Creating Thoughtful Classrooms

“I have come to a frightening conclusion: I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized”

*Dr Haim Ginott, 1922 – 1973*

“In my synthesis of over 500,000 studies, I have found that it is teachers that make the greatest difference to student achievement”

*Prof. John Hattie, 2003*
LEVELS OF PERSPECTIVE (Daniel Kim)

Vision
Mental Models
Systems & Structures
Patterns of behaviour
Events

Leverage
Influences on Student Learning by Prof John Hattie, 2003

“In my synthesis of over 500,000 studies, I have found that it is excellence in teachers, not just the teachers themselves, that makes the greatest difference to student achievement”

Key Factors in **Expert Teaching:**

- **Challenge**
- **Feedback**
- **Deep Representations (of key concepts)**

“These three (factors) can successfully classify 80% of the teachers correctly, so are probably sufficient to highlight the major differences between expert and experienced teachers.”
Compare and Contrast

What are the similarities and differences between Daisy the cow, a tractor and Mr Grass Head?
Skills of Thinking

Processing information
Locate RELEVANT info; COMPARE, CONTRAST, SORT, CLASSIFY and SEQUENCE

Reasoning
Use SUPPORTING REASONS, PRECISE LANGUAGE, INFERENCES & DEDUCTIONS

Inquiring
Ask relevant QUESTIONS, DEFINE problems, PREDICT outcomes, TEST conclusions

Creativity
Look for ALTERNATIVES and POSSIBILITIES, GENERATE IDEAS & HYPOTHESES

Evaluating
Develop CRITERIA for JUDGING VALUE of work & GENERATE RICH FEEDBACK
The PIT

1. Concept
2. Conflict
Primary P4C Concepts

Me
Real
Home
Growth/Change
Pets
Friends
Being nice
Fairness
Language
Telling lies
Same
Emotions
Thinking
Dreaming
### Secondary P4C Concepts

<table>
<thead>
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<th>Democracy</th>
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<tr>
<td>Fairness</td>
<td>Language</td>
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<td>Hero</td>
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<td>Proof</td>
<td>Names</td>
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<tr>
<td>Poetry</td>
<td>Reality</td>
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</table>
What makes you, you?

Are you the same person you were when you were a baby?

If you had a different name, would you be a different person?

When you play make believe, are you still you?
HANDY HINTS: A = B

If A = B then

Does B = A?

For example …
HANDY HINTS: NOT A

If A = B then

If it’s NOT B, is it NOT A?

For example …
1. Concept
2. Conflict
3. Construct

Eureka!
1. Concept
2. Challenge
3. Construct
4. Consider

The PIT

Meta cognition

Clarity vs. Confusion
(P) Review

What do we want to know?

What do we need to know?

Science – Habitats

Maths - Shape
Dreaming

• What is a dream?
• Is dreaming the same as thinking?
• Do you have to close your eyes to dream?
• Do you have to be asleep to dream?
• Do you dream in pictures? Are they colour or black and white?
• Do animals dream?
Fairness

• Does fair mean being the same as someone?
• Or does it mean everyone having the same things?
• How do you know if something’s fair or not?
• Why should people try to be fair?
• What is unfair?
• If Lucy nips Amy, is it fair for Amy to nip Lucy?
Knowledge

Is knowledge the same as knowing?

*eg* If I know your name (knowledge), does that mean I ‘know’ you?

If ‘knowledge’ is later proved to be wrong, was it ever knowledge?

*Eg* Knowledge that the world was flat

Can you understand something without having knowledge about it?

*Eg* Young children understanding language without having knowledge about it
About p4c.com

What is p4c.com?

P4C.COM IS A WEB SUBSCRIPTION SERVICE for teachers who want pupils of all ages to think for themselves through philosophical dialogue with others. We provide resources, lesson plans, advice, collaboration, and powerful tools for creating your own dynamic materials. Our aims are:

- To raise awareness about the origins and ongoing development of Philosophy for Children (P4C)
- To promote philosophical inquiry for its own sake, and as well as for its capacity to build the attitudes and skills required by modern curricula, enriching concept formation in all subjects
- To provide a professional forum for learning and collaboration in this field
- To provide teaching resources and curriculum models and 'pathways' for teachers of all age groups
- To contribute a 10% share of profits to charities and projects that themselves promote philosophical inquiry

READ MORE AND FIND OUT HOW TO JOIN>>>

241 reads
P4C Library

Stimulus materials, articles and projects

Our library is the place to find stimulus materials, recommended resources, original stories, lesson plans, inspiring articles and a host of other items to help you bring about great philosophical inquiries.

Our lists of recommended resources for inquiry are the most comprehensive on the web and come hot from our subscribers, contributors and supporters. If you would like to suggest a resource to add to any of the lists, leave a message in the 'Recommendations' forum.

The p4c library resources on this page are organised in a simple table. If you use the sub-menus in the left column, you will be able to filter the list according to the resource category. Sort any table using the column headings. Enjoy!

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<th>Title</th>
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<th>Created</th>
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<td>Interviews</td>
<td>The Editor</td>
<td>19/06/2008 - 15:11</td>
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<td>An interview with Matthew Lipman from 2004</td>
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<td>Picture</td>
<td>Steve Williams</td>
<td>12/05/2008 - 09:22</td>
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Concept Stretcher

Develop concepts, explore meanings, enhance thinking

Our concept-stretcher section is full of ideas and activities submitted by our contributors to help make your P4C sessions richer in concepts and deeper in meaning.

We don't want to repeat the same 'directions for use' every time we post a new activity so we have put all the directions, together with the principles behind each kind of concept-stretching activity, in the key document. You should download and read this before using the concept-stretcher database.

The concept-stretcher database is organised initially as a simple list in alphabetical order. However, by using filter tools, you will be able to sort the list according to the activity type or age group it is intended for. The current types of concept stretchers in the database are those that use:

- Examples (words, statements and situations)
- Agreement/disagreement (with reason)
- Connections (similarities and differences)
- Questions (questions to explore the meaning of a concept and questions arising from the concept)
- Dialogues
- Pairings

The Concept Stretcher resources on this page are organised in a simple table. If you use the sub-menus in the left column, you will be able to filter the list according to the resource category. Sort any table in this section using the column headings.

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“You might think that students who were highly skilled would be the ones who relish a challenge and persevere in the face of setbacks. Instead, many of these students are the most worried about failure and the most likely to question their ability and to wilt when they hit obstacles”

Self Theories: Their role in Motivation, Personality and Development (Carol Dweck, 1999)