An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE
for teachers

Philosophy
Short Course
within the
Framework for Junior Cycle 2015

CPD Booklet

This CPD Booklet aims to support the elective workshop titled *Exploring the Philosophy Short Course within the Framework for Junior Cycle 2015*. The Philosophy Short Course Specification contains detailed information about this short course and can be accessed on the NCCA's, website along with the Guidelines for the Classroom-Based Assessment from: https://www.curriculumonline.ie/Junior-cycle/Short-Courses/Philosophy

Section A: Reference Websites

https://www.curriculumonline.ie/Junior-cycle/Short-Courses/Philosophy

This NCCA-hosted website is where you can view or download the Philosophy Short Course Specification and the Guidelines for the Classroom-Based Assessment.

http://www.jct.ie/

The JCT website provides details of CPD opportunities to support schools and teachers in the context of the *Framework for Junior Cycle 2015*. It includes information, relevant resources and materials and details of upcoming events. Information, resources and support for teachers of the Philosophy Short Course can be found under the Short Courses section.

http://www.ncca.ie/

The NCCA website contains details of key features of Junior Cycle; newly developed subjects and short courses, a focus on literacy, numeracy and the Key Skills, and new approaches to assessment and reporting.

http://www.ncse.ie/

The role of the National Council for Special Education (NCSE) is to enhance the quality of learning and teaching in relation to special educational provision.

Section B: The Framework for Junior Cycle 2015
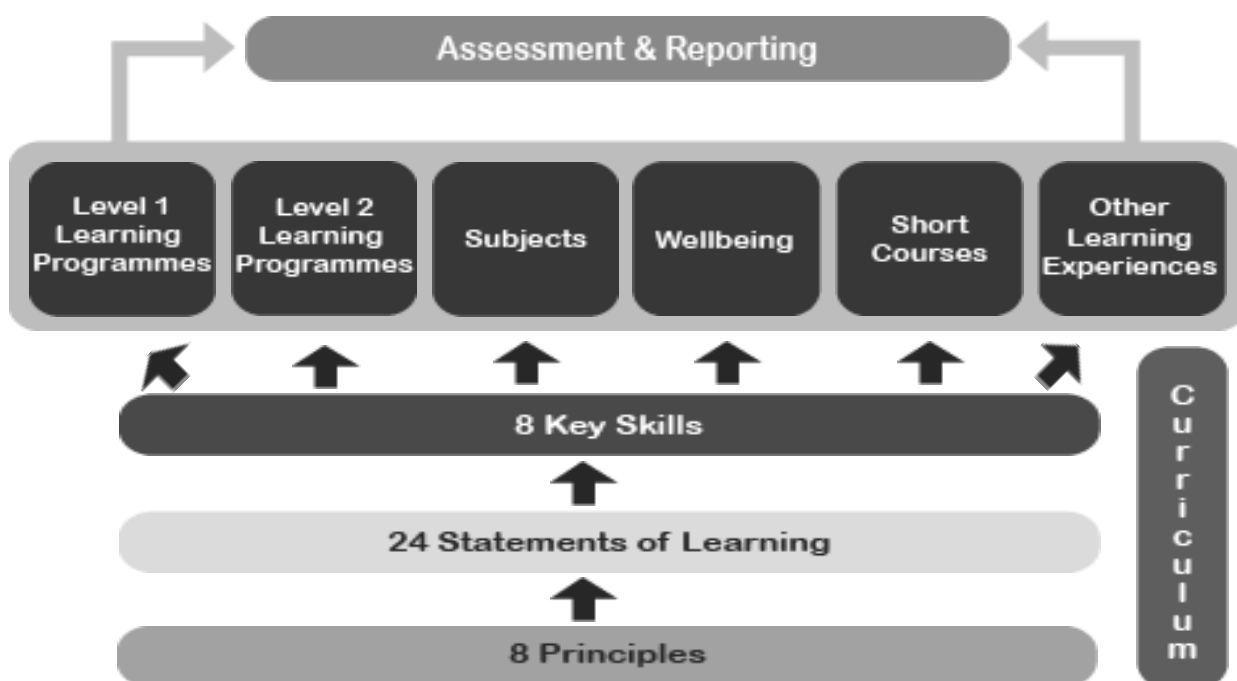
Section C: Philosophy within the Framework for Junior Cycle 2015

Junior Cycle Education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior Cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Philosophy at Junior Cycle is "grounded in the exploration of profound, fascinating and challenging questions arising out of students' everyday experiences. As such, philosophy contributes to students' understanding of themselves, their world and their place in it. Through the exploration of the questions, students will encounter the main areas of philosophy, such as metaphysics (What is existence?), epistemology (What is knowledge?), aesthetics (What is beauty?), social and political philosophy (What is the best form of government?), ethics (What is justice?), etc. They will also encounter some of the thinkers, past and present, who have grappled with these and other big questions.

However, the emphasis of this short course is on 'doing philosophy' and on developing the skills needed for philosophical dialogue: careful listening, critical thinking, careful analysis, logic, argumentation, collaborative problem-solving, and reflection. In addition to developing thinking skills, the process of learning through dialogue helps students become more confident in expressing their opinions and respectful of different perspectives.

Philosophy can contribute to a wellbeing programme within junior cycle as it provides a democratic space where everyone's voice is heard and where students feel respected and grow in awareness of self and others." (Philosophy Short Course Specification 2016, pg. 4)

Section D: The Statements of Learning that appear in the Philosophy Short Course Specification

SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making.

SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

SOL 18: The student observes and evaluates empirical events and processes and draws valid deductions and conclusions.

Section E: The Eight Key Skills

There are eight key skills required for successful learning by students *across* the curriculum and for learning *beyond* school. The following *elements* are
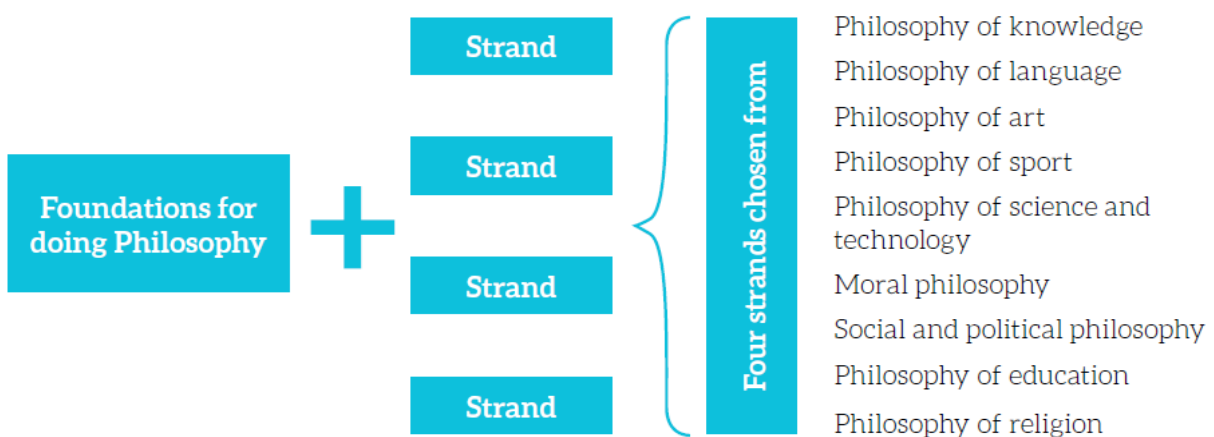
Being Literate: Expressing ideas clearly and accurately	Managing Myself: Knowing myself	Staying Well: Being positive about learning	Managing Information and Thinking: Gathering, recording, organising and evaluating information and data
Being Numerate: Developing a positive disposition towards investigating, reasoning and problem-solving	Being Creative: Exploring options and alternatives	Working with Others: Respecting differences	Communicating: Discussing and debating

Section F: Foundational and Optional Strands

There are ten strands in total. Strand 1 provides an opportunity to focus on building the necessary skills for students to successfully engage with the other strands. Students will engage with four of the other nine strands.

The specification for this junior cycle short course in philosophy is built around ten strands:

Strand 1:

Foundations for doing Philosophy + Strand Strand Strand Strand

Four strands chosen from

Philosophy of knowledge
Philosophy of language
Philosophy of art
Philosophy of sport
Philosophy of science and technology
Moral philosophy
Social and political philosophy
Philosophy of education
Philosophy of religion

Section G: Workshop Activities

Activity 1: Four Corners

Step 1:

In each corner of the room there is a different colour; either red, yellow, green or blue. A series of statements will be posed with four possible responses each represented by one of the four colours in the corners of the room.

Step 2:

On reading each statement, participants should move to the corner of the room that represents their truthful answer.

Note:

The initial questions were designed to get an overview about some personal preferences and professional experience of participants. However, the last statement wanders into the world of philosophy. It is open ended, and movement to any corner will require some justification that may be reasonably challenged.

Strand 1	Learning Outcome:
Introducing Philosophy	**1.1. explain what philosophy is** **1.2. trace the origins of philosophy and name some of its big thinkers from classical times to the modern day** **1.3. identify questions that are common (shared by everybody), central (help us understand ourselves and our world) and contestable (the subject of argument and competing understandings)** **1.4. identify 'What are my big questions?' and 'How can I grapple with these questions?'** **1.5. agree as a class some 'big questions' which they would like to explore as part of this course**
Building a community of enquiry	**Participate in discussion by being able to:** **1.6. listen carefully, critically and respectfully to other points of view** **1.7. seek out different ideas and information in order to reach a more informed position** **1.8. ask relevant and probing questions at the right time, for the right reason** **1.9. use the language of reasoning when engaging in discussion** **1.10. present a coherent argument and be able to justify it (e.g. provide examples, counter-examples, define meanings, find criteria, build on others' ideas, see connections)** **1.11. map out an argument or set of arguments (e.g. showing premise, evidence, conclusion)** **1.12. express emotion in appropriate ways**
Developing tools for thinking	**1.13. help others to feel included in the group** **1.14. reflect on how they have participated in the learning** **1.15. think about their thinking** **1.16. explain the difference between an argument, an explanation and an anecdote** **1.17. when listening to someone or reading a text, be able to judge whether the speaker or writer is making a valid and sound argument** **1.18. identify different types of reasoning (e.g. deductive and inductive)** **1.19. identify some common weaknesses in reasoning (e.g. fallacies related to relevance, an appeal to pity or emotion, an appeal to authority, using a straw man, argumentum ad hominem, etc.) and be able to identify examples of some of these fallacies in everyday life**

Optional Strands:	Learning outcome:
2. Philosophy of knowledge 3. Philosophy of language 4. Philosophy of art 5. Philosophy of sport 6. Philosophy of science & technology 7. Moral philosophy 8. Social & political philosophy 9. Philosophy of education 10. Philosophy of religion	Students should be able to 1. listen carefully, critically and respectfully to each other 2. seek out different viewpoints and perspectives on the questions under discussion,including references to relevant philosophers or theories 3. analyse and compare ideas and be able to build on others' ideas to form a personal position 4. create arguments (oral and written) that communicate a clear and logical point of view 5. contribute to creating a critical, creative, collaborative and caring community of enquiry 6. reflect on how learning is developing their thinking and collaborative skills

Activity 2: PMIQ (Plus, Minus, Interesting, Questions)

1. Take 5 mins to personally reflect on any strengths, challenges or disadvantages, interesting observations or questions you have about the Learning Outcomes for Stand 1 and the Optional Strands. There is space available on the next page to make notes.
2. Take 5 mins in groups of 4 to share your reflections.
3. Take 5 mins to identify the most significant P, M, I, Q for your group.
4. One person per group should go to Menti.com and use code 741482 to submit the most significant P, M, I, and Q for your group. Begin each reflection by stating whether it is a P, M, I or Q.

Plus

Interesting

Minus

Questions

Activity 3: First Thoughts

The Four Thinking C's

Below are some of the main skills, talents and dispositions that underpin philosophical inquiry-based learning. These can form an effective framework for metacognitive reflection.

Caring Thinking	Collaborative Thinking	Creative Thinking	Critical Thinking
Engaging with and reflecting on the stimulus	Supportive and encouraging attitude	Giving an alternative perspective or idea	Giving reasons
Bring respectful to the speaker	Building on someone else's thought	Identifying implications and consequences	Questioning evidence and looking for assumptions
Taking an interest in others' thoughts and experiences	Offering a summary of a line of inquiry	Giving an example connected to the world	Drawing distinctions and identifying criteria
Explaining clearly	Disagreeing agreeably	Asking a good question	Asking for evidence or examples
Open to changing thinking/behaviour	Engaged with setting and reviewing community customs and rules	Making clear connections to and comparisons with other peoples' ideas	Evaluating reasons

In groups of 3 or 4 explore the scaffolding provided by the Four Thinking C's in relation to the Learning Outcomes of the Philosophy Short Course.

Notes:

Activity 4: Full Fat P4C Inquiry – Stimulus Record Sheet

My first thoughts about the stimulus...

Keywords, big issues or ideas that come from the stimulus...

Questions that the stimulus stimulated...

Full Fat P4C Inquiry

ACTIVITY	STRAND 1 LO	OPTIONAL STRANDS LO
1. **Warm Up:** Philosophers Fruit Salad		
2. **Stimulus:** Plato's Allegory of the Cave https://www.youtube.com/watch?v=1RWOpQXTltA		
3. **Private Reflections:** Prompt sheet available		
4. **Question Creation:** One philosophical question per group of 4		
5. **Question Airing:** Clarification of questions; assumptions; connecting concepts between questions		
6. **Question Choosing:** Blind Vote, as many as agreed by the community		
7. **First Thoughts:** In pairs take 30 seconds each explaining your first thoughts on the question		
8. **Middle Words:** Extended dialogue on the chosen philosophical question between the whole community. Could include paired discussion to clarify, engage with metacognitive reflection, or summarise.		
9. **Last Words:** Each person in turn is given the opportunity to give a personal response to the Q. These comments are not contested or queried.		
10. **Review and Evaluation:** Using the Four Thinking C's as a guide to reflect on how well we employed them and consider what we could do better next time.		

Activity 5: Learning Outcomes and Planning

1. In pairs, identify which Learning Outcomes from Strand 1 correspond to each step of the Full Fat philosophical inquiry.

2. Now look to the Learning Outcomes from the Optional Strands and identify how they fit into each step of the Full Fat Inquiry.

3. Use the space in the table on page 10 to record your findings.

Activity 6: Group Reflection - Six Roles of Inquiry Teachers

(Pataray-Ching, J. & Roberson, M. (2002). Misconceptions about a curriculum-as-inquiry framework. Language Arts, 79(6), pp. 498-505)

Role	What does this look like?	Where are the challenges?	What support do I need?
Inquirer			
Supporter of a learning culture			
Role	**What does this look like?**	**Where are the challenges?**	**What support do I need?**

Listener and Observer		12	
Question Poser			
Organiser			
Co-learner			

Activity 7: Sorting Activity - Exploring the Optional Strands

1. In groups of 3 or 4, explore the pack of philosophical questions. Match the philosophical question to the branch of philosophy it stems from.
2. Note any overlaps and consider the implications for ongoing planning.

Strand 2: **Philosophy of knowledge**		
Strand 3: **Philosophy of language**		
Strand 4: **Philosophy of art**		
Strand 5: **Philosophy of sport**		
Strand 6: **Philosophy of science and technology**		
Strand 7: **Moral philosophy**		
Strand 8: **Social and political philosophy**		
Strand 9: **Philosophy of education**		
Strand 10: **Philosophy of religion**		

Activity 8: Review of the Day – 5 Word Headline

1. Think of a 5 Word Newspaper Headline summary that captures the day.
2. You may choose any newspaper style you please.
3. Login to Menti.com and enter the code 85 08 53
4. Post your 5 Word Headline

Notes:

Junior Cycle for Teachers (JCT) Support Service

A Department of Education & Skills Schools' Support Service

Administrative Office:
Monaghan Ed. Centre
Armagh Road
Monaghan Tel.: 047 74000

Director's Office:
LMETB
Chapel Street, Dundalk
Tel.: 042 9364603

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