking

Philosophical Enquiry in the Classroom

A&C Black Ahighly successful guide to encourage classroom discussion for developing children's thinking, learning and literacy skills contains material on the latest trends in teaching thinking, including dialogic teaching, creativity and personalized learning. This sourcebook of ideas is essential reading for anyone seeking to develop children's minds, to build their self-esteem or to improve the quality of teaching and learning in schools.

Transforming Thinking

Philosophical Inquiry in the Primary and Secondary Classroom

Routledge Essential reading for anyone who seeks to prepare active citizens for the twenty-first century, this long-awaited book considers Philosophical Inquiry, an empowering teaching method that can lead to significant improvements in confidence and articulacy, and produce positive effects in other school activities and in interactions in the wider world. Readers are guided through the creation of a Community of Philosophical Inquiry (CoPI) in the kindergarten, the classrooms of primary and secondary schools, the community centre and beyond, with practical ideas to make CoPI work. With examples ranging from five year old children to underachieving teenagers, and even senior citizens, the book shows how participation in a CoPI develops: the skills of reasoning, critical and creative thinking concept formation and judgment the virtues of intellectual honesty and bravery. Including chapters on the theory and development of Philosophical Inquiry, the creation of a community, and using CoPI with groups of different ages, this book forms essential reading for teachers, professionals and community workers.

Philosophy for Children

Theories and praxis in teacher education

Taylor & Francis Philosophy for Children (P4C) is a movement that teaches reasoning and argumentative skills to children of all ages. This book looks at the progress that P4C has made in the UK in addressing issues of literacy, critical thinking, PSHE, education for sustainable development and wider issues such as bullying. Chapters identify the different theories and practices that have emerged and discuss the necessity for a reflective approach that P4C brings to education. The book highlights how this movement can fit into the early years, primary and secondary curriculum and the challenges and rewards that come with it. Chapters include: The Evolution of Philosophy for Children in the UK Pedagogical Judgement Negotiating meaning in classrooms: P4C as an exemplar of dialogic pedagogy The impact of P4C on teacher educators Being and becoming a philosophical teacher This will be an invaluable guide for all those

interested in P4C and studying courses on Early Childhood Studies, Education Studies and Initial Teacher Training courses.

Talk, Thinking and Philosophy in the Primary Classroom

Learning Matters Talk, thinking and philosophy are crucial components of children's learning. This book is a practical and readable guide to the ways in which teachers can provide children with the opportunities to develop and use these skills to their greatest effect. It begins by asking why talking and thinking should be taught and examines current approaches in this area. It goes on to look at how teachers can develop talking and thinking skills across the six Areas of Learning to help children gain confidence and deepen understanding.

Teaching Religious Education Creatively

Routledge Teaching Religious Education Creatively offers a brand new approach for the primary classroom and is crammed full of innovative ideas for bringing the teaching of RE to life. It helps teachers understand what constitutes a healthy curriculum that will encourage children to appreciate and understand different belief systems. Perhaps most importantly, it also challenges teachers to understand RE as a transformatory subject that offers children the tools to be discerning, to work out their own beliefs and answer puzzling questions. Underpinned by the latest research and theory and with contemporary, cutting-edge practice at the forefront, expert authors emphasise creative thinking strategies and teaching creatively. Key topics explored include: What is creative teaching and learning? Why is it important to teach creatively and teach for creativity? What is Religious Education? Why is it important for children to learn 'about' and 'from' religion? How can you teach non-biased RE creatively as a discrete subject and integrate it with other curriculum areas? **Teaching Religious Education Creatively** is for all teachers who want to learn more about innovative teaching and learning in RE in order to improve understanding and enjoyment and transform their own as well as their pupil's lives.

Teaching Thinking

Philosophical Enquiry in the Classroom

A&C Black This fully updated fourth edition of the highly successful guide, **Teaching Thinking**, explores how to use discussion in the classroom to develop children's thinking, learning and literacy skills. This new edition includes material on the latest trends in teaching thinking, including philosophy for children, dialogic teaching and education for citizenship. The book will help readers from different cultural traditions to critically engage with teaching thinking in schools and other educational contexts. **Teaching Thinking** is essential reading for anyone seeking to develop children's thinking, build their self-esteem and improve the quality of teaching and learning.

The Challenge of Dialogue

Socratic Dialogue and Other Forms of Dialogue in Different Political Systems and Cultures

LIT Verlag Münster The twelfth volume of the "Series on Socratic Philosophizing" reflects the international discussion on Socratic philosophizing within a global perspective. This volume throws light on the challenges Socratic Dialogue and other forms of dialogue face in different political systems and cultures. The following sub-topics are discussed: the development of the theory and the practice of Socratic Dialogue, examples of dialogues practised in different political systems, and the role of dialogue in mutual understanding within and between different cultures and in the political and economic sectors.

Philosophy with Teenagers

Nurturing a Moral Imagination for the 21st Century

A&C Black This book presents a clear introduction to the theory and practice of the Community of Philosophical Enquiry (P4C) and explains how P4C can facilitate young people's exploration of the key ethical questions of our time, such as intercultural understanding and education for sustainable development. It offers educationalists an opportunity to reflect on how philosophical thinking in young adults can support their development into confident individuals who are successful learners and responsible citizens, and discusses the relevance of this process to educational needs of the 21st Century. Additionally, the book gives practical examples for all practitioners wanting to develop philosophical thinking in their context, and to particularly help teachers implement the new curriculum demands in inspirational ways. The book will be of interest not only to a wide range of secondary teachers but also teacher educators at university level and also policy makers. It could be important for those working in the voluntary sector, for example,

with concern for development and environment education. It will be of interest to parents and those in professions closely aligned to teaching such as social or youth work.

Philosophy in Schools

An Introduction for Philosophers and Teachers

Routledge All of us ponder the big and enduring human questions—Who am I? Am I free? What should I do? What is good? Is there justice? Is life meaningful?—but this kind of philosophical interrogation is rarely carefully explored or even taken seriously in most primary and secondary school settings. However, introducing philosophy to young people well before they get to college can help to develop and deepen critical and creative thinking, foster social and behavioral skills, and increase philosophical awareness. *Philosophy in Schools: An Introduction Philosophers and Teachers* is an invaluable resource for students and practitioners who wish to learn about the philosophy for children movement, and how to work its principles into their own classroom activities. The volume provides a wealth of practical information, including how to train educators to incorporate philosophy into their daily lessons, best practices and activity ideas for every grade level, and assessment strategies. With contributions from some of the best practitioners of philosophy for children, *Philosophy in Schools* is a must-have resource for students of philosophy and education alike.

The Socratic Classroom

Springer Science & Business Media This book provides a framework for a collaborative inquiry-based approach to teaching and learning suitable not only for formal educational settings such as the school classroom but for all educational settings. For teachers, educationalists, philosophers and philosophers of education, *The Socratic Classroom* presents a theoretical as well as practical exploration of how philosophy may be adopted in education. The *Socratic Classroom* captures a variety of philosophical approaches to classroom practice that could be broadly described as Socratic in form. There is an exploration of three distinct approaches that make significant contributions to classroom practice: Matthew Lipman's *Community of Inquiry*, Leonard Nelson's *Socratic Dialogue*, and David Bohm's *Dialogue*. All three models influence what is termed in this book as 'Socratic pedagogy'. Socratic pedagogy is multi-dimensional and is underpinned by 'generative, evaluative, and connective thinking'. These terms describe the dispositions inherent in thinking through philosophical inquiry. This book highlights how philosophy as inquiry can contribute to educational theory and practice, while also demonstrating how it can be an effective way to approach teaching and learning. Audience This publication is suited to educators, teacher educators, philosophers of education and philosophers in general. It has a theoretical and practical focus, making it truly interdisciplinary.

Values Education in Schools

A Resource Book for Student Inquiry

Aust Council for Ed Research *Values Education in Schools: A resource book for student inquiry* is an important new resource for teachers involved in values and ethics education. It provides a range of practical philosophy resources for secondary school teachers that can be used in English, religious education, citizenship, personal development and social science subjects.

Handbook of Prosocial Education

Rowman & Littlefield Publishers This handbook is the first definitive source on character education, social-emotional learning, and school climate improvement. Each chapter includes discussion of practices and models of education as well as theory and research that grounds these approaches. Case studies add the voices and insights of practitioners with experience in adopting, implementing, and evaluating prosocial education school reform strategies.

Inquiry into Philosophical and Religious Issues

A Practical Resource for Students and Teachers

Wipf and Stock Publishers *Inquiry into Religious and Philosophical Issues* provides an educational experience of both wonder and discovery. The text's focus on epistemology applies this inquisitive discipline to an array of topics, including religious faith, ethics, personal meaning and happiness. Sources from philosophy, theology, and psychology interact with debates, role-playing, essays, and other student-centered activities to encourage meaningful thinking and engagement. Students are taught skills to develop personal awareness and resilience in order to help them flourish. Complex subjects such as religion and philosophy often lead to difficult questions and ideas that, for many students, go unheard. With *Inquiry into Religious and Philosophical Issues*, these questions and ideas will now have a voice.

The Routledge International Handbook of Philosophy for Children

Taylor & Francis This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children (P4C). P4C has become a significant educational and philosophical movement with growing impact on schools and educational policy. Its community of inquiry pedagogy has been taken up in community, adult, higher, further and informal educational settings around the world. The internationally sourced chapters offer research findings as well as insights into debates provoked by bringing children's voices into moral and political arenas and to philosophy and the broader educational issues this raises, for example: historical perspectives on the field democratic participation and epistemic, pedagogical and political relationships philosophy as a subject and philosophy as a practice philosophical teaching across the curriculum embodied enquiry, emotions and space knowledge, truth and philosophical progress resources and texts for philosophical inquiry ethos and values of P4C practice and research. The Routledge International Handbook of Philosophy for Children will spark new discussions and identify emerging questions and themes in this diverse and controversial field. It is an accessible, engaging and provocative read for all students, researchers, academics and educators who have an interest in Philosophy for Children, its educational philosophy and its pedagogy.

Philosophy in the Classroom

Improving your Pupils' Thinking Skills and Motivating Them to Learn

Routledge Ever had difficulty inspiring your children to consider and discuss philosophical concepts? **Philosophy in the Classroom** helps teachers tap in to children's natural wonder and curiosity. The practical lesson plans, built around Aesop's fables, encourage children to formulate and express their own points of view, enabling you to lead rich and rewarding philosophical discussions in the primary classroom. This highly practical and engaging classroom companion: prompts students to consider serious moral issues in an imaginative and stimulating way uses Aesop's fables as a springboard to pose challenging questions about the issues raised provides fifteen key themes including happiness, wisdom, self-reliance and judging others as the basis for classroom discussion. uses powerful and creative drawings to illustrate activities and photocopiable resources. **Philosophy in the Classroom** is an invaluable resource for any primary school teacher wanting to engage their students in meaningful philosophical reflection and discussion. Ron Shaw has many years of classroom experience and is the author of more than forty books helping primary and secondary school students to improve their thinking skills.

Philosophy a School of Freedom

Teaching Philosophy and Learning to Philosophize: Status and Prospects

UNESCO Originally published in French as "La Philosophie, une Ecole de la Liberte. Enseignement de la philosophie et apprentissage du philosophe : Etat des lieux et regards pour l'avenir." - This study is dedicated to all those who engaged themselves, with vigour and conviction, in the defence of the teaching of philosophy a fertile guarantor of liberty and autonomy. This publication is also dedicated to the young spirits of today, bound to become the active citizens of tomorrow.

Conceptions of Childhood and Moral Education in Philosophy for Children

Springer Nature Philosophy for Children (P4C) has long been considered as crucial for children's ethical and moral education and a decisive contribution for education for the democratic life. The book gathers contributions from experts in the field who reflect on fundamental issues on how childhood and ethics are interrelated within the P4C movement. The main interest of this volume is to offer an understanding of how different philosophical conceptions of childhood can be coordinated with different ethical and meta-ethical philosophical considerations in P4C addressing topics such as P4C and relativism, P4C and Virtue ethics, ethics and emotions in P4C, philosophical commitments and P4C application, and Socratic practice within a pragmatist framework. A thought-provoking collection about how assumptions of particular philosophical conceptions of childhood modify moral and ethical education and a testimony of the undeniable contribution of P4C for moral education and reconceptualization of childhood.

Philosophical Inquiry

Combining the Tools of Philosophy with Inquiry-based Teaching and Learning

Rowman & Littlefield Publishers **Philosophical Inquiry** shows how to use the tools of philosophy for educational purposes. It is a practical guide to the philosophical arts of questioning, conceptual exploration and reasoning, with wide application across the school curriculum. It provides educators with an effective means of teaching students to think critically and creatively, to use their knowledge to solve problems, to deal with issues, to explore possibilities and work with ideas. These are the skills and abilities that young people need in order to thrive socially and economically in the world today. Drawing on educational and psychological theory, **Philosophical Inquiry** emphasizes the use of collaborative learning, through class discussion, working with a partner, and small group work. This approach teaches students to think in socially responsible ways. It means that students become not only thinking individuals but also good team-players, with benefits that extend beyond the classroom and the school to community life and the world of work.

Teaching Children to Learn

Nelson Thornes This exciting book fosters the skills involved in learning, providing a framework for developing active learning in every community, classroom, and school. This new edition suggests more ways to create powerful learning environments. **Teaching Children to Learn** has been revised and enlarged, giving more practical ideas to develop creative learning skills. It includes new sections on learning styles, accelerated learning, and ways to motivate learning.

Education for Values

Morals, Ethics and Citizenship in Contemporary Teaching

Routledge **Values in education - how they are taught, the ethics of teaching itself, plus their role in the education of educators - is an area of lively and passionate debate. This book provides an essential resource of ideas, issues and current practice for all those with an interest in this area of education. Presenting a range of critical writing, this book deals with issues relating to education in values; approaches to teaching values; teacher education and values; research for education in values; and international comparative studies. Highly regarded when it was first published in hardback in 2000, the book now appears in paperback for the first time with a new introduction, which updates the main ideas and themes of the book.**

Studies in Philosophy for Children

Pixie

Ediciones de la Torre Serie de artículos de personas de todo el mundo plenamente identificados con el Programa de Filosofía para Niños. Y en los que se toma como eje de reflexión la obra Pixie. Se completa con notas y bibliografía de Matthew Lipman.

Joyful Teaching and Learning in the Primary School

Learning Matters This new title applies inspiring ideas and teaching approaches to the different subject areas taught in primary schools. Using a practical, subject-based approach, it promotes creativity, innovativeness and enthusiasm as integral to effective teaching and enhanced standards. Each chapter introduces a subject, its key issues, vital knowledge and pedagogical implications. In addition, case studies, action points, key quotes and thought-provoking suggestions for practice encourage readers to engage with the text. Offering refreshing, innovative perspectives in an accessible format, this book will help trainees and teachers to develop skills, boost their confidence and, crucially, increase their own and their pupils' enjoyment.

Children as Philosophers

Learning Through Enquiry and Dialogue in the Primary

Classroom

Routledge Since the publication of the first edition of *Children as Philosophers* in 2002 there has been an enormous growth of interest in philosophy with children. This fully revised second edition suggests ways in which you can introduce philosophical enquiry to your Personal, Social and Health Education and Citizenship teaching and across the curriculum. The book demonstrates children's capacities to engage in sophisticated processes of dialogue and enquiry about a wide range of issues and underlines the importance of listening to children's ideas. The author discusses the pleasures and challenges for adults in managing discussion and responding to children's claims to knowledge in the philosophical arena. The author also addresses the well-established Philosophy for Children movement, developed in the USA and Australia and links this to the principles of *Every Child Matters*. This fascinating book is an invaluable resource for all teachers and trainees seeking a thoughtful and contextualised introduction to the theory and practice of philosophical enquiry with children, including: expanded discussion on children's voice and participation at school the theory and practice of dialogical approaches to teaching and learning new evidence of the educational impact of philosophy with children in the classroom what should inform the professional choice of resources for teaching philosophy wider international debates about learning styles, skills and intelligence. New reports are presented from children, teachers, from the fields of Gifted and Talented and Special Needs Education and from international research carried out over the last five years.

History, Theory and Practice of Philosophy for Children International Perspectives

Taylor & Francis This book on Philosophy for Children (P4C) is a compilation of articles written by its founders and the movement's leaders worldwide. These articles have been prepared in the dialogue and interview format. Part I explains the genesis of the movement, its philosophical and theoretical foundations. Part II examines the specialized uses of philosophical dialogues in teaching philosophy, morality, ethics and sciences. Part III examines the theoretical concerns such as the aims of the method in regards to the search for truth or sense of meaning, or the debate on the novel or short stories and its characteristics. Part IV explains the practices of P4C worldwide and the issue of cultural differences, the ways of the community of inquiry and the necessary adaptation to suit local concerns. The book concludes with a notable review of the progress of P4C, the obstacles, and its international spread to over 60 countries. These penetrating insights make the book an incredibly rich resource for anyone interested in or involved with implementing a P4C programme. *Brave Old Subject, Brave New World Teaching Science and Morality Via P4C Showing Children can do Philosophy*

Children as Philosophers

Learning Through Enquiry and Dialogue in the Primary Classroom

Routledge Since the publication of the first edition of *Children as Philosophers* in 2002 there has been an enormous growth of interest in philosophy with children. This fully revised second edition suggests ways in which you can introduce philosophical enquiry to your Personal, Social and Health Education and Citizenship teaching and across the curriculum. The book demonstrates children's capacities to engage in sophisticated processes of dialogue and enquiry about a wide range of issues and underlines the importance of listening to children's ideas. The author discusses the pleasures and challenges for adults in managing discussion and responding to children's claims to knowledge in the philosophical arena. The author also addresses the well-established Philosophy for Children movement, developed in the USA and Australia and links this to the principles of *Every Child Matters*. This fascinating book is an invaluable resource for all teachers and trainees seeking a thoughtful and contextualised introduction to the theory and practice of philosophical enquiry with children, including: expanded discussion on children's voice and participation at school the theory and practice of dialogical approaches to teaching and learning new evidence of the educational impact of philosophy with children in the classroom what should inform the professional choice of resources for teaching philosophy wider international debates about learning styles, skills and intelligence. New reports are presented from children, teachers, from the fields of Gifted and Talented and Special Needs Education and from international research carried out over the last five years.

How to Teach Thinking and Learning Skills

A Practical Programme for the Whole School

SAGE Includes CD-ROM 'The author puts into perspective the importance of teaching thinking and learning skills providing clear explanations and easy to follow activities that can be used as a series of lessons, or simply as a one off.'

As a resource for the primary practitioner it is both practical and informative' - ESCalate 'A treasure-trove of practical resources to stretch young people's thinking muscles!' - Professor Guy Claxton, University of Bristol 'It is full of useful ideas for busy teachers and helpful in getting the children rather than the teachers to do the thinking in the classroom' - Professor Robert Fisher, Brunel University By helping children to form positive thinking and learning habits, and to develop a range of transferable skills, we give them the tools they need to become successful learners. This book is grounded in the best of current practice and theories surrounding thinking and learning skills. It provides a highly effective method for introducing a comprehensive set of thinking and learning skills to children aged 5 to 11, as well as for integrating these skills through the curriculum. By means of carefully developed games, activities and group tasks, these ready-to-use lessons will appeal to a wide range of learners and abilities. Features of the book include: - a clear explanation of what thinking and learning skills are; - lots of photocopiable activities, for use by individual teachers and in INSET; - a plan for introducing thinking and learning skills in your school; - suggestions for further reading and development of the programme. Headteachers, Curriculum Co-ordinators and classroom practitioners wishing to introduce and develop thinking and learning skills in their school can either follow this programme in its entirety, or dip into it when appropriate for specific activities.

Jumpstart! Philosophy in the Classroom

Games and Activities for Ages 7-14

Routledge This collection of inspiring and simple-to-use activities will jumpstart students' understanding of philosophy, and is a treasure trove of ideas for building philosophical enquiry into the curriculum. It offers teachers a range of quick, easy and effective ways for developing children's comprehension of and engagement with philosophy, and will help them 'learn how to learn'. With a wealth of activities, including puzzles, class discussion techniques and group tasks, Jumpstart! Philosophy in the Classroom covers the following topics: curiosity and imagination language for thinking critical thinking creating a community of enquiry. Practical and immersive methods will encourage children to think, analyse, evaluate, discuss, judge and arrive at reasoned conclusions across all areas of the curriculum, stimulating philosophical conversation and changing the way that content is processed and understood in the classroom. This book will be a vital resource for all those who want to develop thinking skills and philosophical enquiry in their school.

Philosophy in the Classroom

Temple University Press This handbook for educators and parents discusses the need to include philosophy in the elementary classroom. The authors point out that as a question-raising discipline, philosophy is appropriate to guide children's natural inquisitiveness through the educational process. It encourages intellectual resourcefulness and flexibility which can enable children and teachers alike to cope with the disconnectedness and fragmentation of existing curricula. It can help develop sound reasoning and ethics. The first six chapters discuss reasons for including philosophy in the curriculum, aims and objectives of the philosophy for children program, and methods of teaching and guiding philosophical discussions. The point is made that children frequently are not satisfied with simplified answers to their questions, and that their minds should be trained at an early, receptive age to consider metaphysical, moral, and logical issues. Chapter seven presents an argument for the use of formal and nonformal logic in teaching children to think constructively and learning to make inferences and deductions on their own. In chapter eight, the authors explore the following question: can moral education be divorced from philosophical education? The interrelationship of logic and morality indicates that the answer is no. See SO 009 951 for a philosophical reader for junior high students. (Author/AV)

Philosophical Inquiry with Children

The Development of an Inquiring Society in Australia

Routledge Philosophy in schools in Australia dates back to the 1980s and is rooted in the Philosophy for Children curriculum and pedagogy. Seeing potential for educational change, Australian advocates were quick to develop new classroom resources and innovative programs that have proved influential in educational practice throughout Australia and internationally. Behind their contributions lie key philosophical and educational discussions and controversies which have shaped attempts to introduce philosophy in schools and embed it in state and national curricula. Drawing together a wide range of eminent scholars and practitioners in the field of educational philosophy, this anthology, the first of its kind, provides not only a historical narrative, but an opportunity to reflect on the insights and experiences of the authors that have made history. The collection is divided into three parts. The overarching theme of Part I is the early years of Philosophy for Children in Australia and how they informed the course that the 'philosophy in schools movement' would take. Part II focuses on the events and debates surrounding the development and production of new materials, including arguments for and against the suitability of the original Philosophy for Children curriculum. In Part III, key developments relating to teaching philosophy in schools are analysed. This collection of diverse views, critical appraisals, and different perspectives of historical currents is intended to stimulate thought-provoking questions about theory and practice, and to increase general awareness both nationally and internationally of the maturation of

philosophy in schools in Australia. It is also intended to encourage readers to identify emerging ideas and develop strategies for their implementation.

Pocket PAL: Creating Enquiring Minds

A&C Black Inspiring, intelligent and practical, this user-friendly guide provides a wonderful introduction to using P4C (Philosophy for Children) in primary schools. This extremely accessible book provides an introduction to philosophy for children. It explains how you can encourage children to ask the right questions, reason effectively, think for themselves, and begin to understand more about themselves and the world around them. Inspiring and intelligent, with clearly presented, practice-based examples, it is full of fun and engaging activities that work right across the curriculum.

Perspectives on Participation and Inclusion

Engaging Education

A&C Black Perspectives on Participation and Inclusion draws on the research and scholarship of academics working in the field of Education Studies. The writers are concerned with enduring yet contemporary themes: making education engaging and vital for both learners and educators, and achieving wider participation and more effective and meaningful inclusion for all. - The book draws on philosophical ideas and educational theories, practical examples and case studies in a wide variety of educational settings and styles. - Through the medium of brief 'edu-autobiography', each chapter is situated in the context of the author's life as an educator, appealing to readers to consider ways in which the ideas and examples discussed could be pertinent to their own life or work in education. - Includes sections on voice and empowerment, critical and alternative perspectives on inclusion in education, and practical approaches to widening participation. - Authors discuss ideas such as 'otherness' and 'voice', freedom, belonging and well-being in education and the relational nature of learning. Perspectives on Participation and Inclusion is a key text for Education Studies students. In addressing fundamental questions in education, the audience will encompass school practitioners, student teachers and lecturers in further and higher education. This book will also be of interest to students and professionals in fields such as childhood studies and youth and community studies.

The If Machine

Philosophical Enquiry in the Classroom

Bloomsbury Publishing >

Growing Up with Philosophy Camp

How Learning to Think Develops Friendship, Community, and a Sense of Self

Rowman & Littlefield Publishers Growing Up With Philosophy Camp brings together essays by the directors of philosophy summer camps, perhaps the newest venture for teaching philosophy to pre-college students. --Lizzy Lewis, Partnerships Manager, SAPERE, the national charity supporting Philosophy for Children (P4C)

Philosophy and Education

An introduction to key questions and themes

Routledge Written specifically for education studies students, this accessible text offers a clear introduction to philosophy and education. It skilfully guides readers through this challenging and sometimes complex area bringing key philosophical ideas and questions to life in the context and practice of education. There is also a companion website to accompany the book, featuring live weblinks for each activity which can be visited at www.routledge.com/cw/haynes. The authors consider the implications of educational trends and movements through a variety of philosophical lenses such as Marxism, utopianism, feminism and poststructuralism. The book explores enduring themes such as childhood and contemporary issues such as the teaching of critical thinking and philosophy in schools. Features include: a range of individual and group activities that invite questioning and discussion case studies and examples from a variety of formal and informal education settings and contexts reference to philosophically informed practices of research, reading, writing and teaching suggestions for further reading in philosophy and education overviews and - and key questions for each chapter Drawing on readers' experiences of education, the book reveals the connections between philosophical ideas and educational policy and practice. Part of the Foundations in

Education Studies series, this timely textbook is essential reading for students coming to the study of philosophy and education for the first time.

Philosophy for Young Children

A Practical Guide

Routledge With this book, any teacher can start teaching philosophy to children today! Co-written by a professor of philosophy and a practising primary school teacher, *Philosophy for Young Children* is a concise, practical guide for teachers. It contains detailed session plans for 36 philosophical enquiries - enough for a year's work - that have all been successfully tried, tested and enjoyed with young children from the age of three upwards. The enquiries explore a range of stimulating philosophical questions about fairness, the environment, friendship, inclusion, sharing, right and wrong, manners, beauty, pictures, the emotions, dreaming and reality. All the stories, drawings and photographs that you'll need to carry out the enquiries are provided and can be used with your children directly from the book. Each step-by-step enquiry includes: The philosophical topic and the aim of the enquiry The stimuli you'll need Questions to ask the children Possible answers to help move the discussion forward Ideas to help you summarise and extend the enquiry. If you are an Early Years or primary school teacher, this complete resource will enable you to introduce philosophy to your children quickly and with confidence.

Philosophy and Education

Introducing Philosophy to Young People

Cambridge Scholars Publishing Are children natural philosophers? They are curious about questions such as the meaning and purpose of being alive and whether we can know anything at all. Pre-college philosophy takes as a starting point young people's inherent interest in large questions about the human condition. *Philosophy and Education: Introducing Philosophy to Young People* seeks to illuminate the ways in which philosophy can strengthen and deepen pre-college education. The book examines various issues involved in teaching philosophy to young people at different grade levels, including assessing what teachers need in order to teach philosophy and describing several models for introducing philosophy into schools. Ways to explore specific branches of philosophy - ethics, epistemology, metaphysics, aesthetics, and logic - through literature, thought experiments, and games and activities, as well as traditional philosophy texts, are described. The book's final section considers student assessment and program evaluation, and analyzes the contributions pre-college philosophy can make to education in general. Teachers and educators - and parents - all want young people to grow up with the skills they need to pursue their own goals and become productive and successful adults. Thinking independently and reasoning clearly are central to these objectives. Philosophy helps students develop some of the analytic skills they need to engage in thoughtful decision-making throughout their lives, and the richness of the questions involved can help young people maintain their awareness of the world as marvelous and mysterious.

Mind Expanding: Teaching For Thinking And Creativity In Primary Education

Teaching for Thinking and Creativity in Primary Education

McGraw-Hill Education (UK) There is considerable interest in education around the world in flexible thinking and learning skills but very little consensus as to the nature of these skills and how best to promote them in schools. This book puts forward a clear and practical framework for understanding thinking, creativity and learning to learn as the fruits of engagement in dialogue. It also outlines in detail how this framework can be applied to teaching across the curriculum at both primary and secondary level, drawing on the best practices associated with the teaching thinking; creativity; and learning to learn movements explaining their success in terms of dialogic theory. In particular the book incorporates aspects of a number of thinking skills approaches, such as Lipman's Philosophy for Children approach, as well as features of contemporary innovations in education such as assessment for learning and the development of creativity. Each chapter opens with a vignette to set the scene and continue into a light and popularly written exposition of theory, before moving on to a description of practice and concluding with practical guidelines for how to teach for thinking and creativity in schools and classrooms. The first six chapters in the book have more of a focus on developing core theoretical themes and the following six chapters in the second half of the book focus more on practice-led themes. The relationship between theory and practice is treated as flexible and dynamic, theory being developed by practice as much as practice implementing theory.

Philosophy for Children in Transition

Problems and Prospects

John Wiley & Sons Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children. Educators and philosophers establish the relationship between philosophy and the child, and clarify the significance of that relationship for teaching and learning today. The papers present a diverse range of perspectives, problems and tentative prospects concerning the theory and practice of Philosophy for Children today. The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy. Opens up discussion on the notion of the relationship between philosophy and the child.

Philosophy in Schools

Continuum International Publishing Group a collection of original philosophical essays that together make a robust case for the teaching of philosophy in schools.