

P4c Pocketbook

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Philosophy for Children (P4C) was conceived by Professor Matthew Lipman in the late 1960s. Here's what he said about it: 'The aim of a thinking skills program such as P4C is to help children become more thoughtful, more reflective, more considerate and more reasonable individuals. 'Who wouldn't want to offer their pupils that opportunity? In the P4C Pocketbook, Barry Hymer and Roger Sutcliffe explain how to use P4C in your own classroom to sustain and develop in all children the curiosity that is so evident in the young. They introduce and explain 'communities of enquiry', outline a broad ten-step process for P4C sessions, provide plenty of practical examples, and show how P4C can be used to explore key concepts. Chapters are devoted to choosing a stimulus, questions, the Socratic Method, facilitating an enquiry, and review. There is an excellent resource section at the end of the book spanning Foundation Stage to KS5.

Philosophy for Children (P4C) was conceived by Professor Matthew Lipman in the late 1960s. It encourages children to develop their own way of thinking about the world and aims to help them 'become more thoughtful, more reflective, more considerate and more reasonable individuals'. A recent study in Scottish primary schools concluded that one hour

People with fixed mindsets believe that fundamental qualities like intelligence are essentially stable; people with growth mindsets believe that such qualities can be developed and nurtured. Research shows that learners with growth mindsets are more: open to challenges and constructively critical feedback; resilient in the face of obstacles and failure; convinced that effort makes a difference; able to learn well with and from others; likely to succeed. If we can foster growth mindsets in our pupils the results will be transformative. The Growth Mindset Pocketbook is full of classroom strategies for doing just that. Barry Hymer and Mike Gershon look at high-challenge tasks and the value of errors, mistakes and failure; exactly what we mean by effort and how to make that attractive to students; great feedback; the power of language; and 'going seriously meta' – equipping students to think about their own thinking and learn about their own learning. Get the book; get growing!

Dialogue is one of the best vehicles for learning how to think, how to be reasonable, how to make moral decisions and how to understand another person's point of view. It is supremely flexible, instructional, collaborative, and rigorous. At its very best, dialogue is one of the best ways for participants to learn good habits of thinking. There is also substantial evidence that teachers currently talk too much in classes, often only waiting .8 seconds after asking a question before jumping in with the answer if a student doesn't quickly volunteer. This book guides teachers through the different types of dialogue and how they can be used to enhance students' learning.

' I recommend this book to anyone wishing to help children learn. In it you will find some lovely ideas for improving the way we encourage, support and praise all young people. ' Professor Carol Dweck, author of Mindset, Stanford University, USA ' James has developed a rare skill for blending arresting anecdotes, hard-edged research and practical advice into a truly compelling narrative. ' Professor Barry Hymer, author of the Gifted and Talented Pocket Book, Cumbria University, UK Over the last 20 years James Nottingham has studied how children learn. He has taught every age group in both primary and secondary schools, helped deaf teenagers deal with anger and isolation and even done philosophy with three-year-olds. In this inspiring, humorous, and practical book he shows what you can do to help children of all ages develop into confident, thoughtful and independent learners. Based around the acronym ASK, this book explores attitudes, skills and knowledge to learning – what is required and how to develop these skills more effectively. It shows how to encourage independent thinking and a spirit of inquiry in your children. Highlights include: the dangers of calling our children clever, bright and gifted; the best ways to teach wisdom; how to help children excel in exams; why curiosity did not kill the cat. With a foreword written by John Hattie, Encouraging Learning draws on research from some of the most respected experts on thinking and learning to identify the best ways to help children learn more effectively, efficiently and co-operatively. For everyone living or working with children – particularly teachers, parents, carers and youth workers - this book shows you some of the best ways to enhance children ' s learning, including how to question, praise, and encourage more effectively.

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.

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.

This essential and aspirational text is aimed at all beginning teachers whatever your training route, age phase and setting. It explicitly adopts and builds on a new metaphor for teachers' professional learning as interplay between the body of public knowledge and the practical wisdom of teachers within a particular school setting. It also accepts that 'telling' you how to teach is ineffective; you need to 'become a teacher' because it involves identity and practice. Inquiry-based critically reflective learning with a clear focus on the learning of pupils is proposed as the core strategy by which you can build your knowledge and skills to become an outstanding teacher. Core topics, including planning, inclusion, teaching, assessment and professional development, are tackled in an accessible and refreshing way, using key research informed evidence. The focus is relentlessly on 'learning' rather than performance, in order to support you becoming an excellent professional teacher, rather than a competent technician, who makes a difference to learners, colleagues, schools and policy. Think of this book as a temporary or additional mentor, challenging you with different ways of thinking about learning and providing strategies to guide your professional learning. " It takes 10 years or more to begin to be a brain surgeon, but sometimes we get 1-3 years at most before we are allowed to work with children ' s brains as teachers. So we need inspirational teachers and this is the focus of this compact, powerful and insightful book. It is wonderfully designed around five of the most critical dilemmas in our classrooms: belief vs. ability; autonomy vs. compliance; abstract vs. concrete; feedback vs. praise; and collaboration vs. competition. The power of the book is that it illustrates the new move to focus on learning power – and such a focus permits every student to become smarter through effort and deep practice as they struggle with the high-challenge learning activities – in the presence of inspirational, impactful and passionate teachers. The perfect book for those who want to make most of their opportunity to enhance students ' brain power. " John Hattie, Director, Melbourne Education Research Institute

Agency and Participation in Childhood and Youth presents new critical engagement in conceptualising the roles of youth agency and participation in education, development and the pursuit of social justice. Theoretically, the book is framed within the paradigm of the capability approach, initially developed by Nobel Laureate, Amartya Sen, and further differentiated by others, including philosopher, Martha Nussbaum. The book unravels the complex relationships between the nature of youth agency and participation, in education, but also in wider political, economic and social arenas, and the potential of young people to expand their freedoms to lead lives they have reason to value. It is thus argued that ethical, sustainable development is contingent on the nature of youth agency and participation in schooling and further afield. Bringing together leading international experts researching children's capabilities, Agency and Participation in Childhood and Youth offers a unique exploration of links between exciting new areas of development in theory, research and practical applications of Sen and Nussbaum's ideas. The book addresses a significant gap in the literature drawing on empirical data from the UK, the USA, Jordan, Palestine, the Democratic Republic of the Congo, Switzerland, New Zealand and beyond, with perspectives presented from both within and outside schools and other formal educational settings. Agency and Participation in Childhood and Youth is of particular interest to academics, teaching professionals, undergraduate and postgraduate students of education studies, social policy, youth and development studies.

For over three decades, the capability approach proposed and developed by Amartya Sen and Martha Nussbaum has had a distinct impact on development theories and approaches because it goes beyond an economic conception of development and engages with the normative aspects of development. This book explores the new frontiers of the capability approach and its links to human development in three main areas. First, it delves into the philosophical foundations of the approach, re-examining its links to concepts of common good, collective agency and epistemic diversity. Secondly, it addresses its 'operational frontier', aiming to give inclusive explanations of some of the most advanced methods available for capability researchers. Thirdly, it offers a wide range of the applications of this approach, as carried out by a mix of renowned capability scholars and researchers from different disciplines. This broad interdisciplinary range includes the areas of human and sustainable development, inequalities, labour markets, education, special needs, cities, urban planning, housing, social capital and happiness studies, among others.

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