

# Contents

INTRODUCTION	3
1. WHAT IS THIS THING CALLED PHILOSOPHY?	5
Philosophers have their say	
What philosophy is not...	
So, what do we mean by philosophy?	
2. DEVELOPING A PHILOSOPHICAL EAR	11
Characteristics of philosophical questions	
The difference between a priori knowledge and empirical knowledge	
Domains of philosophy	
3. CAN CHILDREN REALLY DO PHILOSOPHY?	17
4. WHY SHOULD WE DO PHILOSOPHY IN SCHOOL?	19
Personal benefits	
Socio-emotional benefits	
Intellectual benefits	
Societal benefits	
Measuring the impact	
In their own words: Students reflect on the value of philosophy	
5. HOW IT WORKS	25
The community of philosophical enquiry	
Stimuli for philosophical enquiry	
At the very start...	
At the very end...	
6. THE THREE DIMENSIONS OF COLLABORATIVE PHILOSOPHICAL ENQUIRY	31
The critical dimension	
The creative dimension	
The collaborative dimension	
7. FACILITATION PRINCIPLES	43
Co-enquiry	
Listening	
Neutrality	
Guidance	
Group self-regulation	
8. BASIC FACILITATION STRATEGIES	47
Allow time to think	
Echo or paraphrase	
Map ideas	
Guide with questions	
Elicit meaning	
Call a free-for-all	
Invite pair talk	
Grant the right of reply	
Encourage peer support	
Explore tensions	

9. A FRAMEWORK FOR PHILOSOPHICAL ENQUIRY	51
Attitudes - Foundational skills - Argumentation skills - Metacognitive skills	
10. ATTITUDES	53
Curiosity	
Open-mindedness	
Scepticism	
Intellectual autonomy	
Valuing rigorous thinking	
11. FOUNDATIONAL SKILLS	59
Clarity	
Consistency	
Relevance	
Conceptual thinking	
12. BASIC ARGUMENTATION SKILLS	67
Reasons	
Criteria	
Assumptions	
Implications	
Distinctions	
Analogies	
Examples	
13. ADVANCED ARGUMENTATION SKILLS	79
Hierarchy of disagreement	
Critiquing arguments	
Reconstructing and evaluating arguments	
Offering and challenging counter-examples	
14. HOW CHILDREN BECOME CRITICAL THINKERS	97
The Realist	
The Absolutist	
The Relativist	
The Evaluativist	
15. METACOGNITIVE SKILLS	89
Label	
Self-correct	
Think slowly	
Reflect	
Silent dialogue	
16. TEACHING-FOR-THINKING STRATEGIES	99
Finding the philosophy	
Anchoring	
Iffing	
Imaginary disagreeer	
Tension play	
Response detector	
APPENDIX: Transcripts: Prep/Yr 1, Buranda State School	105

## APPENDICES AND ONLINE SUPPLEMENTARY MATERIAL

Professional Development program outline

Alignment with the Victorian Curriculum

Sample scope and sequence

Lesson plan sample and template

Student evaluation

Teacher self-evaluation

Recommended books and resources

Rules for philosophical enquiry (downloadable A3 poster)

Working with ethical controversies

Teaching thinking in the internet age

Australian Professional Standards for Teachers: how the *Introduction to Philosophical Enquiry* PD program supports the APST