

Course Details

Course #: AR180428

Course Title: An Introduction to Philosophy for Children

Course Description: This course is designed to aid educators in incorporating the theories and strategies of Philosophy for Children (p4c) Hawai'i and the philosopher's pedagogy (Makaiau & Miller, 2012) into their own pedagogical frameworks. Philosophy for Children is a worldwide movement in response to the call for school redesign and overall education improvement for students across the globe. Since 1984, p4c Hawai'i has been used to encourage students to approach learning as a critical thinker and as a significant member of meaningful community of inquiry. In true p4c Hawai'i spirit, this professional development plan is not designed to be prescriptive. Each educator will have to collectively challenge their thinking as they strive towards finding ways that p4c Hawai'i can be used to promote a positive change in their classroom practice. The course is designed to create an intellectually safe collaborative community of inquiry, provide a conceptual understanding of the philosopher's pedagogy, model p4c Hawai'i's foundational strategies and activities, and aid educators in the designing of curriculum to be implemented into their content-specific classes. The course will take place on Oahu and run from January 11, 2016 through May 20, 2016. Portfolios will be submitted by April 22, 2016. Course participants will meet once a week for 2 hours for 12 weeks during the duration of the course. The course participants and the instructors will collectively determine the meeting schedule and location. No funds will be provided for stipends, substitutes or transportation.

Disclaimer: No funds for substitutes, stipends or transportation will be provided.

Sponsoring Group: OCISS State

**Number of Credits
(Hours for Non-
Credit Courses):**

3.0 PD Credit

Allow Audit: No

Flat Fees: [Show/Hide Fees](#)

Course Type: Live

Course Survey: Professional Development Evaluation

Category: Action Research

Course Provider: Department Sponsored

Prerequisites:

Notes:

**Allow participant to
enroll in multiple
sections of same
course:**

No

Availability: Hawaii

Subjects: - Not Set -

**Required
Demographics:** - No Demographics Set -

**Recommended
Demographics:** - No Demographics Set -

**Restricted
Demographics:** - No Demographics Set -

Competencies: - Not Set -

**User Charter
School**

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Sections

Status	Section	Section #	Instructor(s)	Date	Seats
			Amber Makaiau Benjamin T		



Additional Information

Syllabus

Specific Objectives:

1. Identify and explain the components, history, and theories of p4c Hawai'i/philosopher's pedagogy is based upon.
2. Develop an intellectually safe professional community of inquiry.
3. Create and use tools and strategies for mediating listening and speaking in order to create an intellectually safe community of inquiry.
4. Explain the relevance and purpose of an intellectually safe classroom community.
5. Identify, explain, and apply the seven reasoning tools of The Good Thinker's Toolkit to make progress in a philosophical inquiry.
6. Design lessons to teach and hone the thinking skills of The Good Thinker's Toolkit to students.
7. Create a specific plan of action portfolio that uses evidence (i.e. specific classroom strategies, assessment activities, unit plans, videos, classroom observation, etc.) and reflection to demonstrate how they have modified their current practice in order to utilize and implement the philosopher's pedagogy into their classroom practice.

Activities to Achieve Objectives:

- Read several articles and chapters that lay the foundation for the philosopher's pedagogy
- Engage in a collaborative discussion to identify the behaviors associated with intellectual safety
- Read student reflections of their experiences with the philosopher's pedagogy
- View video of an expert p4c Hawai'i teacher in action
- Participate in ongoing activities that model and create a professional community of inquiry
- Participate in guided reflection of their practice in connection to the commitments of the philosopher's pedagogy
- Show the progression of their development throughout the course through the use of a reflection journal, discussion notes, and philosophical inquiry questions
- Apply the Good Thinker's Toolkit to their subject areas
- Participate in intellectually safe "Plain Vanilla" philosophical dialogues (not debates) that explore complex topics and issues
- Develop a portfolio that contains key course information, strategies designed and implemented in the classroom, and participant reflections

Content of Learning Portfolio:

The Portfolio: This will be used to provide evidence to show your growth as a p4c Hawaii instructor. The requirements for Learning Results Portfolio:

1. One page description of the context in which you are teaching (i.e. grade level, content area, student demographics, grade, student profiles, school culture, etc.)
2. Three context-sensitive p4c Hawaii lesson plans that include:
 1. Content standards addressed
 2. p4c Hawaii elements addressed
 3. Lesson/Unit objectives
 4. Agenda
 5. Procedural description (describe how the class is going to go/what are the students going to do).
 6. Assessment Activities

7. Assessment Tools (i.e. rubrics)
8. A written teacher reflection after lesson is taught

3. Evidence of student learning. This should include student learning evidence from at least three students at varying levels of proficiency. The evidence should be collected at two points in time demonstrating how you acted on the evidence to improve the students' learning. This should be accompanied by a written reflection.

4. One video recorded p4c Hawaii Lesson and a written reflection of the lesson that incorporates evidence and examples from your video. This reflection should be structured to either address the Four Pillars of p4c Hawaii or the Six Commitments of the philosopher's pedagogy.

5. Culminating reflection by the teacher at the end of the course describing what was learned, how the course impacted their teaching, and what steps they want/need to take next.

Captions: Each and every document in the portfolio including all student work samples must contain a caption that does the following:

- Explains what the document is:
- Why is it being provided as evidence; and
- What is is evidence of

Other Instructions:	This course will run from January 11, 2016 through May 20 2016. Portfolios will be due on April 22, 2016. This is a face-to-face course and participants will meet weekly 12 times during the duration of the course for 2 hours.
Course Requirements: (Prerequisite skills, text reading) Prior approval from teacher's principal or supervising administrator as needed to use this course reclassification (Form 201a)	Participants need access to a classroom as well as computer and internet access. Prior approval is needed from the teacher's principal or supervising administrator to use this course for reclassification (Form 201a). This course will meet weekly on Oahu from January 2016-May 2016. The participants and the course instructor will determine the exact meeting schedule and location on Oahu. There is no funding for transportation, substitutes or stipends. The meetings will take place on weekdays after school hours.
Fee Payment To:	there is no fee for this course

Program Plan

Qualifications of Instructor(s):	<p>Dr. Amber Strong Makaiau is currently the Director of Curriculum and Research at the University of Hawai'i Uehiro Academy for Philosophy and Ethics in Education. Dr. Makaiau graduated with a BA in Psychology and Education from the University of California, Santa Cruz in 1999. Deeply affected by the undergraduate fieldwork in California's public schools Dr. Makaiau returned home to Hawaii to cultivate a teaching practice emphasizing social justice, multicultural, culturally responsive, and student-centered approaches to education.</p> <p>Dr. Chad Miller is currently the Director of Teacher Development at the Uehiro Academy for Philosophy and Ethics in Education at UH Manoa. Dr. Miller received his Doctorate of Philosophy in Educational Foundations from the University of Hawai'i at Mānoa (2013). Dr. Miller was the Hawai'i State Teacher of the Year in 2012 and received his National Board for Professional Teaching Standards Certification in 2009. He has published two articles and given over 20 presentations at academic conferences concerning the use of p4c Hawai'i and the philosopher's pedagogy. He has been leading teacher workshops and teaching professional development courses since 2007.</p> <p>Dr. Thomas Jackson ("Dr. J") received his PhD in Comparative Philosophy from the University of Hawai'i in 1979. In 1984 he discovered "Philosophy for Children" (p4c) and spent three weeks at a workshop at Montclair State University in New Jersey with other scholars from around the world. There he learned from p4C's creator, Matthew Lipman, an inspiring approach to working with children, a provocative new way of thinking about philosophy and an exciting development in education. Since 1984 he has been passionately committed to the development of p4c in Hawai'i and around the world. In 1987 he became a full time Specialist with the Department of Philosophy, UH Manoa and Director of the Philosophy in the Schools Project, a joint effort</p>
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between the Department of Philosophy and the Hawai'i Department of Education. Dr. J works in classrooms with teachers and their students, regularly offers courses in p4c both on and off the UH Manoa campus, serves on dissertation committees of students engaged in research on p4c in both the College of Arts & Humanities and in the College of Education in Hawai'i and students who come from abroad to study the p4c Hawai'i approach. Dr. J has been a conference and workshop presenter and keynote speaker locally, nationally, and internationally in China, Taiwan, Singapore, Japan, Brazil, Australia, Austria and Israel.

Dr. Benjamin Lukey is the Associate Director of the University of Hawai'i at Mānoa's Uehiro Academy for Philosophy and Ethics in Education. While completing a Masters and Doctorate in Philosophy at the University of Hawai'i at Manoa, he facilitated p4c inquiries and worked with many excellent teachers at Waikiki Elementary, Hokulani Elementary, Wai'au Elementary and Ala Wai Elementary. Dr. Lukey also spent two years facilitating p4c at Loveland Academy, working with children with autism and other developmental disorders. Since 2007, Dr. Lukey has served as the Philosopher in Residence at Kailua High School, working with English and Ethnic Studies teachers to integrate p4c Hawaii into their curricula. In addition to his administrative duties, Dr. Lukey serves as Philosopher in Residence at Waimanalo Elementary and Intermediate School, and continues to support p4c Hawaii teachers and students at Waikiki School and the University of Hawai'i at Mānoa.

Dr. Thomas "Toby" Yos is a part-time Assistant Specialist at the Uehiro Academy. His primary focus is on designing and coordinating Academy outreach programs. Dr. Yos is also a philosopher-in-residence at Ala Wai Elementary School. Situated in the school's counseling department, Dr. Yos works with teachers to incorporate p4c Hawaii into their classrooms and is piloting new p4c Hawaii based counseling projects. Dr. Yos received his Doctorate degree in Philosophy from the University of Hawai'i, Mānoa. His dissertation, entitled "Educating for Good Judgment," was the first in the Philosophy department to concentrate on Philosophy for Children. Dr. Yos began his work with p4cH in 1991 and he has worked with teachers at Kaala Elementary School, Waiau Elementary School, Pearl Harbor Elementary School, and, for the past twenty years, Ala Wai Elementary School. Working in the Ala Wai Counseling Department as the coordinator of the school's Primary School Adjustment Project, Dr. Yos has had extensive training and practice in leading Child-Led Play counseling sessions. In 2008 Dr. Yos and his Ala Wai School Counseling Department colleagues were honored by the Coalition for a Drug-Free Hawaii with the Ola Pono award for promoting safe, healthy, and drug-free lifestyles.

Purpose of the Activity:	To provide teachers with ongoing professional development opportunities that allow them to more deeply understand and implement an inquiry based approach to learning.
Budget Plan Details:	n/a
Additional Information:	Participants must have access to a computer with internet access. Participants must have their own classroom or access to a classroom to implement their lesson plans.

Elements of Quality PD

Focus on the Hawaii Content and Performance Standards (HCPS):

- Identifies HCPS focus.
- Describes how the HCPS will broaden/expand teachers knowledge of the content they teach.

The professional development course provides participants with resources and examples to support inquiry based instruction tied to Hawaii's Core Standards and the p4c pedagogy. The course will help teachers deepen their knowledge of Hawaii's Core Standards and inquiry based instruction. The formative assessment process will be embedded throughout the course as participants determine learning goals, provide descriptive feedback and adjust instruction throughout.

Focus on the School's Strategic Plan:

- Professional Development activity is an integral part of school-wide goals.
- School Strategic Plan supports the need for the professional development course or activity.

Teachers will incorporate the inquiry based approach into their classrooms to deepen student learning. This professional development activity is directly tied to the Educator Evaluation System and the Danielson Framework for Teaching as it support the generation of high quality rigorous questions and discussions.

Focus on Student Learning, Results-Oriented:

- Demonstrates impact on student action and accomplishment.
- Develops general learning outcomes.
- Generates quality student performance and products.

Participants will use the portfolio process to demonstrate their impact on student action and accomplishment. Students will deepen their understanding of the General learning outcomes and their quality products will be collected and shared in the portfolios. The p4c Hawaii approach focuses on helping students truly become community contributors as they work with their peers in a community of inquiry.

Appropriate Content:

- Incorporates content knowledge and specific research valid
- Links new to prior knowledge.
- Delivers content appropriate for participants.

The activities throughout the course will continually have teachers linking their previous learning to the new knowledge they are co-creating with their students. Teachers will be provided with opportunities to reflect on their practice throughout the course, including the reflection on their video-taped lesson.

On-going and Sustained:

- Is long-range and supported over time.
- Allows participants to experiment/reflect on their practices.

Teachers involved with the p4c Hawaii approach will be part of a network of educators working together across the state to support inquiry based instruction.

Active Engagement:

- Models what needs to occur in the classroom.
- Is inquiry-based, varied and engaging
- Models practice by facilitator/instructor.

The course will model the type of p4c instruction that will take place in the classroom. The participants will be actively engaged in coursework as they:

Participate in community of inquiry discussion

Develop philosophical questions

Conduct action research

Reflect on their learning and teaching practices

Use student work to formatively assess student learning

Create and implement standard-based curriculum and reflect on its impact

Collegial:

- Brings teams together.
- Requires participants to design and implement activities that have direct application to work.

Participants in the class' community of inquiry will build trustworthy relationships among peers and a habit of collaboration in their practice.

Job-Embedded:

- Is an integral part of the school.
- Represents mutual obligation and requires planning and reflecting on practice.

Teachers are learning an approach that they will use in their own classrooms. They are designing and delivering the p4c instruction in their classrooms.

Systemic Perspective:

- Incorporates stakeholder group(s).
- Creates responsibilities in the change process.

Participants in the course will recognize that they are stakeholders in the education discourse and planning. This course is being offered in response to teacher requests to deepen their understanding of inquiry based learning and Hawaii p4c. This course fits well with the Danielson Framework for Teaching and the desire to have teachers increase their ability to ask high level inquiry based questions and guide effective discussions.

Client-Focused and Adaptive:

- Based on interest/needs of participants, school, and change over time.
- Based on formal analysis of needs.

The course is being created due to the strong interest of teachers across the system. A survey was administered to faculty at one high school and roughly 50% of the faculty indicated wanting professional development on the philosopher's pedagogy and bringing philosophical inquiry into the subject areas they teach. Teachers comments from the survey were incorporated into the design of the coursework and activities.

Incorporates Reflection:

- Has time for participants to analyze and reflect.
- Challenges, enhances and connects with practice.
- Promotes continuous improvement.

One of the defining features of the pedagogy is reflection. Participants in this course will be given tools to support their development as a reflective practitioner.

Requires Learning Portfolio From Each Participant:

- Mutual agreement on the content of the portfolio.
- Portfolio is a reflection and evidence of new learnings.
- Incorporates Essential Features of a Learning Results Portfolio.

Each participant will submit a learning results portfolio that is reflective of the course content learned and implemented.

Sponsor Assures Quality PD Activity:

- PD application accurately reflects course content and implementation.
- Instructor delivers course content as specified in the application.
- Instructor sponsor ensures quality portfolios reviews all portfolios and requests revisions as necessary.
- Application documents include timelines, including how and when post-events activities will be completed.

The course activities and assignments are aligned with the course objectives listed on the PD application. Participants will be provided with class schedules, course assignments and due dates. Follow-up reminders will be provided to participants, as needed, for successful completion of course requirements.

