

# Thinking Skills and Community Cohesion Project

## Philosophy for Children(P4C)

### Evaluation

#### Liverpool World Centre

January 2012

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*A report for Liverpool World Centre*



# Thinking Skills and Community Cohesion Project

## Evaluation of Impact of P4C Level 1 training

### Executive summary

This evaluation reports on the impact of a thinking skills training programme called Philosophy for Children(P4C) on a sample of schools in Knowsley. In total 44 teachers were trained in P4C from a total of 9 Knowsley schools<sup>1</sup>. Following six months of weekly implementation the evaluation shows improvements in the pupils' skills of thinking, emotional literacy and negotiation skills. It also demonstrates that P4C can improve some of these skills alongside existing school activities, but more significantly that some skills have been improved exclusively through the use of P4C. In particular, critical and creative thinking skills. There is emerging evidence these skills could be transferred to other areas of learning over a longer period of time. The evaluation recognises that a dedicated time for teachers to gain confidence in facilitation of P4C is required. It also highlights that P4C can be highly motivating for both the pupils and teachers and is thus a powerful tool for teaching and learning. An additional outcome of the evaluation has highlighted the lack of motivation towards writing by pupils across the curriculum. It is proposed that future work on developing 'writing through thinking and dialogue' could have a huge impact on Literacy progress and achievement of pupils.

### Acknowledgements

This evaluation was carried out at a challenging time for schools in Knowsley. All schools involved in the evaluation were involved in different amalgamation procedures, and the author would like to thank all 44 teachers involved in the project. In particular, the range and depth of the results are testament to the dedication and enthusiasm of the class teachers and their pupils from Park View and Northwood Schools. Thanks must also go to the SAPERE trainers and the other schools who took part in the Level 1 training.

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<sup>1</sup> Halewood CE, Holy Family, Mosscroft, Park View, Roby Park, St Andrew the Apostle, St Albert, St Anne's, Northwood.

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## 1. Introduction

The Liverpool World Centre(LWC) commissioned the evaluation in partnership with Knowsley Council's Education and Schools Department as part of their "Thinking Skills and Community Cohesion" Project. The project aimed to assist primary schools in Knowsley to deliver 21<sup>st</sup> Century teaching and learning, ensure progress on key aspects of educational agendas and provide evidence of impact.

The objectives were to evaluate the impact on teachers and pupils following a Level One Philosophy for Children(P4C) training course. See glossary for further

The three key project goals, relating to the training element were:

- For teachers to have transferred P4C skills into all aspects of learning (maths, English etc.)
- For pupils to have increased their emotional literacy in relation to SEAL criteria (or PASS (Pupil Attitude to Self and School)).
- For Pupils to have improved negotiation skills amongst pupils.

The three goals have been evaluated six months after the completion of a two day SAPERE validated Level 1 P4C training course. The training course was carried out in October 2010 and January 2011 by two registered SAPERE trainers, one of which was is an Advanced Skills Teacher from Liverpool and offers P4C training as part of her outreach work with schools. The evaluator attended both training days to identify three sample schools.

## 2. Method

An evaluation framework was designed by the evaluator in conjunction with LWC. A range of mostly qualitative and some limited quantitative data was collected. In order to ensure a triangulation of viewpoints, opinions from teachers, senior managers and pupils from two sample schools were collected. This was also supplemented by opinions from a LA representative and the Advanced Skills Teacher and Trainer for P4C. Data methods included interview, questionnaire, baseline assessment and a pupil review activity.

Table to show evaluation questions and data collections and methods

Project Goal	Evaluation Question	Methods
For teachers to have transferred P4C skills into all aspects of learning (Maths, English etc)	Do the <b>pupils</b> recognise the use of P4C skills in all aspects of their learning?  To what extent have <b>teachers</b> transferred P4C skills into other lessons?	Pupil baseline assessments (December 2011) Pupil review activity (July 2011) Teacher questionnaire & interview (July 2011)
For pupils to have increased their emotional literacy in relation to SEAL criteria (and PASS)	Do <b>pupils</b> recognise an increase in their emotional literacy as a result of P4C?  To what extent do <b>teachers</b> feel that pupil's emotional literacy has improved?	Pupil review activity (July 2011) Teacher questionnaire & interview (July 2011)
For pupils to have improved negotiation skills amongst pupils.	Do <b>pupils</b> feel their own or other pupils' negotiation skills have improved  To what extent do <b>teachers</b> feel pupils' negotiation skills have improved?	Pupil review activity (July 2011) Teacher questionnaire & interview (July 2011)

The evaluator also devised a series of I CAN statements which made the **explicit connection** between the skills of P4C and the skills of SEAL, PASS and negotiation. The P4C skills were divided into four skill headings – collaborative, caring, creative and critical, otherwise known as the ‘4Cs of P4C’. The 4Cs are an integral part of the P4C methodology and are presented to teachers as part of the Level 1 training (see glossary for further information). The I CAN statements provided the focus for both the baseline assessment and the review activity with pupils. In the review activity the statements were used to ascertain which skills the pupils felt they had most improved during the 6 month period.

Table: Explicit links between P4C I CAN statements and SEAL/PASS and negotiation

<b>I CAN P4C skill statements</b>	<b>Emotional Literacy SEAL</b>	<b>Emotional Literacy PASS</b>	<b>Negotiation skills</b>
<b>CARING</b>			
I can show interest when other children are talking	Self awareness	Preparedness for learning	
I can respond sensitively to other children's comments	Self awareness, social skills	Preparedness for learning	Yes
I can give my full attention to whoever is speaking	Self awareness	Preparedness for learning	
I can value someone else's idea even if I don't agree with them	Managing feelings	Preparedness for learning	Yes
<b>COLLABORATIVE</b>			
I can share my knowledge, experience and feelings with other children	Managing feelings, social skills	Perceived Learning Capability Self regard Preparedness for learning Confidence in learning	
I can build on someone else's idea	empathy	Preparedness for learning Confidence in learning	Yes
I can take turns speaking with others	social	Preparedness for learning	
I can see something from someone else's point of view	empathy	Preparedness for learning General work ethic	
<b>CRITICAL</b>			
I can question other children if I don't understand	Social skills	Preparedness for learning Confidence in learning Response to curriculum demands	Yes
I can give reasons for my ideas	Managing feelings	Response to curriculum demands	
I can disagree with others and say why	Managing feelings	Preparedness for learning	Yes
I can give an example to support my ideas	motivation	Confidence in learning	
<b>CREATIVE</b>			
I can make connections between ideas	motivation	Perceived Learning Capability Preparedness for learning Confidence in learning	
I can suggest new ideas	motivation	Confidence in learning	
I can think of different answers to the same question	motivation	Confidence in learning	Yes
I can give other points of view	empathy	Preparedness for learning	Yes

Copies of the teacher questionnaire, pupil baseline assessment and review activity can be found in Appendices 3, 4, 5 & 6.

## 2.1 Sample schools

The evaluator identified three sample schools during the initial P4C training session in October 2010. Schools were subsequently sent a copy of the baseline assessment sheet to carry out with a selection of classes. The evaluator also attended the second P4C training session in January 2011 so that class teachers could return and discuss the baseline assessments. Teachers were asked to identify two mixed groups of 6-8 pupils in each class who would take part in the review activity with the evaluator after 6 months. It was agreed these should be a mix of pupils - those who had significantly benefited from P4C and those without any significant benefit. It was also intended that the evaluator would be in contact with all the teachers by email and telephone at least once during the six month period.

The following schools involved were:-

Northwood School Year 6  
Park View School Year 3/4 and Year 5  
Mosscroft School Year 3/4 and Year 6

Background information about the sample schools can be found in Appendix 2.

## 3. Results and Analysis

Halfway through the 6 month evaluation period Mosscroft School were unable to be take part in the evaluation due to the challenges of their forthcoming amalgamation. The evaluator was unable to make contact with the other two schools during the interim period, therefore the bulk of the data collected is from visits to schools during July 2011.

### 3.1 PROJECT GOAL 1: For teachers to have transferred P4C skills into all aspects of learning (maths, English etc)

#### Evaluation Questions:

Do pupils recognise their use of P4C skills in all aspects of their learning?

To what extent have teachers transferred P4C skills into all aspects of learning?

#### 3.1.1 Pre baseline assessments

At the second training day baseline assessments from Northwood School were returned, but none from Park View School. These were collated by the evaluator and a detailed table in Appendix 3. Whilst the sample is too small to offer conclusive evidence, it does highlight some relevant observations for the purposes of this evaluation.

Very few children ticked the 'don't know' option for any of the I can statements which suggests that children were able to recognise the terminology associated with P4C skills prior to taking part in an actual P4C session. The majority of children recognised they **can do** any of P4C skills SOMETIMES. Over half the children recognised they **can do** caring and collaborative skills SOMETIMES and MOSTLY, with the specific skill of 'taking turns' standing out as being something they **can do** ALWAYS. There was more disparity

between responses around critical and creative skills, with more responses overall being 'don't know' for these two areas. It is proposed that pre baseline assessments show that pupils were already more familiar with caring and collaborative skills than critical and creative skills.

### 3.1.2 Post baseline assessments

This notion of pupils feeling more confident with caring and collaborative skills was supported by discussions arising from the pupil review activity 6 months later by pupils in both schools. Some pupils commented that collaborative and caring skills were not exclusive to P4C, but were skills developed in other areas of learning.

*"We have to take turns and do good listening in circle time and other lessons." Year 3 / 4 pupil Park View School*

This was also supported by the teachers who said that P4C helped improve some of the skills they were trying to achieve in other lessons.

*"It shows children how to take turns." Year 6 teacher Northwood*

*"These are the kind of skills that I try to promote in all lessons. Behaviour issues come up as a class and we tackle them." Year 3 / 4 teacher Park View School*

However, pupils did recognise that P4C lessons were different because it helped to improve creative and critical skills. They did not recognise these skills as relevant to other areas of learning in school. The pupils gave a range of examples of how they had developed these skills personally. See table of responses in relation to critical and creative skills in Appendix 6.

This improvement in creative and critical skills was also highlighted by the teachers, in terms of both generating questions and the subsequent discussion. However, the evaluator feels there is scope for further improvement of creative and critical thinking – as these skills are what really deepen thinking and learning in P4C.

*"P4C has given the children the opportunity to provoke their thinking – giving real depth to their learning. I have been surprised at the depth of their questions" Year 5 teacher Park View*

*"It helps them develop good reasons so they don't just jump on the band wagon with their friends." Year 6 teacher Northwood.*

*"Vocabulary in discussion and questions has lifted from lower order to higher order, especially for the less able children." Year 6 teacher Northwood School*

Examples of questions generated by the pupils in both schools are in Appendix 7. These demonstrate that pupils are developing relevant and thought-provoking questions.

Pupils in both schools were particularly motivated by the idea that 'you couldn't give a wrong answer' in P4C.

*"There's no right or wrong in P4C – not like in Maths where there is only one right answer."*

It could be suggested that this is attributed to a testing culture and has impacted on the motivation by pupils to have to get the 'right' answer in other areas of learning. There was consensus by pupils and teachers that P4C lessons were different to other areas of learning in school.

*"P4C is so different it stands on it's own." Year 5 pupil Park View School*

*"Philosophy is a stand alone session" Year 5 teacher Park View*

One of the main reasons that P4C lessons seemed so different to other areas of learning was the collaborative nature. Interestingly, pupils did not see this as a specific skill they acquired, but more part of the methodology.

*"It doesn't apply to other lessons" Year 5 pupil Park View School*

*"The P4C lessons are not like other lessons – everyone has a chance to speak and they learn from each other." Year 3/ 4 teacher Northwood*

*"Everyone has a chance to speak. In other subjects the same people speak all the time." Year 3 / 4 teacher Northwood*

### 3.1.3 Whole School

Although the goal of this project has been to 'transfer' P4C skills to other areas of learning, all teachers commented on the benefit of having a designated slot of time to carry out P4C which was not bound by a curriculum area. They discussed enjoying the freedom of P4C, rather than having to be accountable to lesson plans and learning outcomes.

*"I have always done things like this before, it has been great to have unprescribed time, with no lesson plan and see how the children spark from each other." Year 6 Park View*

*"I like the way it doesn't have to stick to a lesson plan. You don't know which way it is going to go. It would be more difficult in other lessons where there are clear outcomes." Year 5 Park View*

Teachers seemed very motivated by the freedom to use this methodology within a crowded and pressured curriculum. Not only did teachers recognise the value for such an approach for improving speaking and listening for their respective schools, but without exception all four teachers said they were personally interested in P4C.

*"I am passionate about it so I want to do it. I knew my class would enjoy it as soon as I did the training." Year 5 teacher Park View School*

*"I have always done this kind of thing – going off track with my class!" Year 6 Northview School*

It could be suggested that some teachers have a pre-disposition towards a methodology such as P4C. Anecdotal evidence from SAPERE trainers would support this opinion. For example, teachers who have **chosen** to attend an open Level 1 P4C course often have a

disposition towards wanting to give children the freedom to express their own opinions and ideas. This was cited by teachers during the evaluation as one of the possible reasons for the lack of regular practice of P4C by other members of Park View staff who didn't feel confident with allowing children to express their opinions and ideas.

*"It's maybe not their thing, you have to take a lot of risks initially – I like that about it."*  
Year 6 Park View School

Although P4C was highlighted as a discrete lesson, both pupils and teachers were able to see the potential for how P4C could link to all areas of learning. Some of the teachers had begun to trial stimulus with a specific curriculum focus.

*"I have used P4C as part of evacuation work in History and Literacy"* Year 6 teacher, Northwood

*"I am linking P4C with another topic called 'Going for Gold' through Literacy"* Year 6 teacher Park View

Teachers also commented about the impact on their wider view of planning and one teacher said they had seen an impact in other lessons.

*"The children get to see how subjects are linked together through the P4C."*  
Year 6 teacher Northwood School

*"P4C has made me think more about planning and thinking skills – things are not just black and white"* Year 6 teacher Northwood

Some of the pupils recognised the potential for linking P4C with other areas of learning.

*"You can link it to any subject."* Year 6 pupil Northwood School

Senior managers from both schools indicated potential for developing with other staff across their school or the authority. The Deputy Head at Northwood explained that their school is taking on the International Primary Curriculum (IPC) from September 2011, which they plan to integrate with P4C. Having successfully embedded P4C with one class they are now ready to broaden across the whole school. Staff from their newly amalgamated school have already had a short introductory session on P4C during the summer term 2011 and there are plans for whole school training with a registered SAPERE trainer during Spring 2012. Northwood School also plan to share experiences with local schools.

*"We see the IPC as enabling teachers to be creative with the curriculum, but for the P4C to underpin how teachers teach – the pedagogy."* Deputy Head Northwood School

Similarly, the Acting Head at Park View talked about the potential to share experiences of P4C through Local Authority collaborative cluster groups. It is undecided whether P4C at Parkview will be revived with other classes as there will be a change of headship in September 2011.

There is an assumption that whole school training will lead to whole school practice, but the reality is often more complex. On whole school training Level 1 courses teachers are mostly **required** to attend, so there can often be a greater range of personalities and

teaching styles. As with any new methodology, there can be an element of risk, trial and error in the early stages. If teachers are unsupported during this period it is often easier not to persevere. Some of the best models of successfully embedding P4C in a school have been those that have built up over time, with pairs of teachers attending training who are then able to support and 'grow' practice of P4C in their school. From February 2012 SAPERE is offering a new award scheme from Bronze to Gold which offers a very comprehensive framework for Level 1 trained schools to embed practice of P4C. The award scheme would be highly appropriate for both Park View and Northwood Schools as next step.

### 3.1.4 Summary

- Teachers are beginning to transfer P4C skills into other aspects of learning
- Pupils have improved collaborative and caring skills alongside other areas of learning
- Pupils have improved their creative and critical skills exclusively through P4C to a limited extent.
- Teachers found it highly beneficial to have a designated slot of time in order to try out P4C methodology
- Teachers need to feel confident in P4C methodology before they transfer to wider aspects of teaching & learning
- The timescale for transferring P4C skills into other wider aspects is likely to be longer than six months
- The expertise, motivation and personal interest by individual teachers for P4C is crucial for ensuring impact
- Children saw the P4C session as a stand alone session that is not connected to their other lessons, even when a stimulus with a particular curriculum focus was used
- Some teachers are particularly pre-disposed to P4C methodology
- Whole school training of P4C does not necessarily mean all teachers will embed into their practice
- There are different models for effective whole school development of P4C. It can sometimes be more effective when a small group of teachers establish P4C in school before proceeding with whole school training
- The use of the SAPERE award scheme could serve as a useful approach to embed P4C across the whole school
- Development of P4C across the whole school is more effective when senior management team members are involved
- The new authority structure of 'CPD collaboratives' could provide a suitable vehicle to disseminate P4C to other teachers

## 3.2 GOAL 2: For pupils to have increased their emotional literacy in relation to SEAL and PASS criteria

### **Evaluation Questions:**

*Do pupils recognise an increase in their own and other pupil's emotional literacy as a result of P4C?*

*To what extent do teachers feel that pupils emotional literacy has improved?*

### 3.2.1 Pre Baseline assessment

The baseline assessments highlighted that children were more familiar and confident with caring and collaborative skills than critical and creative skills. This could be attributed to the fact that in both schools measures were already embedded to develop pupil's emotional literacy through SEAL and PASS.

### 3.2.2 Post Baseline assessment

A table of comments made by the pupils and teachers in relation to SEAL criteria can be found in Appendix 8. The data showed that pupils were highly interested in discussing their motivation towards taking part in P4C. In Park View especially, the comments demonstrated that pupils not only enjoyed taking part in P4C, but thought it is an important part of their learning. For some pupils it was literally the highlight of the week.

The children at Northwood School were not quite as dramatic with their responses to the questions about motivation towards P4C in their school. This could be attributed to the fact they had not done any P4C for three months prior to the interview.

Not all children were motivated by P4C and this was more noticeable at Northwood School where a few children talked honestly about sitting for too long, not always getting a turn to speak and not being active enough. The teachers also reported that while P4C had benefited most pupils, for a few pupils it had a lesser impact.

*"Only one child is not engaged, and this can spoil things sometimes"* Year 5 teacher Park View School

All of the teachers reported that P4C had made an impact on the children's emotional literacy. In particular, teachers commented on how it has helped children manage their feelings which had impacted on behaviour in the classroom. Again, this seemed more noticeable at Park View where the implementation of P4C has been for a longer and continuous time period.

The data highlighted that many pupils enjoyed P4C because they perceived there was no writing involved.

*"We don't have to do anything in books. I hate writing – except writing out questions of course!"* Year 5 Park View School

*"You don't have to write you can just talk."* Year 6 Northwood School

*"You have to write in every other subject."* Year 6 Northwood School

*"It is much better to talk than write. If you were going to say sorry to someone it is much better to say it to their face. Talking is a much better skill to have than writing"* Year 6 Northwood School

These comments showed a significant negative attitude towards writing which could be relevant for planning other areas of learning. The teachers agreed that the benefits of improving speaking and listening skills outweighed the need for a writing element in the P4C sessions. However, it could be proposed that teachers could use the enthusiasm for

P4C to find writing opportunities that are meaningful to pupils. Some P4C trainers give the opportunity for low-risk writing in P4C sessions where pupils do 'i-writing' (ideas writing) after a P4C enquiry which leads onto 'ie-writing'(ideas with expression) (Williams 2008) Anecdotal evidence would suggest that children who struggle to motivate themselves to write in other lessons can be highly motivated to write about their ideas and thoughts following an enquiry if the 'conventions' of writing in full sentences are removed and pupils can write in lists and more creative representations of their thoughts(Williams 2008). This would need careful implementation to maintain the enthusiasm for P4C, but if successful would have strong implications for literacy as a whole. This is especially relevant with the new Ofsted framework and its emphasis on literacy and numeracy. This inclusion of opportunities for writing is also supported by the Advanced Skills Teacher for P4C in Liverpool who would be able to offer some useful suggestions.

### **3.2.3 Whole School**

The data shows evidence of P4C improving SEAL and PASS criteria. Although senior managers could see the potential for improving PASS results, both schools did not have results within the time frame of the evaluation period to validate such evidence. Therefore, the bulk of the data referred more specifically to emotional literacy in relation to SEAL criteria as this is what teachers were more familiar with as part of their curriculum planning. Teachers were all able to see clear links with the SEAL themes. The Year 3 / 4 teacher from Park View commented that she would try and have P4C and SEAL running together.

### **3.2.4 Summary**

- There has been a significant impact for many children's motivation towards school and their learning through P4C sessions
- Pupils are aware of the impact of P4C on their own learning and behaviour
- Many pupils especially enjoyed P4C because there was no writing
- Teachers recognised that P4C had improved how pupils manage their feelings
- P4C is highly complimentary to SEAL and could be planned for together

## **3.3 Goal 3: For pupils to have improved negotiation skills amongst pupils**

### **Evaluation questions:**

Do pupils feel their own or other pupils' negotiation skills have improved  
To what extent do teachers feel pupils' negotiation skills have improved?

### **3.3.1 Pre Baseline Assessment**

As previously mentioned, the baseline assessment highlighted that pupils were more familiar and confident with caring and collaborative skills. These are essential in terms of being able to be sensitive and respectful of other people during a negotiation situation. There were no obvious patterns in the data for creative and critical skills relating to negotiation skills.

### 3.3.2 Post Baseline Assessment

In the Year 3 / 4 class at Park View pupils talked extensively about how P4C had given them more confidence to deal with difficult situations in the playground.

*"It's helped us in the playground – a couple of girls from another class used to laugh at people opinions, but they don't now."* Park View Year 3 / 4

*"People grab stuff in the playground – I felt confident enough to make them stop doing it."* Year 3 / 4 Park View School

*"It has given me the skills to sort things out in the playground."* Year 3 / 4 Park View School

*"Helps you stand up for yourself both in school and in the playground."* Year 3 / 4 Park View School

The teacher in the Year 3 / 4 class at Park View supported the views made by the pupils.

*"It has helped them to solve problems in the yard."* Year 3 / 4 teacher Park View

Pupils from older classes at Park View and Northwood said there had been little impact on their negotiation skills in the playground.

*"It hasn't helped in the playground because the other children haven't done P4C."* Year 5 pupil Park View School

This could be attributed to the suggestion mentioned in Goal 1 where pupils thought that P4C happened in isolation from other aspects of school whether curriculum or behaviour.

Children in the Year 3 / 4 class at Park View also commented that P4C had helped them in the classroom and with other aspects of school, especially referring to their confidence to ask questions and ask for help.

*"I used to get scared to ask question, even silly things like asking to go to the toilet. P4C has helped me get more confident at asking any questions."* Year 3 / 4 pupil Park View School.

*"P4C has given me the confidence in other times in school, such as standing up in front of the whole school."* Year 3 / 4 pupil Park View School

Whilst being caring and collaborative are important elements of negotiation and conflict resolution, we must not forget the arguably deeper level of negotiation that involves children in being critical (asking questions) and creative (problem solving). This was not discussed explicitly by pupils or teachers, but the data show evidence of examples. There is certainly future scope for exploring the critical and creative dimensions of negotiation skills.

### 3.3.3 Whole School

Teachers commented that P4C had made some impact on the pupils' negotiation skills, but recognised that 6 months was too small a time period. They felt more significant impact had been made through existing programmes such as Peer Mentoring and SEAL work. However, they did recognise the potential that P4C could improve negotiation skills over a

longer time period.

### **3.3.4 Summary**

- P4C had improved confidence of younger pupils (rather than older pupils) to negotiate both in classroom and other settings
- Improvement of negotiation skills has not been exclusively due to P4C, but alongside other initiatives such as Peer Mentoring and SEAL
- Caring and collaborative P4C skills were recognised as part of negotiation skills, but higher levels of negotiation skills would require further development of critical and creative skills

## 4. Recommendations

The evaluation demonstrates strong enthusiasm and support for P4C from both pupils, teachers and senior managers from the sample schools. It has demonstrated an impact on P4C skills, emotional literacy and negotiation skills. For many of the pupils P4C has shown an impact on their motivation towards learning that is not happening in other areas of learning, especially in the area of writing.

This evaluation has also highlighted some of the barriers for embedding P4C across the whole school and the whole curriculum. These barriers have also been recognised nationally by SAPERE who have developed various models of support that would follow a Level One training course. One of these models includes a national award scheme which provides a framework to embed P4C practice in school. Alongside this, the Department for Education has recently published a new Framework for the National Curriculum (Department for Education 2011) which explicitly mentions P4C as an example of innovative practice for developing the 'local curriculum' aspect for schools. The timing of this evaluation could provide an excellent opportunity to share and disseminate the findings with schools and key players in Knowsley. The following recommendations are proposed:-

- Survey all schools who took part in the training to find out whether P4C has been developed in their school since the Level 1 training
- All schools involved in the training to be made aware of the new SAPERE Bronze Award Scheme. [www.sapere.org.uk](http://www.sapere.org.uk) This could act as a catalyst for helping schools to embed or kick start P4C practice (however small).
- Collect further evidence and investigate barriers for how sample schools are increasing their use of P4C across the curriculum. This could include planning SEAL and P4C together and in the light of the new Framework for the National Curriculum
- Share the findings of the evaluation with relevant key players such as Knowsley County Council, Julie McCann (Advanced Skills Teacher for P4C in Liverpool)
- Dissemination of work by sample schools through authority networks such as collaboratives. This could be supported by LWC through dissemination of the project, training and resources
- Disseminate examples of current resources such as SAPERE resources for members, [www.p4c.com](http://www.p4c.com) and [www.thephilosophyman.com](http://www.thephilosophyman.com)
- Disseminate the reference to P4C as an example of an innovative 'local curriculum' (see page 21, paragraph 3.21) in the new Framework for the National Curriculum (to teachers and key players)
- Investigate opportunities for follow-up training which focuses on the critical and creative thinking aspects of P4C. Such training is already offered by Advanced Skills Teacher Julie McCann as part of her outreach work in P4C in Liverpool.
- Investigate opportunities for further Level 1 training in Knowsley in consultation with Advanced Skills Teacher for P4C in Liverpool, Julie McCann. This could include open courses, or twilights which would not require supply cover to attend
- Potential CPD/project to develop P4C as a way of increasing motivation to learning, especially towards writing. Investigate use of low risk writing (ideas-writing and ideas with expression-writing)
- Potential CPD/project to develop negotiation skills and conflict resolution through a deeper level of understanding of creative and critical P4C skills

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## 7. Glossary

### Liverpool World Centre (LWC)

Liverpool World Centre(LWC) is part of a national network of Development Education Centres across the UK. Development Education Centres provide training and resources for schools and organisations in how they can play a part in creating a more just and sustainable world.

### Philosophy for Children (P4C)

Philosophy for Children(P4C) is an approach to teaching and learning that has developed over 35 years and is practised in approximately 60 countries. It is a pedagogy with considerable academic and practical underpinning. Professor Matthew Lipman created the approach drawing on the works of Vygotsky, Piaget, Dewey and the tradition of Socratic dialogue(Lipman, Sharp & Oscanyon 1980).

P4C not only claims to support children while in school, but it also equips children for their future life in a 21<sup>st</sup> century. It is accessible for all pupils and every curriculum subject and is an all inclusive approach.

A key element in the methodology is the development of a 'community of enquiry'. Sessions are generally conducted in a circle and involve the pupils in sharing a story, picture, poem, film or other stimulus from which pupils generate philosophical questions. These questions are discussed before one is chosen for extended discussion. Pupils are guided by a facilitator (the teacher) to express their opinion and listen to others. They learn there are not always right or wrong answers, facts or opinions need to be backed-up with evidence and it is okay to change your mind after listening to what someone else says. A final review allows for exploration of both the content of the enquiry and the process which has been undertaken. The process is built around 4 mutually inclusive elements of thinking which are known in the P4C world as the 4 Cs (Caring, Collaborative, Critical & Creative). Caring & Collaborative align more to the **process** of community building for the group or class itself, whilst Critical & Creative align more with the **content** of the enquiry.

There is substantial evidence that regular involvement in a community of enquiry leads to the following outcomes:

- Higher order thinking skills
- Independent thinking
- Excitement, motivation and engagement with learning
- Increased reading comprehension, particularly in less able readers
- Increased maths and science achievement
- Increased co-operative skills
- Better relationships with peers and parents
- Increased self-esteem, particularly in children with lower self esteem
- Transfer of skills to other areas of study
- Improvements in behaviour, and a diminution in bullying and playground aggression

SAPERE (2011)

Research has also shown a significant increase in children's IQ scores, significant gains in verbal and non-verbal reasoning and improvements in listening, communication, behaviour, questioning, reasoning, reading and understanding. (Topping & Trickey 2001)

There is also evidence that regular involvement in a community of enquiry helps "narrow the gap" by disproportionately benefitting the lower achievers and children with specific learning difficulties(SAPERRE 2011).

## **Society for the Advancement of Philosophical Enquiry and Reflection in Education(SAPERRE)**

In the UK, P4C is promoted through the Society for the Advancement of Philosophical Enquiry and Reflection in Education (SAPERRE). This national charity is based in Oxford, from where it co-ordinates and validates the Levels 1, 2 & 3 P4C training courses.

The Level One Introduction to Philosophy for Children(P4C):-

- Introduces the theory and practice of P4C
- Provides techniques for developing children's thinking and philosophical skills
- Suggests experimental techniques to encourage questioning and enquiry
- Connect P4C with the curriculum
- Present and demonstrate useful resources

There is also an accompanying handbook to the course.

Several Development Education Centres across the country run successful training programmes for P4C. These range from introductory sessions to 2-day Level 1&2 courses, and focused projects linked especially to Global Citizenship. This link with Global Citizenship has also been explored through work in conjunction with OXFAM. Some DEC's, such as Cumbria DEC, Lancaster's Global Link and South Yorkshire DEC's have staff who are registered SAPERRE trainers. Other DEC's such as Cheshire DEC buy in a registered SAPERRE trainer to run validated Level 1 courses.

## **Social and Emotional Aspects of Learning (SEAL)**

Social and Emotional Aspects of Learning(SEAL) is a focused and co-ordinated programme produced by the government in 2007 to teach pupils the social and emotional skills they need to learn effectively.

SEAL aims to develop five main areas:-

- self-awareness
- empathy;
- social skills;
- motivation
- managing feelings.

Research has shown that well designed programmes that promote social and emotional skills have shown to have a positive impact on pupil's attitudes and behavior(Weare &

Grey 2003). For example:

- Pupils have higher self esteem and confidence
- Pupils are happier and get on better with each other
- Pupils are more engaged in learning so fewer disengage with school
- Quieter pupils become more assertive and confident
- There is better behaviour in the classroom and improved attendance
- There is less bullying
- There are lower rates of truancy, offending and drug misuse

(DfES 2006)

## **Pupil Attitude to Self & School (PASS)**

Pupil Attitude to Self & School (PASS) is an all-age pupil survey that provides a robust, standardised measurement of pupil attitudes to learning, school and self. It is recognized that attitudes are formed by and affect how we feel and what we do and how we think. In a school setting, a pupil's attitudes to learning can influence their whole affective, behavioural and cognitive experience of education and have significant effects on their overall levels of attainment

A profile of a pupil is developed through focusing on nine key standardised measures

Feelings about school  
Perceived Learning Capability  
Self regard  
Preparedness for learning  
Attitudes to teachers  
General work ethic  
Confidence in learning  
Attitudes to attendance  
Response to curriculum demands

(GLA Assessment 2007-12)