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Introduction

This newsletter is part of the on-going celebrations, reflections and future plans for #CumbriaP4Cis25. It is partly a re-publication of a SAPERE 2002 newsletter which had a specific Cumbria focus, recognising the growth of P4C in the County at that time. It also includes reflective pieces from those educators referred to in the 2002 newsletter or who were involved in those early days of P4C in Cumbria. We hope this newsletter goes some way to provide an account of the early history of P4C in Cumbria, but also the wider contribution by educators with a Cumbrian connection to the national and international tradition of P4C.

We would also like this newsletter to serve as a stimulus for anyone else who has a connection with P4C in Cumbria to write their own personal reflection for inclusion in the next newsletter to be published in May 2021, coinciding with the re-scheduled conference at the University of Cumbria. We welcome reflective pieces from educators, teachers, students, governors and parents. We are especially looking forward to hearing from schools who are practicing P4C, whether it has been established for many years (decades in some cases) or your journey with P4C is new.

We are very open to how you would like to write your reflection, but for those of you who would like some guidance, we suggest the following three questions:

- How are you connected to P4C in Cumbria?
- What is the biggest impact of P4C on you both professionally and personally?
- What are your reflections on the role of P4C in the future in Cumbria, and beyond?
- Provide a brief summary of what you are doing now, including website and contact details where relevant. Suggestion of 200-500 words with a single photo if desired.



“I’m curious about the edge of things – those things still unexplained or disturbing. The way people and events connect in unexpected and unpredictable ways the power a sense of place has over people how history affects our lives, often without us being aware of it.” Rick Lee

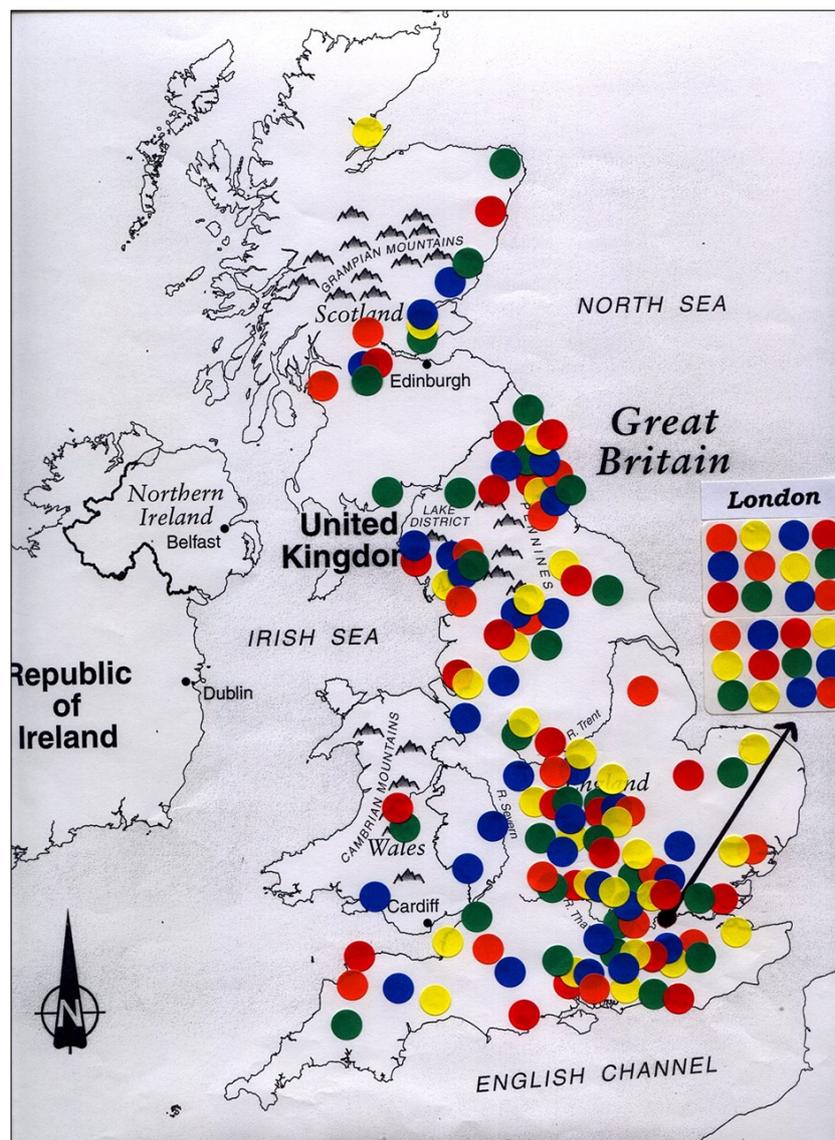
Celebrating and re-kindling the transformational power of P4C in Cumbria. A Zoom meeting between the contributors of this newsletter in September 2020

Editorial 2002 by Chris Rowley

Several of the articles in this Newsletter reflect a Cumbrian focus. P4C is a growing strength here. Whilst a few years ago the mention of philosophy in schools would have brought an uncomprehending stare, the term is becoming more widely known. This growth owes much to the Barrow Community Learning Partnership, and several articles here come from those who were introduced to P4C courses run by the BCLP. The links with Development Education are also strong here, again reflected in the contributions by Jane Yates, Pat Hannam and Gina Mullarkey (Jane and Gina both being part of the Cumbria Development Education Centre team).

The current membership map of the UK (below) raises a number of issues for SAPERE. It demonstrates that growth tends to occur in clusters where practitioners can share ideas and grow with each others enthusiasm. P4C needs adult collaboration as well as classroom practice in an atmosphere of enquiry and action research.

Also included with this edition is a free story from John Coombes (page 39). John would like feedback on this as he is writing a series but is now retired and needs feedback from the users. What questions did children raise from this resource?



Map of individual membership of SAPERE in 2002. This map does not include the eight international members.

Editorial 2020 by Jane Yates

Since the publication of the 2002 newsletter, P4C has continued to grow across the geographically diverse county of Cumbria to become a well-established P4C 'cluster' that is recognised nationally. Cumbria is proud to have Armathwaite and North Lakes schools as the first two SAPERE Gold Schools in the North West of England. Both schools have over 15 years of P4C practice and were re-accredited with Gold in 2019. In the south of the County, we have Lindal and Marton School which achieved their SAPERE Silver School Award in July 2019 and in the north, Crosby-on-Eden achieved Bronze in April 2019. While there are many schools following the SAPERE award pathway, this relatively new award is certainly not a measure of the extent of P4C practice across Cumbria. The mention of P4C certainly wouldn't bring about an uncomprehending stare these days. In fact, it would be unusual to find a school in Cumbria in 2020 where there wasn't someone in the school who had attended some kind of training, project workshop or conference involving P4C. Currently, there are seven educators still living in Cumbria who completed the SAPERE trainer pathway and all of them have written thought-provoking reflective pieces for this newsletter (*Eleanor Knowles, Gina Parker, Georgia Prescott, Pippa Leslie, Chris Rowley, Calum Campbell and myself*). There are others who started their P4C journey in Cumbria and now live further afield (*Barry Hymer, Wendy Ridley, Lizzy Lewis, Pat Hannam, James Nottingham and Will Ord*) and it is wonderful to read about their early days of P4C in Cumbria and how it has shaped their subsequent professional journey. We also hear

from one of the founders of SAPERE, *Roger Sutcliffe* who was significantly involved in 2002 when Cumbria DEC held the first conference connecting Global Citizenship and P4C at Borwick Hall. This key conference attracted educators from all over the country and was influential in firmly rooting P4C in the practice of many development education centres across England that are part of the Consortium of Development Education Centres (CoDEC) www.codec.org.uk.

It feels like there is a uniqueness to how P4C has evolved in Cumbria over the years. The juxtaposition of a teacher training college and a development education centre bang in the middle of the Lake District has had some influence and might help to explain why using P4C in the outdoors has become so strong. It's encouraging to see that themes for P4C such as global citizenship, religious education, SMSC and pupil disadvantage still remain as high a priority from those early days. Arguably, what unites all of the themes is a focus on the ethical dimension of P4C and this does not only come from an organisational drive, but comes equally from the individuals who have made P4C such a huge part of their lives. One of the wonderful things about recognising #CumbriaP4Cis25 is the rekindling of networks of people and organisations and becoming a much stronger national P4C 'cluster'.

Also included in this newsletter, is a free story from Rick Lee (page 42) which is a story written for the BarrowWise project (thanks to Pippa for finding this from her own archives!).

Letter from the SAPERE Chair in 2002 by Roger Sutcliffe

Firstly, my thanks to Chris Rowley for editing this edition of the newsletter. I trust that members will be able – and pleased – to detect a slightly different approach. The current plan is to rotate editorship, to spread the responsibility as well as increase the freshness, but of course we shall aim to keep a recognizable ‘house style’.

I am focusing this letter on some main themes from the first full committee meeting after the summer conference. This took place in Newcastle after the August Level 2 course run by James Nottingham in Northumberland.

Will Ord provided a steer to this meeting by raising the question of how SAPERE could build on the increasingly appreciated work of individual members and their local networks. Should we try to move up a gear as an organisation? We looked at different models of organisation, including ‘professional’ ones. (Will, incidentally, has taken on the appointment of part-time development officer for ACT, the Association of Citizenship Teachers, so he was able to give an indication of how that association is operating.)

Our current resting point is that we should still conceive of ourselves as a network of like-minded people, but that we should aim to improve both the efficiency of the network and, perhaps, its public profile. To the former end, we are moving towards appointing a part-time development officer of our own. To the latter, we considered, among other things, whether to launch a campaign of some sort. Members’ views on this would be welcome. Our present feeling is that we should stop well short of campaigning for all schools to have ‘philosophy’ lessons, but might better concentrate on a call for all teachers to be given some training in conducting philosophical enquiries – or, at least, conducting discussions philosophically. This seems particularly relevant in the citizenship field, but arguably is increasingly important in every field, and at every level, of education. Perhaps members could help construct this argument for/in the next newsletter?

Returning to the appointment of a development officer, this idea is on hold for another couple of weeks until we hear from the Charities Aid Foundation as to whether they are willing to provide us with some free professional consultancy in respect of fund-raising.

Meanwhile, our ongoing aim is to increase membership, which currently stands at 209. Our aim is to reach 250 by April, and to build higher again from there. I myself will be moving forward this agenda by contacting former members and enquirers in the next couple of months. We did look into different mechanisms for membership, including that of organisations/ The outcome of that discussion was as follows:

Organisations, e.g. schools, colleges, charities, will be able to apply for membership at twice the individual rate, for this they must name no fewer than two, but not more than five, persons to be included on the individual membership database. Also, however many persons are named in this way, the organization will be entitled to claim membership rates for up to five people attending SAPERE conferences.

We are also looking at the possibility of resurrecting something like the arrangement we had for the London P4C meeting, whereby members of an adult group/club that was affiliated to SAPERE could also have reduced individual membership. But we postponed any decisions on this whilst Paul Cleghorn liaises with existing members to refine our plans for P4A – Philosophy for Adults. (I prefer 'Philosophy for Citizens' myself, but would welcome thoughts on this as well.) Other areas we are developing plans are those of (a) course structure and management (b) various conferences (c) professional videos for training and promotional purposes (d) international liaisons.

In respect of (a) we are in talks with Newcastle University about the possibility of their validating our Level 1 courses for HE accreditation. This could be a promising development, but it has held back our production of a Level 1 handbook – for which, my/our apologies.

Chris has given details of the next conference in Lancaster at Borwick Hall in November on Global Citizenship organised by Cumbria DEC. Details of the Sunderland conference are not confirmed yet, but we are hoping for early March. The members' conference next summer will be held at Woodbrook Hall in Birmingham in July. We are also hoping to arrange a southern conference in the spring.

I should like to put in a quick plea now for any members in the Liverpool area to support a free conference that Rob Lewis has arranged under the title of 'A Voice in the Factory of Education'. He has asked me to speak about the need for open critical debate about education and about the Community of Enquiry model as preparation for autonomous education and learning.

The scale of (c) will depend on funding, but we are expecting to be able to provide enough for a short video out of existing funds. (d) does not depend particularly on funding but, that said, we have recently been invited to collaborate with other European P4C centres to put forward a bid for EU network funding. That could be a good step forward in nurturing our budding relations with various European countries. Sara Liptai is meeting with the 100 project in Hungary as I write, and James Nottingham has invited teachers from Norway to visit Northumberland next year. Pat

Hannam has kindly taken on special responsibility within the committee for building these foundations.

I hope that by the time I next write, in a few weeks, there will be progress made on several of these fronts. Meanwhile, I wish you all a pleasant autumn, with enough opportunity for reflection, if not enquiries, of your own.

**Philosophy for Children
and
Global Citizenship
Conference**

Borwick Hall, near Carnforth, Lancaster
Friday, 29th November 2002
Saturday, 30th November 2002 (optional)

Can I own something that you also own?

Do you and I have the same rights?

Can I have a neighbour who I have never seen?

Global Citizenship raises big questions for which
Philosophy for Children offers an exciting and
different approach.

This first national conference will explore their
relationship, consider what each has to offer the other
and focus the outcomes on classroom practice.

Sponsored by Oxfam, Sapere and CDEC

Overview
Few would argue that we cannot teach citizenship without an understanding of global consequences and our responsibilities. The challenge is how we do it. Philosophy for Children offers an exciting and different approach to classroom strategy. This conference, initiated by Oxfam, is the first of its kind to explore these specific issues and to develop future thinking and practice.

Approach
The conference will use enquiry methods in small groups to explore key global citizenship concepts, consider how these can be applied in the classroom and how to develop this complimentary relationship in the future. There will be opportunity to reflect on these issues within all key stages.

Organisation
Day One of the conference stands alone and will focus on the concepts of global citizenship using philosophy for children approaches and consider how they can compliment each other through practical activity.
Day Two, which will start after dinner on Friday, will provide an opportunity to build on Day 1. It will offer skills training in Philosophy for Children at Level 1 for which a certificate will be available. Residential on day arrangements are available if booking both days.

Target Audience
All teachers interested in Citizenship, including Coordinators, Heads or Deputies, Inspector/Advisers and DE staff.

Keynote Participants
Mary Young is Curriculum Adviser for Oxfam's Development Education Programme and has recently published *Global Citizenship, the Handbook for Primary Teaching*
Roger Sutcliffe is Chair of Sapere and Vice-Chair of Antidote (Campaign for Emotional Literacy). He runs training courses nationally on Philosophy for Children.

Roger Sutcliffe Reflections 2020

My contribution to the 2002 newsletter was of a general and/or mundane nature, in contrast to the wonderful articles by other contributors. I look forward to reading their latest thinking and being inspired by their current enthusiasm.

For myself, 2002 seems a long time ago, and indeed it is by normal assessments of time. But the world and my home country have been so changed in the last few years – even more so in the last few months – that it may be even harder to be assured of what Chris Rowley called ‘universal truths’ or might otherwise be called ‘eternal verities’.

What is for sure, however, is that the power and relevance of Philosophy for (or with) children (or citizens) has not declined in these nearly 20 years. On the contrary, those who have remained at the heart of its development, in the UK, in Mexico (Tere is still alive and committed – I spoke with her only a fortnight ago) and the rest of the world, are convinced that its core values are vital. They are vital not just in educational practice but also in social and political practices.

As to the latter, I do not hesitate to say that the chasm between what I used to think of as a reasonable model of good governance, if not exactly democratic governance, and what passes now for ‘the people’s’ government in the UK is dreadful. If it were not for politicians of the calibre of Caroline Lucas and Keir Starmer still

for post-pandemic economic and social welfare, and proper **critique** of policies driven by a weird combination of ideology and idiosyncrasy, a reasonable person might be despairing of the body politic.

But enough of that polemic! On the educational front, there are conflicting signs as to whether schools, and more particularly school ministers and leaders, will continue to be fixated on ‘results’ after the current crisis, or will put child and citizen wellbeing first, but there is some reason to be more hopeful of this than in the past. Certainly in the short term there will be much healing to be done, and I have no doubt that discussions in schools, at all levels, will be more philosophical in the months and years ahead than in the recent past.

How big a part P4/wC will play in that I hesitate, again, to say. Whilst it is probably true that, thanks to great efforts on many people’s parts (not least CDEC and the like!) it has a higher profile than it did in 2002, it has yet to make a significant impact on the consciousness of most people working in the education sector, particularly the secondary sector.

This was, and remains, a big concern for me, and my own latest efforts to touch on it are captured in DialogueWorks’s concept of P4C ‘Plus’, with its key extra components of the 6-strand framework for Philosophical Teaching (importantly to be distinguished from teaching philosophy) and of the Thinking Moves scheme. The strapline to the P4C Plus courses is ‘*Teaching that puts more thinking into learning*’, and if this message can begin to make an impact on pedagogy at all levels, then we – and I mean all countries, not just the UK – will be a little closer to Lipman’s vision for education and its



trying to promote values such as **care** of the environment, **collaboration** with local communities, **creative** ideas

P4C and the Search for Truth by Chris Rowley (2002)

In Cumbria we have a strong link with Development Education and Global Citizenship, links which have led to the conference at Borwick Hall (see page 7 for the flier from the archives. Ed.) This link raises a number of issues for Philosophy for Children, not least that of cultural relativism. Philosophy with children searches for truth, often in areas of the curriculum where



truth is not easy to find. (The quote from Epictetus, below, puts that quite succinctly I think). Can we engage meaningfully with other cultures whilst avoiding the danger of finding no conclusion, of becoming relativists where we see no universal truths? When looking at images of other cultures, it is easy to become so concerned with the stereotypes we wish to avoid that we miss the questions that they raise.

Should we not be cautious of seeing the truths of all cultures as right when there may still be universal truths awaiting our investigation? This is a complex mire, for universal truths, if they exist, may

themselves be hard to judge, when there is often no context or experience to judge them in. Is forced marriage ever acceptable in the context of its culture? What are the boundaries where child abuse begins in different cultures? How do we find a universal truth when there are so many ways of seeing?

It seems to me that Philosophy for Children must not shy away from these questions in the classroom, for it is the *process* of philosophical enquiry that we discover our values. If the method is to retain its credibility we must be cautious of any attempts to restrict our freedom to pursue truths, even when those truths may be beyond our experience and intellect to find.

Epictetus (c55-135AD)

“Appearances to the mind are of four kinds. Things either are what they appear to be; or they neither are, nor appear to be; or they are, and do not appear to be; or they are not, and yet appear to be. Rightly to aim in all these cases is the wise man’s task.” [Discourses]

Reflections on “P4C and the Search for Truth” by Chris Rowley (2020)

Writing about truth and cultural relativism in 2002 seems almost like conjecture in the light of our current global predicament. Leaders of all persuasions removing themselves to mental bunkers as they want to simplify reality and convince their electorate that answers are simple. The question as to whether there can ever be a universal truth is, however, a question which is, and always, will be central to our quest in many aspects of education.

It is unlikely that a better example can be found of this than the current mixed relationship between science and politics. The politicians' belief that science can offer answers (hence “following the science”) was always going to be problematic, for it reveals a fundamental misunderstanding of science.

Being self-corrective, being prepared to be wrong whilst open to challenge, is of course an inheritance that science has taken from its origins in natural philosophy. To see the search for truth as a journey without end is surely a fundamental objective of philosophical

process which is reflected in Philosophy for Children.

My life is no longer tied up in education. Since retirement I am focussed on local decisions (through my role as a town councillor) and environmental understanding (through both the citizens jury that is currently engaging me, as well as through local pressure and action groups). Despite this, never before have I felt so bound up in the search for truth. Almost daily my new roles throw up opportunities to follow the fundamental questioning that is central to P4C. As an education for life outside of education I can think of little better than philosophical enquiry as a route to becoming a citizen.

Maybe, just maybe, we are now in the middle of a rare opportunity to challenge the very basis of education as a route to challenging all of us in becoming citizens of a very new and very different world.



University of Cumbria Reflections 2020

By Pippa Leslie

Pippa is a Senior Lecturer and Programme Leader, Institute of Education, University of Cumbria

This year's celebration of 25 Years of Philosophy for Children in Cumbria will culminate in an event with partner organisations that will be hosted at the University's Ambleside campus - where it all began!

When I first moved to Cumbria in 2000, to work with schools in the Barrow area, we identified P4C as a teaching and learning approach that encouraged the development of reasoning and reflection. We recognised it as an inclusive approach that could support schools as they worked to promote intellectual, social and emotional challenge.

P4C captured the imagination and hearts of the Barrow Community Learning Partnership of schools, and together we developed a substantial programme of P4C training for teachers, provided funding a Cumbria Development Education Centre and officer for Barrow and established a 'Barrowise' project. Since when, I have worked nationally and internationally to teach about the pedagogical power of P4C.

Chris introduced P4C to Cumbria at Charlotte Mason College in Ambleside, which later became



part of the University of Cumbria. Georgia Prescott, now a senior lecturer at the University of Cumbria, was introduced to P4C by Chris in 1997 when teaching in Barrow, and then began her training journey with him when she started

working at Charlotte Mason College in Initial Teacher Training in 1999. In 2010 I also joined Chris in teaching on a Global Citizenship and P4C module for undergraduate teachers at the University. Georgia completed her trainer pathway to become a Level One P4C trainer in 2014 and started doing P4C training with the students at the University of Cumbria. In 2016 the University became a member of the ITT Partnership for SAPERE.

In recent years, Georgia has worked to incorporate an accredited student training package into our undergraduate programmes at the University, while I have created an on-line seminar that is part of an assessed module for PgCE and School Direct students. We are also introducing P4C as part of a dialogic teaching strand in our new online MA programme that starts at the University in September. Having accredited P4C trainers within our tutor team means we can lead training for students and qualified teachers in local schools. We have also very recently joined the Dialogue Works team to explore how we can develop Thinking Moves and P4C Plus options for our students and schools.

Next May the delegates that we will welcome to the celebratory event will include teachers, leaders, University of Cumbria students and children from our Cumbrian schools. A theme of P4C in the 21st Century will incorporate local and global dimensions of education. We hope that hosting this celebration event at the Ambleside campus in May will help to create a strong network of teachers and partner organisations involved in P4C within Cumbria.

CDEC Reflections 2020 by Eleanor Knowles

Eleanor is the former CDEC Director and now Year 6 teacher at Grasmere Primary School



Although I wasn't an individual contributor to the early SAPERE newsletter, I am delighted (as director of Cumbria Development Education Centre [CDEC] 'back in the day') to reflect on the impact of P4C on CDEC's work and on my

own practice and career. I don't think I exaggerate to say that, from its earliest days, CDEC became the unofficial hub for P4C's development in Cumbria, and that P4C felt like a life-blood to CDEC's practice. Many of the colleagues represented today in these reflections were at that time core to CDEC (either as staff, trustees, collaborators or supporters) and I remember the real sense of shared excitement and endeavour as we realised the huge potential for both P4C, and for CDEC's work in global education, to support and strengthen one other. In global education we want to help people think, act and reflect on how people and ecosystems are connected with one another, both locally and globally. Principles of good thinking, alongside a strong value-base, are essential to global education, and the contribution of P4C as a methodology within CDEC's work at that time cannot be overstated. In Cumbria, recognition of the power of P4C grew and strengthened rapidly – there was a time I remember when more than half the primary schools had staff recently trained who were regularly practising. And I also recall some quite feisty discussions about the interface between P4C as 'pure thinking' and the 'prescribed' content and values of global

education. It was an interesting debate but ultimately we recognised a kindred spirit despite the distinctions in our disciplines.

Over my years at CDEC, P4C became enmeshed with almost everything - our work practice, training, outreach and ethos – because it complemented everything we believed about good education. And it did the same for me. Whilst many of my colleagues at CDEC had migrated out of the classroom, in my case exactly the opposite occurred; P4C was the catalyst for my own move (after 18 years at CDEC) into primary school teaching as a 44-year-old NQT.

Now in my eighth year, it was the principles of enquiry-based teaching that brought me to the classroom and it is those principles that keep me here. Although I teach the core curriculum and prepare Year 6 children for SATS, I know that questioning comes first and content follows. Application of those familiar skills of listening, justifying, confirming, summarising, testing hypotheses and constant questioning is my bread and butter. It's the little things, I find, that can keep this alive in the crazy pressure-driven world of Year 6. We chip away, just a little at a time but very often, towards the 'long game', clarity of thinking. It can be a brief shared exploration of ideas in response to a text for reading comprehension but using inference skills and checking out a line of reasoning with one another. It can be a myriad unplanned moments, no hint of embarrassment when someone isn't sure of their theory, either me or the children! It can be an 'off the cuff' challenge to one another, or to me, on a mathematical line of reasoning. Are you sure? What if you ? Did you think

about...? How do you know that's the only possibility? Because inference skills apply just as well to maths as to reading a text. It can be a challenge to someone's use of words, in pursuit of precision. It can be opening a maths lesson with 'odd one out' number puzzles, breaking a spelling test with a short dialogue on the meaning of 'different', or a stimulus on 'fair versus equal' to open a writing lesson. The little things, sometimes short but very often.

So philosophical reasoning plays out for me now in a thousand small moments, in a classroom where 'not being sure' is simply part of the culture for both teacher and children; where we are all comfortable to wonder aloud,

and to change our mind when someone else suggests a more plausible line of reasoning. I still tell my Year 6 children today about James Nottingham's Learning Pit, so that they expect their first ideas to be challenged and for puzzlement to follow. It is second nature for me because I always come back to what I learned 20 years ago in P4C. When we question, we think; when we struggle, we learn; when we put our ideas together we get unexpected insights, sometimes small ones and sometimes big ones. And I've absolutely learned to be more than happy with the small ones.



“Global Education is a dialogue and its doors must remain open to new and contestable entries... Philosophy for Children... has the responsibility for keeping the doors open. A robust global education leading to global citizenship would be the goal.”

Philip Guinn, *Education for Global Citizenship*, Analytic Teaching, Vol.17 No 1

Cumbria SACRE Reflections on Cumbria P4C is 25 in 2020 by Jane Yates (Chair of Cumbria SACRE)

My first experience of P4C was when I came back to work at Charlotte Mason College in 1994, several years after I was a student there myself. Chris Rowley encouraged me to join a new staff P4C group using the Lipman stories. I wouldn't say I was immediately hooked, but I was certainly curious to take part in a pedagogy that Chris was so enthusiastic about. Although I felt daunted because 'philosophy' was something I thought I'd never been exposed to at school, I have since come to realise that my A Level choices of French Life and Literature, English Literature and Theatre Studies were full of philosophical thinking. I had unknowingly navigated my way through topics such as existentialism in Sartre and Camus, 1980s race relations in France, early feminism, metaphysical poets and Athenian dramatics. Following this with four inspiring years at Charlotte Mason College (1986-1990), whose namesake pioneering educator had a clear philosophy on the education of the whole child, meant my thinking then expanded to educational philosophy.

In those early days, I dabbled with P4C in the classroom at Kirkoswald School, and as part of my role at Cumbria Development Education Centre (CDEC), I joined Chris and Nigel Toye on a few school based projects using drama and P4C in a global context. However, the first strategic project involving P4C in Cumbria was not until 1997 as part of provision for Spiritual, Moral, Social and Cultural (SMSC) development. When SMSC was first introduced, there was a period of confusion with very little guidance from the government. Infact, SMSC was initially viewed

with suspicion and caused much national debate.

In Cumbria, a high percentage of OFSTED reports for primary schools had identified cultural/ multicultural provision as an area of weakness in the curriculum. This led to a

partnership project between Cumbria LA with QA Officers Alan Waters and David Bone; what was then St Martin's College with Chris Rowley and Nigel Toye; and Lorna Cooper and myself from CDEC. The project was called: 'Why Think about it?' and involved teachers from seventeen schools from all over Cumbria (many of which are still very active in P4C like George Romney School). The project had a 'rock band' pedagogical approach with me on 'objects', Nigel on 'drama' and Chris on 'P4C', with an underlying focus on values.

This project certainly paved the way for many more projects involving P4C for Cumbria DEC. It also sparked my interest in values and led to me writing my final MSc dissertation on the extent to which P4C stories and activities can shift environmental values. Regularly taking part in P4C enquiries with children and adults has impacted on my own values as an educator, and as a parent and how I relate to my family and friends. It's made me more open-minded and willing to listen and search out other perspectives.

In 2003, I became an advisory teacher and was back in the SMSC flight deck as co-pilot with Wendy Ridley embedding P4C pedagogy within



anti-racist and multicultural resources, training and projects for Cumbrian schools. This work was in response to the publication of the MacPherson Report following the death of Stephen Lawrence in 1993.

It was only after completing my SAPERE P4C trainer pathway and then later returning as a teacher at Armathwaite Community Primary School that I saw the true benefit of P4C across the curriculum. As the school transitioned to become a full primary school, I led the school to become the first SAPERE P4C Gold Award school in the North West in 2015. It was Wendy Ridley that persuaded me to join Cumbria SACRE in 2014, then later step out of my comfort zone a couple of years ago to take over from her to become the Chair of this fascinating committee of faith reps, county councillors, RE teachers, Union reps and LA officers. This role has meant I have been able to continue bringing P4C to RE and SMSC through training and resources, and navigate some of the opportunities and tensions around the introduction of British Values.

What would I like the future of P4C in Cumbria to be? I think every child in Cumbria should have the opportunity to take part in regular P4C for their SMSC development. For me, SMSC and P4C go hand in hand, weaving their way

through the curriculum, ethos and values of school life. I would also like organisations and individuals to take on the value of anti-racism with P4C in Cumbria – to genuinely commit to diversity and inclusion of the P4C network as it moves forward.

So to finish, I'll just leave a quote from the House of Lords in 1996 about SMSC and the need for schools to establish values. Sometimes it's good to go back to the original source - as like sacred texts, things can get lost in translation over time. It was clearly recognised by the legislators there was more to life than academic standards but rather the task was:

'...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'

References

Hansard. 5 Jul 1996 : Column 1691

Jane Yates is a registered SAPERE P4C Trainer and when she is not working with Cumbrian schools, she works all over the UK and internationally running P4C training. www.janeyates.net or you can email her on janeyatep4c@outlook.com



Calum Campbell Reflections 2020

Calum Campbell is General Advisor for Cumbria County Council's Learning Improvement Service

My first encounter with Philosophy for Children was exactly twenty-five years ago and this just happened to be in Cumbria. This may sound as though I was one of the original Cumbrian 'pioneers' but my initial encounter with P4C was somewhat brief. It amounted to being offered the opportunity to join a Level 1 course as an addition to my teaching degree but the word 'philosophy', for me, was an instant barrier. In my mind, *philosophy*, at best, meant sitting around, talking about nothing in particular and without any practical outcome resulting from this. At worst, philosophy was something that 'clever' people did to demonstrate to those

around them just how clever they really were! Needless to say, I decided my time would be much more profitably spent by mountain biking around the Lake District with my friends: I really was not ready to embrace genuine philosophy!

Three years later, I found myself teaching a Year One class in an East London infant school, surrounded by high-rise tower blocks. The school was an incredibly positive and effective learning organisation and the children in my class were all meeting or exceeding their curriculum targets. However, it slowly dawned on me that something important seemed to be missing. At the time, I believed that this 'something' related to individual power. I felt that I needed to find a way of helping the children in my class to develop the confidence to find their own voices and make considered decisions to help them make the very most of their lives. A subsequent phone call to Chris Rowley to ask if he could please, 'send me some stuff on that philosophy for children thing' led to my first real encounter with genuine philosophy. For me, as an educator, everything developed after that... and I do mean everything.

Fast forward a fair bit and I now find myself in lockdown, in a world that few could have imagined twelve months ago. It's now twenty-two years since I took part in my Level 1 P4C course (of all the teachers there, I was the only one from a state school) and, even though I still consider myself an 'educator', my hopes for P4C are now far removed from the specifics of classroom practice. Looking back at the 2002 newsletter, it's interesting to see how much of a





A captivating P4C enquiry at North Lakes Primary School

me, some fundamental questions to explore for the future – How can we effectively develop P4C at a strategic level? Do people have, as I did, a clear (and misguided) view of what genuine philosophy really is? How can we effectively respond to an understandably sceptical view of ‘new’ initiatives by those in schools? How can school leaders be made aware of the links between philosophical practice and the values held by a school

focus there is upon specific tools and techniques to use in the classroom and positive descriptions of P4C projects. I also live in Cumbria once again and have the privilege to work alongside headteachers to support strategic school development. My original hopes for children to *find their own voices and make considered decisions to help them make the very most of their lives* remain my main focus for supporting the development of P4C. The priorities for me have now shifted towards development at a strategic level within a larger strategy to support disadvantaged children and young people across Cumbria. My current reading around P4C would more likely be an Education Endowment Foundation report than David McKee’s *Not Now Bernard* (one of my favourite books to use in enquiry sessions).

I can see parallels between current desires to engage more schools with P4C and the articles contained in the 2002 Newsletter. There are, to

community? If organisations, such as the Education Endowment Foundation, see value in P4C, how can we build this into new curriculum expectations?

Many of the passionate individuals, and school clusters, mentioned in the 2002 Newsletter have worked tirelessly to promote and develop P4C. We can only imagine how many individuals this has had a positive impact upon during this time. Personally, I will always remember a parent coming up to me, some years after his daughter left the school in which I was a teaching-head, to let me know that the success she had enjoyed at secondary school was, as he stated, ‘down to all that philosophy you did with them’. In extraordinary times, when making sense of what is going on around us can be a key factor in enabling individuals to cope effectively, doesn’t every child deserve the opportunity to engage with philosophy?

Using P4C in an International Link by Pat Hannam and Jane Yates (2002)

British Council project

Jane Yates, School Linking Worker from Cumbria Development Education Centre, became involved in the second phase of the project established by the British Council in 2000, along with 9 schools from Cumbria and Lancashire.

Winchester meeting

Pat Hannam, who teaches in Cumbria, met Jane Yates at the ICPIIC International Conference in Winchester in July 2001, having begun running a lunchtime 'Philosophy Club' for Key stage 3 pupils in Ulverston Comprehensive School. She had in mind the idea of linking with a school in the southern Americas to engage in philosophical dialogue. It was with delight that Jane and Pat also met Maria Teresa de la Garza of the Mexican Federation of Philosophy for Children.

P4C Programme helps linking

In all, there were five P4C sessions: two theory sessions, two enquiries, and an evaluation session. The P4C programme also received endorsement from SAPERE, ICPIIC and the Mexican Federation of P4C.

The first enquiry involved all participants and used a children's book entitled "For Every Child"* as the stimulus. Tere read this to the whole group in Spanish, while colour OHPs from the book were shown. All teachers had a copy of the translation to hand. The Citizenship teachers then went with Tere to generate questions and carry out the enquiry in Spanish. The English teachers went with Pat and Jane to generate questions in English, but carried out the enquiry mostly in Spanish (via simultaneous translation). The following are a selection of questions generated which led to two quite different enquiries:-

- *How far do we practice tolerance and respect in the classroom?*
- *How could we produce consciousness on adults(governments, parents, teachers & society)?*
- *Do you agree with what you say and do?*
- **How responsible are parents, as they are the first ones to violate children's rights?**
- *Why are the rights of children so important?*
- ***Why do we not talk about children's rights?***
- *Why do we not include legislations/actions in the rights and responsibilities of children?*

The second enquiry used three copies of a poster of Diego Rivera's mural 'Dream of a Sunday Afternoon in the Alameda'.

<http://www.arts-history.mx/museos/mu/mural2.html> Museo Mural Diego Rivera, Mexico



This mural in its original measures 4.75 x 15.67m and depicts the Mexican political and social history from the time of the conquest up until the 1940s. The questions certainly reflected a depth of political and social awareness by the teachers. After discussion in groups, they were asked to write their ideas and reflections on 'post-it notes' and to fix them around the posters. Participants were encouraged to read and add to each other's comments in a silent dialogue. The next stage was to develop the questions. Tere facilitated this stage and the enquiry, but interestingly embarked on a slightly different question selection process than familiar experiences in the UK. She asked each group to develop up to three questions and to write them on the white boards around the room. The following 7 questions were generated:-

- Have we got freedom?
- Has the Revolution informed the historical struggle of our country?
- What would the artist represent now?
- Are these the same values as now?
- Is it necessary to have social classes?
- Are we looking for the same society?

Tere began the enquiry by asking 'Is there any one of these questions that can help us in our journey this morning? In this way, the question selection became part of the enquiry, and the line of enquiry was settled upon by harmonious consensus, rather than a separate voting procedure. The whole session was conducted in Spanish with two simultaneous translators. On several occasions, in this enquiry (and at other points of the workshop) the issue of the translation led us to questions on matters of meaning and language. For example, during much of the initial dialogue, Tere focussed on getting the group to define what they meant by 'provacado' in the context of the last question. In Spanish, this can mean provoked, caused or bring about....the group infact settled on the concept of 'changed', which provided the main focus for the rest of the enquiry. It was felt that there is great potential to explore the place of philosophical enquiry in bilingual situations. This is followed up further in the full report of the conference. (Available from Jane at CDEC).

Through both the question generation and the enquiry itself the political and social awareness of the teachers was amazing. This could be arguably due to the historical situation of Mexico at the moment, in that it is a nation emerging from a one-party state to a democracy. This also demonstrated the great potential value of philosophical enquiry and dialogue in exploring citizenship issues, particularly in an intercultural context. Both of these are at the heart of this linking project between Mexico and the UK.

The enquiry was closed with each group expressing something of their understanding of 'change', as this had become a main thread of the enquiry. The resulting artwork was explained and remained for others to see.

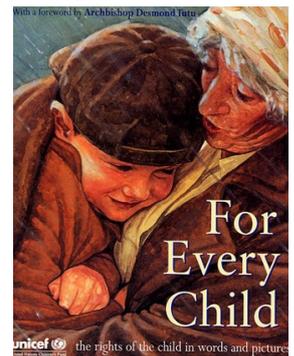
The evaluation session highlighted very positive attitudes on the P4C element of the workshop. It is hoped that more schools will take up P4C as a means of working with their pupils on Citizenship and as a means of dialogue between the Mexican and UK pupils.

Pat also carried out a small dialogue with the pupils in her partner school on the Friday morning using the same text as the first adult enquiry on "For Every Child".

The teachers and the pupils greeted the process with enthusiasm. The respective questions generated from the young people are shown here. Their questions make interesting comparison.

The dialogue was undertaken through a translator.

- What would happen if we – the children ruled the world?
- Those people who hurt children, would they like to be hurt?
- If it were children who hurt adults, would the world rebel?
- What would the adults feel if they were the ones who were hurt?
- Why in other countries (outside Mexico) are children's rights more respected?
- Does abuse take place because parents were abused too?
- Why does the economic structure effect how people treat children?



In conclusion, we can say that the experience of sharing Philosophy for Children in this context was immensely rewarding.

Tere talked about how she did not like to think of P4C as a 'process' as simply a means to get to another end. Rather, from her point of view Philosophy for Children allows the means and ends to become as one. In working in the area of Citizenship and Human Rights Philosophy for children is a gift. We seek our young people to become morally autonomous human beings. Philosophy for Children enables young people and adults to become self-reflecting people, capable of functioning fully in a democratic society. We realised that Philosophy for Children has a very special place in this linking, and that this fascinating and visionary linking programme will, as it evolves, have a very special contribution to make to the wider work on global citizenship.

Jane Yates and Pat Hannam, June 2002

Patricia Hannam Reflections 2020

Dr Patricia Hannam is County Inspector/Adviser RE, History & Philosophy for Hampshire County Council

Wow! Incredible! Almost 20 years since the school linking project between UVHS and Secundaria Tecnica 44 school in Mexico City began; transforming my personal and professional life.

This project, based on the shared educational vision of P4C, thrived. Grants from British the Council enabled annual student and teacher exchange visits to continue until I left UVHS in 2009. In 2005 two UVHS students and I, together with Mexican teachers and students, presented on our school linking at the bi-annual International Conference in Philosophical Inquiry with Children (ICPIC) in Mexico City. Here I met Eugenio Echeverria and Marie Tere de la Garza both working closely with Matt Lipman and Ann Sharp establishing P4C in Mexico in the 1980s. Tere led a PhD course in Mexico City, in P4C, undertaken by many who now well-known in the P4C world such as Maughn Gregory and Walter Kohan.

Meeting Tere and Eugenio, so experienced in P4C, deepened my own practice and led to other projects. This included a summer youth project, bringing together young people (aged 17-20) from UK, Mexico Guatemala and Costa Rica exploring issues in relation to Peace Justice and Sustainability through P4C. Around 25-30 young people from the Low Furness, Lancaster and elsewhere in UK attended between 2006 and 2014. This project was supported by The Westhill Trust.

P4C was embedded into teaching across UVHS RE department. I began to run Level 1 and Level 2 courses at Swarthmoor Hall as well as the Advanced P4C Seminar, now hosted in Winchester.

I have been able to publish in the field of P4C (especially but not only in relation to RE and P4C). Confidence came from attending the January P4C workshop in San Cristobal de Las Casas for many years, where I came to know Ann Sharp. Eugenio

Echeverria and I co-authored *Philosophy with Teenagers: nurturing a moral imagination for the 21st century* in 2009 (London: Continuum). Three UVHS students contributed describing how P4C had influenced their aspirations. A new research project has just begun inviting those that took part in the summer congress to reflect on whether the P4C enquiries may have influenced life-choices.

The common thread at the heart of CDEC's P4C project in the South Lakes was the ethical and political dimension of P4C, especially in terms of social and environmental justice.

My role now in Hampshire is as Inspector/Adviser for RE, History and Philosophy working for one of the last LA school improvement services. Almost NO primary schools have become academies. The UNCRC is at the heart of all Children's Services work so P4C fits well here too.

The last 10 years has seen much change in education. Holding tight to an educational vision in relation to social and environmental justice has never been more important. P4C in Cumbria is therefore a flag bearer for these principles and, I hope, will never be deterred from them.

Contact Pat at work at patricia.hannam@hants.gov.uk or on her personal email: thinkingworlds@yahoo.co.uk

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Wendy Ridley Reflections 2020

The 2002 newsletter is a reminder of what I owe to the Cumbria P4C community for shaping my educational pedagogy.

My P4C journey started in 1990 with the BBC's Socrates for 6 year olds. As a KS2 class teacher in Kendal the documentary, which showed in-depth classroom dialogue and community reflection on values, challenged me to experiment with questioning.

In 1994 I travelled weekly to St Martins, Lancaster, to participate in P4C sessions with Lorna Crossman and I tried to implement in my class what I learnt about pupil voice. In 1995 working at Charlotte Mason, Ambleside, I had the opportunity to take part in P4C sessions with the inspirational Chris Rowley, who was instrumental in developing P4C in Cumbria and counteracting the old dynamics which held back deeper thinking in classrooms.

It was a turning point in 2001 to take part in Level 1 training in Penrith and in 2002 to do Level 2 facilitated by Will Ord and Roger Sutcliffe at Swarthmoor. Experiencing how dialogue can become qualitatively and powerfully deeper and the importance of the 4Cs of P4C became fundamental to my classroom ethos. Some of us from the Level 2 met for stimulating evening P4A sessions at Barry Hymer's home in Ulverston. And many conferences highlighted P4C and helped deepen practice.



Working for the LA I tried to ensure that P4C was always offered in Cumbria's CPD provision. P4C was the methodology

encouraged in my advisory work in anti-racism, RE and SMSC because helping pupils and teachers learn that, in the light of new information, it is okay to change your mind, is fundamental.



It was a joy to facilitate demo P4C lessons and such a feeling of awe when a class took a concept and ran with it. I facilitated many P4C 'taster' sessions to encourage schools to organise Level 1s and 2s and incorporated P4C into the many courses I facilitated for the LA. As a trustee of CDEC it was fascinating experiencing how the outdoors and environmental concerns are enhanced with P4C enquiry.

Currently I volunteer as a senior trainer and developer for the Foundation for Compassion and Wisdom (<https://www.compassionandwisdom.org/>) incorporating some of the values of P4C as an enquiry based methodology.

Over the years many pupils and teachers in Cumbria have benefited from P4C and been challenged to go deeper with their thinking and giving sound reasons for their answers. Hopefully the sincere and insightful exchanges on spiritual, ethical and political issues that P4C offers will serve them well at this time of need for social and environmental justice. How wonderful if P4C in Cumbria continues for at least a further 25 years.

Wendy Ridley can be contacted at wendyridley1@gmail.com

Lizzy Lewis Reflections 2020

Lizzy originally taught at Holme St Cuthberts, Mawbray in Cumbria, is former President of ICPIIC and was Content, Development and Partnerships Manager for SAPERE 2003-2020.

Reading the newsletter is a wonderful trip down memory lane and a reminder all the wonderful people who helped to launch P4C in Cumbria. So many colleagues were generous and supportive, particularly Chris Rowley as my mentor. Others who are not mentioned, such as Nigel Toye and Wendy Ridley, were also an inspiration. So many of those involved have continued with P4C; many contributing to P4C developments across the world.

It feels as if P4C is part of who I am; it is much more than my work because P4C is about personal and social transformation. I don't believe you can practice P4C without being personally and professionally challenged and changed. P4C has guided my teaching and philosophy of education, and affected many of my life choices.

There were many P4C leaders in Cumbria that each brought a range of strengths and expertise that led to key innovations in the UK. For example, Pat Hannam and Will Ord led P4C in Secondary RE departments, supported by Wendy Ridley as the County RE Adviser. Colleagues at CDEC were pioneers in developing Philosophy for Global Citizenship (P4GC) and outdoor education, creating important partnerships and funded projects, for example with Oxfam and Living Earth. Chris Rowley raised important questions about P4C and the curriculum, particularly with geography and environmental education, as did Nigel Toye with drama. Barry Hymer led the Barrow intergenerational project in partnership with Age Concern. All these projects created valuable resources, books and films. Many important courses and conferences, with renowned international speakers, were organised and hosted in Cumbria, leading to further international links

between schools organisations.

The links with the University of Cumbria were key too, in bringing P4C into ITE, supporting research and hosting a P4C library. Looking back this was such a rich time in collaboration and innovation

and had a wider and deeper ripple effect across the world than any of us could ever have imagined.

The legacy of these initiatives in Cumbria continue to play out. Some of us have moved away but we are still involved with P4C and still feel connected to Cumbria. There is now significant experience to build on and the focus for P4C across the UK has generally shifted towards to sustaining and embedding P4C in schools. Colleagues such as Martyn Soulsby, have modelled and showcased their Gold Award P4C school for many years and they have an important role to play in inspiring and supporting others. One key challenge for all of us is to maintain high quality P4C with other demands and challenges made upon us and the schools we work with. I think the key to the past success of P4C in Cumbria has been the people; the truly creative and collaborative community. In the future, others will need to take up the P4C baton to continue this legacy and introduce new and fresh perspectives.

Lizzy is a an accredited trainer for SAPERE and [Dialogue Works](#). She is a partner of [A Level Philosophy](#) and works with [Votes for Schools](#) and [Values-based Education \(VbE\)](#). She is also a Year 9 tutor and house parent in a secondary school.



Will Ord Reflections 2020

Will originally taught at Cockermouth School in Cumbria and is now Director of Thinking Education Ltd

So many folks have been dedicated to developing P4C for so long, and I'm delighted that it is still thriving in times that really need it. The newsletter shows all those signs of the creativity, rigour, effort and enthusiasm that has kept it - and us - going.

P4C is invigorating both professionally and personally. It has allowed me to love my work, and enjoy seeing others (children & adults) gripped by its many aspects. It has changed how I relate to people and to myself... more reflective, open, and appreciative of how the 4Cs ripple throughout work & life.

From 1995-2002, I saw P4C evolve in Cumbria in lots of different contexts. Chris Rowley's work at CDEC was particularly inspiring, and we owe him a lot for his passion and diligence in sharing it with others. The quality of thinking and dialogue in general public discourse is often lamentable. As the world (and all of the localities that constitute it) faces huge challenges with climate change and related

issues, we desperately need populations that can think and dialogue more skilfully. Values, virtues, and clear thinking are essential. P4C has a great pedigree, and needs to become a core part of all children's education. For adults too!

Will Ord is Director of Thinking Education Ltd. (www.thinkingeducation.co.uk). He works as an Education Consultant training teachers in the UK & internationally. P4C remains a passion!



“Education has long been acknowledged as an agent of social change. The briefest glance at a newspaper leaves us in no doubt that change is desperately needed. Ignore the maps: we are no longer an island, but members of innumerable communities in increasing need of good communication, tolerance, understanding and active participation in decisions that govern the future.” *Will Ord, 2002 (just four months before Citizenship Education became statutory)*

"Searching for Reasons"

Extracts from Barry Hymers Level 2 submission (2002)

The children's search for underlying reasons, causes and explanations for events or phenomena has also been apparent, and symptomatic I suspect of their innate passion for establishing 'significance'. In her exploration of 'Reason & the Reasoner', Jen Glaser (1993) draws a distinction between reasoning as 'truth preserving' and reasoning as 'significance-judging', noting that judgements that are context-specific aren't a matter of following rules, but are based on meanings as well as truths. In this enquiry, examples of Glaser's 'truth-preserving', deductive-inferential reasonings are few, but the children seem to me to incline much more freely to an exploration of reasons which try to 'get somewhere' in the search for significance. Jim's development (73) of Howard's's custard analogy (64) is a case in point: it seems clear that neither Howard nor Jim appeal to the custard metaphor for its appeal to *logical* reason, but because it provides an adequate conduit to a shared understanding of (what they see as) the thin and treacherous membrane separating good from evil. Jim's delight in this insight is real and unselfconscious, and it's one of the few moments in this enquiry in which he becomes truly animated.

Extracts from an enquiry

"why not forget when it hurts to remember?"

Howard: If you think of the world as a piece of ... custard! And you can stand on custard and it can be really soft and squishy. And that's like hatred and yeah, and it can be really strong and brittle and that's like love and everything so if you didn't have wars and everything was peaceful and then as Jack said like a meteor comes in and someone gets a virus and everyone gets a cold yeah? And everyone's going to get really upset and somebody's going to die. Somebody's going to like, cough, and everyone's going to be like screaming their head off except that makes it, the custard, squishy.

FACILITATOR: Right?

Howard: Because upset can make things soft, that happiness can make things strong – except it can break.

FACILITATOR: Wow! There's something – phew! I wonder if somebody can help us express what Howard so brilliantly has just said there – how can we summarise that?

Brian: He was saying that – I wouldn't really use custard but I will – the skin of the custard represents love and everything good in this world whereas the runny part underneath it represents all the hatred and evil, and you can walk across that skin on the custard but at one point you will start to sink. Then you've got – you'll have – choices. If you take the right one you'll move ahead. If you take the wrong one, then, well, you're stuck.

FACILITATOR: A Goopy custard death.

Brian: Yeah. But coming back to the bit where we said if we had a world of total peace, total peace would be mindless conformity, which would be bad. If everybody was totally

happy, everybody would do the same thing. They'd all think the same thing. They'd all be the same, eat the same, live the same, and therefore that would be something that would hurt but, no I don't know, that would be Peace would not necessarily be a good thing. It could be a good experience

FACILITATOR: Wow, gosh, and yet we all say we want peace, you've used this discussion Ben to argue that total peace is not necessarily a great thing, and Josh has spotted something, we've got this poster up that says 'Let's build a culture of peace', but you're suggesting that if we had it, what an awful situation that would be! Nothing would be worth remembering because it would be so boring!

Brian: Yeah, there'd be nothing like to remember. It would be so, like bland, and everything would be white. Nothing would exist, like the way to express it in modern art would be a blank piece of paper.

Jim: Let's go back to this custard because Howard's's just put this brilliant deep thought in my mind, like imagine this custard skin and a little legoman walking along it - because that's just about the right size - and right when you walk on the custard skin, the custard skin doesn't cover the entirety of the custard, it leaves little holes and gaps so when you stand on this custard skin the evil which is the runny stuff underneath comes out of these gaps so when you're being good for yourself, you're squeezing evil out somewhere.

FACILITATOR: Wow! Gosh! So what conclusion, Jim can we draw from that?

Jim: That if you try to make yourself happy and there's peace, evil will seep and be growing and hatred will be growing because it's squeezing it up.

FACILITATOR: Are you saying it's actually quite selfish of us to try and be at peace for ourselves?

Jim: Love cannot be true if it is selfish ... so if you're kind and trying to be kind and helpful, you're making badness.

FACILITATOR: You disagree with that Ben, don't you? Say why.



Children and older citizens engaged in a cross-generational P4C session from the Barrow EAZ's BarroWise Project, circa 2001, which Barry Hymer and Deb Michel designed and led.

Barry Hymer Reflections 2020

Prof Barry J Hymer is Emeritus Professor of Psychology in Education, University of Cumbria

Given the lockdown conditions pertaining at this time, I'm a little unnerved by the prescience of "Jack's" virus metaphor in this published extract from an enquiry conducted nearly twenty years ago. But I have very fond memories of that time, when for several years my wife Elizabeth and I ran a weekly P4C session at Swarthmoor Meeting House in Ulverston. These sessions were faithfully attended by some remarkable children, who thrived in an environment in which their ideas and conceptual playfulness could be given full rein, free from the constraints they felt they experienced in school. I know that at least three of those children went on to study philosophy at postgraduate level, and we also hear from time to time from other 'Meeting House alumni', all now embracing the challenges and opportunities of early adulthood.

It brings me great joy to know that the P4C spark which was lit in Cumbria 25 years ago - of which our own philosophy club was just one small part - burns brightly to this day, fuelled by some resilient early pioneers and also by many committed second and third generation



practitioners. My own engagement with P4C began in the mid-90s, when I was an educational psychologist for Cumbria LEA, charged also with establishing and leading the

county's Able Pupil Project. I was concerned to try to give a dynamic and non-traditional twist to this brief, and P4C seemed heaven-sent as an approach that engaged and intellectually stimulated all learners, whilst messing with the very concepts of 'ability' or 'giftedness'. I recall an early conversation I had with the social worker Bill Kitson in my office, in which we discussed ways in which we might build on the existing expertise in the county (in the form of the legend that is Chris Rowley and the local teachers Lizzy Lewis and Will Ord), and the manifest enthusiasm and shared vision of other professionals in education, social services, CDEC, and the voluntary sector. Looking back, we were gifted with the ideal contributions for rapid growth - not least the chance in a pre-austerity age to explore alternative approaches to education. Indeed the whole concept of Education Action Zones had as its *raison d'être* the encouragement of experimental, 'what-if?' projects aimed at enhancing the achievement and life chances of young people in economically disadvantaged areas. Within a relatively short period of time it seemed that people across the county were embedding and developing P4C in vibrant and original ways, and Level 1, 2 and 3 training courses filled up quickly - not least with teachers who were seeking some relief from the dictats and self-referential objectives and targets of the 'national strategies'. After leaving Cumbria LEA I worked in the Barrow EAZ for two years, and the chance to develop a cross-generational approach to P4C with Paul Jenkins of Age Concern and Deb Michel in the BarroWise Project is a particular highlight for me personally

from that time, alongside the chance to learn from P4C mentors like Roger Sutcliffe and Sara Liptai, frequent visitors to our county and whose lives and behaviours, like Chris Rowley's, seemed so congruent with the principles and practices that they taught.

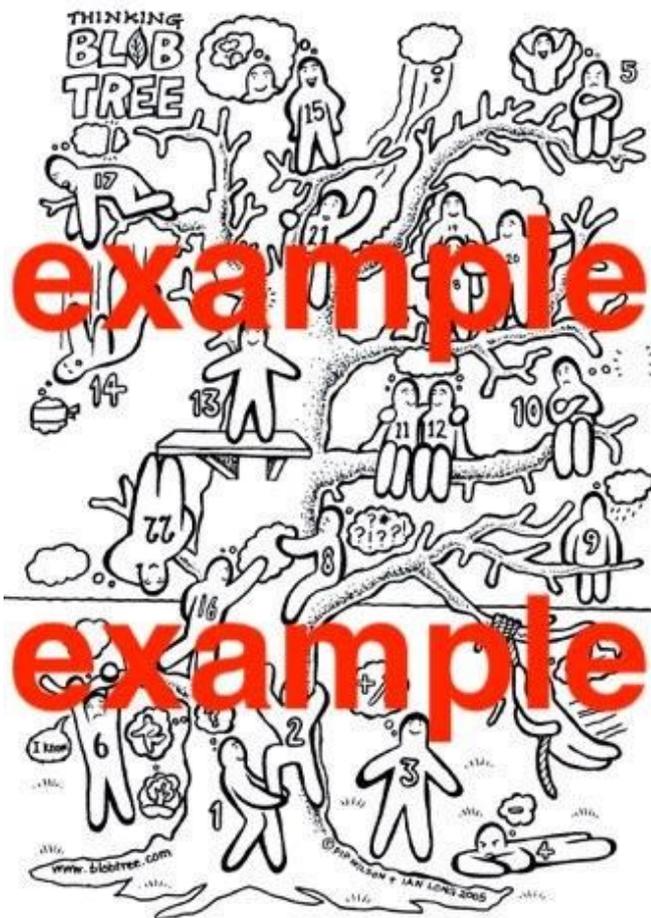
I left Cumbria in 2002, but continued to promote P4C on a freelance basis for many years, before moving into academia, research and writing. I like to think that I took at least some of the virtues inherent in P4C into my post-P4C life, but I do miss those sessions a good deal, and my wife and I are even considering reconstituting the sessions for friends and acquaintances that we hosted in our Ulverston home back in the day. Now living in semi-

retirement near Lancaster, I am indulging in and rediscovering my youthful love of chess, which has the power to absorb, to excite, and to stretch minds in ways matched in my opinion only by P4C. I dream and campaign for an education in which philosophy and chess represent two of the curriculum's foremost pillars! All good wishes to P4C evangelists past and present, and thank you Jane for the chance to revisit some special moments in my life.

Read more from Barry here

www.barryhymer.wordpress.com His latest book is due out this September: Chess Improvement - It's all in the mindset by Barry Hymer & Peter Wells (Crown House Publishers)

New Resource — Blobtree for Thinking



As part of the celebrations for #CumbriaP4Cis25, many of the educators who have written in this newsletter were involved in an online session to reflect on a new Blobtree for Thinking. This new resource has been created by Ian Long from Blobtree. Blobtrees have been used as a P4C review and evaluation tool since the early days of P4C in Cumbria. It's been wonderful to host Ian for inspiring training and collaboration in Cumbria in 2020.

Blobtree images and tools inspire teachers in Cumbria during Covid-19 by Jane Yates. To read more about Blobtrees in Cumbria in a new article please [click here](#).

You can purchase the Blobtree for Thinking for £5 in black or white or in colour from <https://www.blobtree.com/products/thinking-blob-tree?pos=1&sid=6332cdea6&ss=r>

News from Northumberland 2002

by James Nottingham

The Berwick RAIS (Raising Achievement in Schools) Project, run by James Nottingham and Mike recently lodged a £1.7m Single Regeneration Budget money in order to extend the project across many other parts of Northumberland. Though no formal answer has been given yet, the signs are very positive indeed. If the bid is successful then we will be advertising for 7 more teaching and learning consultants to work in Northumberland. The jobs will involve working with teaching staff to develop critical, creative, and positive thinking (P4C playing a key role obviously) as well as supporting parents and other members of the community in the raising of educational expectations.

News and Reflections 2020

by James Nottingham

I'm confused – the nineties were but a few years ago. So, how come we're celebrating 25 years since P4C began to flourish in Cumbria? That can't be true! Granted, it all started in 1995 but really, that was just a decade ago, wasn't it? I think I speak for many of us when I say the nineties were our heyday – hair on our heads (not you, Barry) and Ron Hills over our lilywhite legs. Mind you, my 14-year-old reminds me frequently that it's an insult to call someone 'so nineties', so perhaps we don't all share the same truth.

As for *my* truth, the nineties really were outstanding, and not just because *Wonderwall* blasted out of The Barn every Thursday night. It was also the decade in which P4C lit, in many of us, a fire that still burns as brightly today as it ever did. It was the decade I left the financial security of a full time, £4200pa job in childcare to attend Charlotte Mason College (on a maintenance grant – remember those?). Later, it was the decade in which I started teaching, took part in a Channel 4 documentary about P4C and began a part-time, niche-market

consultancy that now employs 30 staff in six countries. Most significantly for me, it was also when Chris Rowley turned my idea of education on its head and sent me on a path that I'm still following today. So yes, my darling teenage daughter – Cumbria in the nineties was fabulous. And P4C still is ...

I'm not just saying this because it is the theme of our celebrations, but Philosophy for Children really is the most transformative of all pedagogies. It underpinned my approach to teaching and helped me create a culture of learning that many of my ex-pupils still

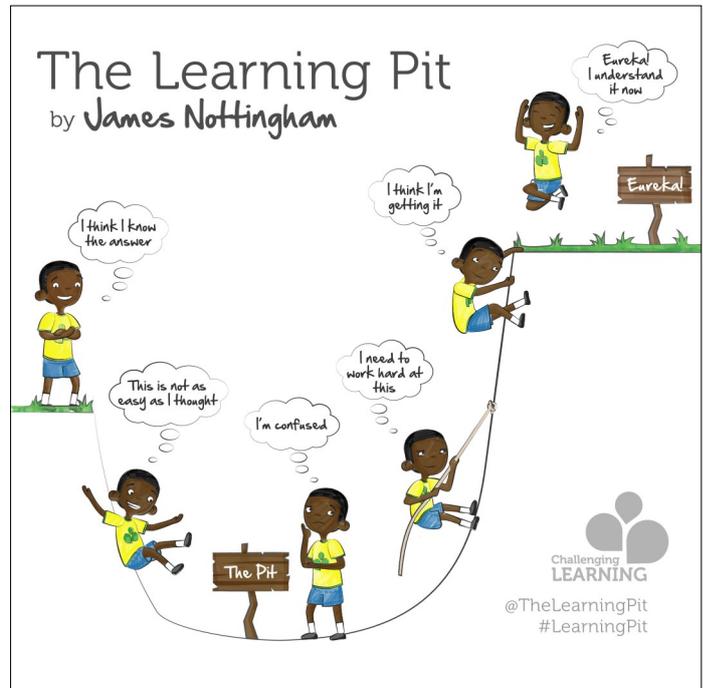


celebrate on social media today (including the former MP for NW Durham). P4C inspired me to create the Learning Pit, a model that became popular in schools around the world. It is an ever-present driving force behind my company, guiding our values and decision-making at every turn; and I lovingly refer to P4C in every one of the nine books I've written so far; Indeed, I dedicated my first book to Chris Rowley and his passion for the unexamined life.

P4C was also at the heart of the social regeneration project I set up and ran for six years, helping to raise the aspirations and achievements of young people in Northumberland. Hell, I even met my now-wife during a P4C Level 2 course... our eyes meeting across a crowded community of enquiry!

My only regret with P4C is that our three children haven't experienced as much of it at school as we would have liked. My wife and I have tried gently (ok, not so gently sometimes) to influence each of our kids' schools, offering free training, resources and demo lessons. We've also tried to drop in P4C over the dinner table, although our kids have learned to spot our attempts so acutely that they'll hit the 'philosophy causes indigestion' alarm at the first sign.

So, I hereby propose we kick start a follow-on revolution. I'm assuming we're all still as energetic and youthful as we were in the nineties; the same goes for Ambleside as a whole. Presumably, the town is still home to hundreds of trainee teachers; the old bus depot



continues to seek out a new vocation; speedboats on Windermere still pierce the tranquillity; Kelsick remains a bit shabby; and the bread wars continue between Lucy's and the Apple Pie Shop.

All we need now is to agree a time and a place to make a start. In fact, those of us who have ventured beyond the county boundaries don't even need to travel - as long as we all deploy a suitable virtual background to our Zoom call and sit in our beloved, holey (though not holy) Ron Hill's, then we've got what it takes to make a start.

I look forward to joining with you all ...

Warmest wishes

James Nottingham

*Read more from James at
www.ChallengingLearning.com and
www.P4C.com*

P4C – A learning approach for all? (2002)

**By Gina Mullarkey (Development Education Project worker for Barrow)
Contribution from Colin Pearson – Teacher at Ormsgill Primary School, Barrow**

My first experience of P4C was less than a year ago and I have to say, I was a little sceptical. With so many learning approaches available how can you possibly choose the most effective when there are numerous requirements to consider? However, I was open to the ideas of this methodology, and was able to trial it with the same group of children I had taught in school, before I had left main stream education to become a project worker. Working alongside a teacher at Abbotsmead Junior School in Barrow I was able to observe the value of P4C in aiding the development of children's thinking, speaking and listening skills, whilst considering some very difficult global themes. Skills developed from these sessions were very individual to the child, including an ability to construct their ideas logically and provide examples, to the more basic level of the contribution from a quiet member of the group, or listening to others from a dominant member. The children's level of self-esteem was something, which was developed well through these sessions.

It was interesting then to consider if this was an approach that suited this particular group of children, or could be applied more universally in schools. I was able to hijack a class of Year 3's (7 – 8 years) at Ormsgill Primary School, where the teacher was already trying to improve the pupil's speaking and listening skills. The children had no experience of P4C and it amazed me how quickly they took to the routine of the session and were able to consider quite advanced issues, using examples from their own and people's lives around them, in a sensitive manner.

Despite the success of these sessions, I still had reservations as to whether P4C could be used successfully with a class new to the techniques. I was particularly interested to consider the extent to which it could be seen as a technique suitable for all children in the class. I was able to hijack a class of Year 3's at Ormsgill Primary School, where Colin Pearson was already trying to improve the pupil's speaking and listening skills. I wanted to consider the following criticisms of P4C as suggested by Richard Fox (2001) and Rupert (2001) in Williams (2001):

- Children participate unequally
- Philosophy is too abstract
- Children are ready for action
- Children have a lack of patience

I wanted to provide opportunities for all children to be included from the very beginning of the session and ensured that the stimulus for the sessions varied greatly, aiming to meet many children's need for active learning. Materials included the use of the more traditional stories in the initial sessions, which were a technique that the children were more familiar with, to more

interactive stimuli, such as ranking cards, which required the children to work together from the beginning of the session and therefore working to install the idea of the community further.

With support from Colin Pearson, we were able to record key responses as the dialogue progressed, observe children's body language and also use a more quantitative measure of the number of times each child contributed. This enabled me to evaluate more fully the children's understanding of the discussion and their ability to adapt to the format of a P4C session.

Examples of questions raised by these children include:

- Why do some people get treated well and others don't?
- Why do we love our friends?
- Do children have the right to live without violence?
- Can trees talk?
- Why did the richest man need to be poor to be happy?
- Why is everything so difficult?

"Children participate unequally and Philosophy is too abstract"

During the initial sessions six individuals who adapted to the routine of P4C, and of course my presence more easily dominated the class. As the sessions progressed levels of participation rose – with the last session showing all but one child making a contribution. I spoke to this child after the session and discovered she had absorbed a great deal. There may be a tendency for children to participate unequally as suggested by Rupert (2001), but the value of listening must not be overlooked, as illustrated by one child during a session that did not contribute verbally, or look to be listening. On asking the child if he wanted to take part, he replied that he was thinking.

With time, as the community develops pupils seem to feel more comfortable with their peers and more able to contribute. I was particularly surprised with the progress of one child, who in early sessions relayed her contributions through the classroom assistant, but by the end of the sessions was able to make contributions in response to the question, 'What is Love?' such as the following:

"It's like love, means like you loving somebody and they call for you and they call for you everyday, they care about you and they don't walk off when you say something."

The discussion developed and touched upon the concept of unconditional love. For a child of low ability to make such a comment in response to such a difficult concept, I believe goes some way to illustrate that philosophy is not too abstract for children and through examples from their own lives they are able to prove that it is part of their reality. In my opinion the main benefit of P4C is that it is led by the children, they decide upon the question and therefore the concept for discussion. This gives the children ownership of the session and therefore utilises their natural curiosity in that theme.

The children were also able to adapt to the principles of philosophy outside of the weekly session. Colin Pearson mentioned an occasion where the children took great pride in informing a student teacher during a literacy lesson that they had come up with a philosophical question, they then continued to explain why it was a philosophical question to the teacher.

"Children are ready for action"

I agree with Fox (2001), that children are generally active learners and would therefore argue that a P4C session needs to be flexible to some children who find it difficult to sit for long periods of time. There are many solutions to these problems, such as a play break for younger children at an appropriate time in the session, or moving to small group discussions. Also, the introduction of a stimulus in the form of a game may also be used to extend the active period, though I discovered that the more active the stimulus, the more difficult it was to generate the caring atmosphere for the actual enquiry, though it did appear to provide children with the confidence from their peers in the initial stages of the discussion. Again techniques can be used to focus children for the session, such as closing eyes and thinking about the question.

"Children have a lack of patience"

For some children, P4C in its early stages may seem quite frustrating as it would to many adults. Some children require longer to think and by the time they have constructed their thoughts ready to present to the rest of the group the discussion may have progressed and they may feel that their ideas are no longer relevant. It is important therefore for the facilitator to be aware of this and introduce strategies, such as pauses for thinking and offering opportunities to contribute in the conclusions. Working with class groups means that P4C provides an opportunity for children's skills in this area to be greatly developed, with skills in conversation practiced such as allowing others to talk and await their completion before interjecting, not dominating the conversation and being aware of allowing quieter classmates to contribute.

Both classes that I worked with were extremely enthusiastic about the sessions and continued to want to discuss the topic after the session had concluded. There seemed to be a general feeling of increased confidence from the children, as they drew on their own experience illustrating that they were in fact the experts in the subject.

I asked Colin Pearson, a teacher at Ormsgill Primary School in Barrow, to consider both the negative and positive elements of P4C in his classroom. Colin was unable to identify any negative elements to date and contributed the following thoughts:

Since I've started using P4C in my classroom I have noticed an increase in the children's speaking and listening skills. Their tolerance of others has improved and they concentrate upon a question that has been raised and consider that it may have more than one answer or viewpoint. The questions are thoughtfully created and it has improved the input of lower ability children. I was surprised by the thoughtful nature that some of the children demonstrated.

Colin is now going to continue with his teaching of P4C and is hoping to consider more fully the long-term effects of P4C on this group of children, as he continues with the same class into Year 4 (8–9 years).

The place in the school curriculum varies greatly from each school that I visited, with Abbotsmead allotting an hour a week into the timetable. Ormsgill now use the P4C approach in various areas of the curriculum, including the literacy hour and PSHE.

It seems to me that further research is needed into the way in which individual children respond to P4C in these different contexts

For some children P4C may be an invaluable way to understand basic moral and social values, with the emphasis placed on child led learning. "...do as I tell you approach will not help children develop a set of adult values to be accepted without choice or question" (Fisher, R 1998, p73)

As an approach I am still discovering new techniques and benefits and am learning along with the children on a journey of discovery. It does however seem to be an approach that suits a large proportion of the group, with the emphasis upon valuing and exploring children's ideas and contributions. The depth of children's thinking and compassion to others in the group surprised me, especially considering the maturity of members of these communities. I feel that the teacher too has much to gain from the refreshing way that children look at things, which may allow both to look at issues in a new light. This idea is supported by Splitter and Sharp (1995) "many a teacher of enquiry will testify that her own views - even those that she may have regarded as settled - have been shaped and re-shaped by her participation on the classroom community. "I will leave you with one child's belief in magic, after a discussion which progressed from the question 'Can trees talk? to the idea that perhaps it is only magical trees that can talk, to finally, do you believe in magic? illustrating further that children can be quite abstract in their thoughts too.

"I believe in magic, as tomorrow we're off to Grizedale and we're going to have a magical day"

Gina Mullarkey (Cumbria Development Education Centre - Project worker for Barrow)

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Gina Parker (Mullarkey) Reflections 2020

I feel very honoured to have been involved in the early days of P4C in Cumbria and also pleased to have been reminded of those first steps, initially as a teacher having been introduced to the approach during my PGCE by Chris Rowley and then working for Cumbria Development Education Centre.

I was particularly interested to reflect on the long-standing connections that many schools have with P4C in the County. In the article I referred to my time at Abbotsmead Junior School as a teacher, working alongside another teacher. The 'other' teacher I do not mention by name, but was Jenny Lavery who is now the head of Cambridge Primary School in Barrow, as Abbotsmead was renamed. She has continued to support her staff in P4C and it was only a couple of years ago that I again visited this time to deliver a whole school staff training on the approach.

Interestingly, I titled the article, 'P4C for All' and I think I have learnt a lot about its application in different settings, having supported SEN schools, PRU's and Outdoor Education centres to name a few. I have particularly enjoyed exploring the possibilities for P4C in the Outdoors, which is now an area that I am passionate about and given the wonderful geography of our county the possibilities are endless.



Gina Parker (Mullarkey) runs Little Chatters www.littlechatters.co.uk and can be contacted at gina@littlechatters.co.uk or 07922688521



Photo: Stephen Cooper

Eating and Thinking Club in 2002
by Pat Hannam, Head of Belief, Philosophy and Ethics,
Ulverston Victoria High School

Since April 2001, an almost constant group of 12-14 young people have been eating together each week to 'do' philosophy. We meet with our lunches, drink squash and eat biscuits (Jammie Dodgers or Jaffa Cakes are the favourite) and have sometimes gone under the name of the Eating and Thinking Club'.

The group has become extremely expert at philosophical enquiry by now and has developed into a real community. Equal in representation of boys and girls and of mixed ages from (now) 13-16 years, the group has not been without its tensions. Through the medium of enquiry, tolerance has been developed and mutual understanding gained. These capabilities aside from the philosophical skills gained are skills of life-long value. Parents have commented on the increasing confidence of their youngsters and expressed that the group can be a like a safe haven for the young people to express themselves in ways not generally possible in school. In October 2001, we became involved in a British Council initiated Mexican Linking project. Each of the students in the Philosophy Club has been emailing a partner in Secundaria Technica 44 in Mexico City. The students in the Mexican school are beginning to use philosophical enquiry now and we share enquiry stimulus and questions across continents. We hope some of the Mexican philosophers will visit us in the summer of 2003. This linking has given the club the opportunity to 'Go on the Road' on two occasions now. Firstly, to meet up with other Cumbrian students involved in the Mexican linking. The UVHS pupils were able to demonstrate their philosophical skills in a united enquiry with other linking students.

The second time we have been 'On the Road' was earlier in September when Beatriz Arteaga, the English teacher involved in the Mexico City school was in the UK with us. We were able to take a day out of school to visit Castlerigg Stone Circle and Brantwood, John Ruskin's house near Coniston. We spent two hours at Castlerigg exploring the stones and asking philosophical questions. The whole two hours was an enquiry.

After viewing the introductory video at Brantwood and having a short time in the house, students created philosophical questions, which informed our enquiry the next occasion in school. The questions were very poignant as can be imagined. This day was a wonderful opportunity to use a *sense of place* as the stimulus for an enquiry.

I can recommend running a philosophy club to any secondary teacher. The inspiration for our other work with philosophy for children is immense, as the level of continuity and group development is hard to find elsewhere in a pressurised curriculum. We are now looking to meet with other philosophy clubs. We love mobile enquiries... To Cumbria and beyond!

Does this lead to indigestion or improved digestion, and what did Socrates eat instead of Jammie Dodgers? Pat Hannam 2002

A P4C Story

Uncle Harry by John Coombes

Uncle Harry was working hard in his rose garden when Cedric arrived on the Coxcycle, a machine he had constructed himself from bits and pieces he had found at the Council scrap yard. He parked the CXC, as he called it, rather untidily against the garden shed and approached his favourite Uncle who was spraying his plants to rid them of a nasty little pest called greenfly.

“Hello Cedric!” said Uncle Harry, beaming through horn-rimmed glasses, “what a nice surprise! Give me five minutes and you can join me in a cup of tea – or whatever else you fancy.”

“Oh, don’t mind me,” said Cedric, “I rather like looking at all the different colours and shapes in your garden. I wish ours looked half as nice as yours does. Where did you learn all about growing things, Uncle Harry?”

“Well, I suppose I have read a few books on the subject over the years, but mostly it comes with experience – you know what I mean, trial and error.”

“You mean that you learned from your mistakes?”

“Exactly! Books are fine, but remember, a book on gardening is only someone else’s experience that they have put down on paper. Reading a book is a kind of short cut to doing gardening, or anything else, I suppose. Mind you, you don’t have to believe everything you read in books. Because it’s there in black and white doesn’t make it necessarily true – or the right thing to do in the case of gardening. Anyway, I’ll just cut a few blooms and we’ll go inside. I think we’re in for a shower before very long.”

Uncle Harry produced a pair of secateurs from his coat pocket and snipped off a large handful of roses and then made his way into his spacious bungalow, Cedric following closely in his tracks. Within a few minutes he had brewed a pot of tea and brought it into the lounge on a tray. Knowing Cedric’s fondness for fizzy drinks, a large glass of sparkling lemonade appeared beside his uncle’s cup and saucer. Outside, the darkened sky had given way to a spattering of rain which clung in blobs on the window panes.

“It seems that we just made it in time,” said Uncle Harry. He poured a little milk into his cup from a white porcelain jug and relaxed into a deep brown leather chair. But Cedric was in questioning mood.

“Uncle Harry,” he began, “Why did you give up work and take up growing roses?”

“Well, there are two questions there. The answer to the first is quite simple. I used to be a lecturer in a university. Then, about five years ago I had a rather serious heart attack, which meant that I had to give up my work at the university.”

“But aren’t heart attacks always serious, Uncle Harry?” said Cedric, studying his uncle closely.

“Oh yes, they are. But this one was really serious – and, by the time I was fit again, my job had been taken by someone else, and I was considered too old for other jobs that I could have done.”

Uncle Harry, sighed deeply and took a sip of his tea.

“Now, the answer to your second question – also a simple one – I grow roses because, in my opinion, it is the loveliest and the noblest of flowers. Does that satisfy you Cedric?” Cedric nodded and took a gulp of the lemonade whilst he thought of the next question. He knew from what his mother had told him about Uncle Harry, her brother, was a philosopher, so he needed to ask his uncle what he did, he needed information.

“Uncle Harry, what is philosophy?” It sounded a simple enough question but his uncle thought well before answering, no doubt, looking for the right words. “Well,” he began, “It’s best to start by asking what the word itself means. The word ‘philosophy’ comes from the language of Ancient Greece and means ‘a love of wisdom’ – or perhaps knowledge. Wisdom and knowledge aren’t quite the same thing because...”

“...You can be wise without knowing something?” Cedric cut in smartly.

“Exactly so,” said his uncle, smiling broadly. You catch on fast, I can see. However, someone who was one of the greatest of the founding fathers of philosophy, claimed that he knew absolutely nothing. What about that?” He poured tea into a large cup and added milk from a small white jug.

“That’s crazy,” said Cedric. “Everybody knows something – even the biggest dumbbell on earth. Besides, aren’t philosophers supposed to be pretty brainy people?”

“Some philosophers are – and were – very clever people, mathematicians, some of them, but cleverness has to do with intelligence, and that’s not the same thing as intelligence, you understand?”

“No, I don’t understand. Please explain.”

“Well, a boy born and brought up in a jungle, without access to any books or television, wouldn’t know as much as you, would he, even though he might be very intelligent. Do you see what I mean?”

“Yes, I understand now, but he might know a lot of things about the jungle that I don’t know, therefore, how could I tell whether he was more or less intelligent than me?”

“A good question, Cedric, “ said Uncle Harry. “However, the point I was trying to make was that knowledge and intelligence are different things, though there is obviously a connection between them. Socrates knew that very well.”

“Who?” said Cedric, puzzled.

“Socrates, the Greek chappie I was telling you about who...”

“...who said he knew nothing.” Cedric chipped in to complete the sentence. “I still think he was crazy. By the way, did you call your cat after him by any chance?”

At the mention of the name Socrates a large white animal with oval yellow eyes reared himself up from a favourite spot on the sofa and stretched his front and back legs. Cedric moved across and stroked his long fur admiringly.

“I wonder if you know nothing at all – like that crazy old Greek? I bet you know more than anybody could ever imagine.”

Uncle Harry poured a second cup of tea and snapped a biscuit in half, but quite clearly he hadn't finished with the 'knowledge question' as yet.

"It rather depends what you mean by 'knowing' something," he said. I think Socrates would have said that you can't really be said to know something if that 'something' is not true. In other words, if it is not true then you don't really know it."

"I don't think I follow you," said Cedric, with a blank expression on his freckled face.

"Let's put it this way. I'm going to ask you a question. How high is Mount Everest?"

"I haven't a clue," Cedric replied, "but I know where I can find the answer."

Cedric bounded out of his chair and rushed over to his uncle's wall of books and fished out an encyclopaedia. Thumbing through the pages of the heavy volume he eventually arrived at the information he was seeking.

"It says here that it is the highest mountain in the world and it is 8088 metres above sea level. So that's the answer!"

"Oh, really?" said his uncle, polishing his glasses. "How do you know that that information is correct?" Cedric was flabbergasted.

"Of course it's true. It wouldn't be in an encyclopaedia if it wasn't, would it?"

"you don't have to believe everything you read in books," said Harry with a twinkle in his eye. "Does it say whether the measurement includes the snow and ice on the top, and does it say whether the sea was in or out when they measured it?"

Cedric snapped the book shut and his face got very red. He was obviously very annoyed at being teased – even though Harry was his favourite uncle.

"Now don't get upset, Cedric. You're doing very well." He smiled reassuringly. "Socrates was always teasing people and questioning their long-held opinions. That's all part of what philosophy is about."

He got up and walked across to the window. "Ah" I see it's stopped raining."

Cedric carried out the tray and placed it on the kitchen table. Uncle Harry followed and opened a tin of cat food for Socrates who was rubbing round his legs and purring loudly.

"You know, Socrates, the real one I mean, was a stonemason by trade and lived in Athens. He had a wife who was pretty short tempered, it seems. Maybe that's why he spent so much of his time in the market place asking people questions. Apart from that we don't know a great deal about him. He never left any writings himself, but one of his brightest students wrote about him years later after the old boy was dead. Yes, he did ask people an awful lot of questions. After all, isn't that the best way of finding out things?"

Cedric agreed with a nod of the head as he wiped the raindrops from the saddle of the Coxcycle. Uncle watched as his nephew pedalled off down the path to the gate.

"If I'm not much mistaken," he said quietly to himself, "Cedric Cox has the makings of a pretty fair philosopher."

The late John Coombes was a SAPERE member in Burnham on Sea. He died in April 2008 just days after hearing he had been nominated for the Burnham on Sea Civic Awards. He was one of five winners announced in August 2008, nominated for his contribution to the social, cultural and intellectual life of Burnham.

Philosophical questions generated in response to Uncle Harry by Year 2/3 pupils from Armathwaite school on the 31st October 2002 with Jane Yates and then headteacher, Jenny Dixon.

- Why do we ask so many questions? (Hannah) 3 votes
- Did the boy (jungle) want to go school? (Emma) 3 votes
- Why do children have to go to school? (Laura) 9 votes
- How could you measure Mount Everest? (Josh) 12 votes
- Why did he get annoyed when he kept asking questions? (Kieron) 11 votes
- Why did the uncle ask how tall is Mt Everest? (Jamie) 14 votes
- Why did he ask so many questions? (Joseph) 3 votes
- Why do we read books if we forget about them? (Amy & Stacey) 15 votes
- Why was he made when his uncle teased him? (John) 0 votes
- What is philosophy because it can be a lot of things? (Hannah & John) 7 votes
- What is a book? (Stacey & Amy) 13 votes
- Why do we read stories in philosophy? (Emma) 8 votes
- Did Cedric have any books? (Bethany) 8 votes
- Why do you have to read books to get information? (Laura) 12 votes



North Lakes and Armathwaite Schools receiving their SAPERE Bronze Awards in 2012. See more of this joint celebration here <https://vimeo.com/39583330> (Photo: Martyn Soulsby)

In 2002, over half the Trustees of SAPERE had P4C roots in Cumbria (Chris Rowley, James Nottingham, Will Ord and Pat Hannam). Roll on a few years to 2010 and a Cumbrian trio continued this trend with Jean Wilson Jowsey standing as Chair (then Head of North Lakes School) with Martyn Soulsby and Jane Yates. It was at this time that Martyn mooted the idea to Trustees of a

SAPERE School Award based on his involvement in other national award schemes and both their schools agreed to be part of the initial pilot for the Bronze Award.

For more information about the Going for Gold School Award scheme please see the SAPERE website www.sapere.org.uk

P4C Stimulus Story by Rick Lee

Pippa Leslie

We had a Cumbria P4C conference at the Lanternhouse and this story was written and told as a stimulus for an enquiry. It was originally written for some residential P4C work at Humphrey Head - and was performed by the author Rick Lee at the conference.

The painting that he used (also below) and is by an Ulverston-based artist, Geoff Taylor.

A long time ago – but not that long ago – less than you might think – on a still moonlit night - if you were stood among the trees on this high cliff at the edge of the bay and were as still and silent as you could be - you would hear and see something so strange and so sad that you would never forget . . .

As you stand there beginning to feel a bit cold and wanting to move all you can hear is the gentle lapping of the sea as it creeps through its channels and slowly slides across the flat expanses of sand – the tide is coming in . . .

and then as you watch, you sense something coming – the hairs on your neck prickle and a shiver runs down your back – you can't hear anything no matter how hard you listen – but there drifting through the trees is a soundless silver shadow . . .

As you watch, it lopes towards you – a relentless effortless movement born from thousands of nights like this . . .

At last the creature comes to the edge of the cliff and stops . . .

Its ears stand erect – turning at every tiny sound – sounds you can't hear

It sniffs the tide – questioning scents you can't imagine

It turns to look back the way it came listening in the silence

There standing at the edge of the cliff is a grey forest wolf

He is young – only two winters old

He listens for the sound of his pack

puzzled by their absence

unaware that they are dead

killed by the men who now search for him

He hesitates . . . uncertain . . .

and then raises his head, points his nose at the stars . . . and howls

an unearthly noise

a voice from the past

from our nightmares

full of wild inhuman power.

When he stops the silence is deeper than ever

No answering call echoing through the darkness

just a huge silent longing

The wolf whimpers and turns slowly back to the cliff edge



He knows the tide is in

He knows the treacherousness of the sand

He knows he must return the way he came

You hear nothing but suddenly his ears point
back towards the land

A low growl rumbles in his throat and his lips
curl to reveal white fangs

With that effortless motion he begins to run
through the trees

skirting round the edge of the cliff and as you
strain to keep him in sight becomes the silver
shadow which then disappears into the gloom

You stand holding your breath

In the distance finally you can hear a noise
- the sound of men shouting, horses whinnying
and the baying of dogs

They get nearer

You can see the lights of their torches burning
and flickering through the trees

The dogs bark and men yell

A horse screams

There is huge crescendo of barks and snarls
and yelps and shouts and breaking branches

Then a gasp of a gasp

A gulp of time . . .

then cheering, shouting, torches thrown in the
air, barking and snarling

There is a huge fire

The noise goes on for a long time
. . . but eventually dies down
. . . the fire goes out and silence descends

The tide has turned
. . . the water gurgles back down its channels
and slides off the flat sand . . .

a pale-yellow morning light filters across the bay
forcing its way through the mist . . .

in the mud at the edge of the cliff there is one
clear spoor . . .

the unmistakable five clawed mark of the wolf
. . .the last wolf

whose body lies torn into unrecognizable
clumps of fur and gristle

soon to rot and drift away in the wind

In this place now
. . . only a few miles from here
on the cliff looking over the bay
at the end of a spur of limestone rock sticking
out into the flat sands

we can find other special things
creatures and plants who have survived after
the death of the last wolf

they are precious
in ways even now we don't fully understand
but we'd like you to spend the rest of the day
trying to imagine yourself there and trying to
understand the uniqueness of this place
and perhaps you can go and stand one day on
the edge of that cliff and hear the wind and the
lapping of the sea

. . . and listen for an echo of the last wolf

Rick Lee was a Head of an expressive arts department in Barrow-in-Furness, followed by five years working for the Barrow Educational Action Zone and as an educational consultant. His involvement in outdoor education, taking city kids into the wilds of Snowdonia, the Lake District and the mountains and islands of Scotland, have provided the backdrop about London cop's adventures. You can read more about Rick's popular novels on his website.

<https://crimefictionwriting.com/rick-lee>

Obituaries

From 2002

Berrie Heesen 1954-2002

Berries' brain tumour was diagnosed just a few days before the 2001 ICPI/SAPER conference in Winchester. All who knew him were in shock. He was larger than life, full of energy and irreverence, he was ruthlessly honest and retained a child-like openness that helped everyone else reconnect with their more genuine selves.

Berrie knew everybody, wrote some of the most original P4C material, inspired, supported and organised people, challenged the status quo, made us laugh, and cared about people.

Sara Liptai

Berrie Heason: The Netherland Skills

Children of age 8

1. To be able to raise a question by a story or situation
2. To give a reason for something you think you have said. (Like Max is brave because he is sitting in between the Maximonsters - after Max Sendak)
3. To be able to express if the answer of someone else is the same or different from yours
4. To take a position: to be able to say if you agree or disagree with something another child says
5. To recognise opposites: honest-dishonest, happy-unhappy, safe-dangerous, but also: word-image (verbal-visual), image-sound
6. To repeat what another has said
7. To name part-whole for substantial matters in the school
8. To present an experience of yourself at a relevant moment.

Skills for children age 10

1. To invent a question of yourself and express what is the difference between your question and those of others
2. To invent a general question
3. To say if you agree or disagree with what another child says, and to express why you think so
4. To recognise and name opposition
5. To repeat what another said and to control if you are right (to control by asking another if the repeated was correct)
6. To repeat what two others have said

7. To show that something you have said is to correct because of the comments of others
8. To name a personal discovery
9. To name the difference between two opinions
10. To name two different reasons for a statement
11. To name a whole for a contingent part.

Skills for children age 12

1. To recognise and use an analogy
2. To answer a question of which it is not immediately clear how this must be answered
3. To create an explanation for an event
4. To correct one's own thinking
5. To state the difference between a personal discovery and a historical discovery
6. To state possible effects of an action
7. To recognise and name the different meanings of a word
8. To recognise and name cause and effect
9. To recognise concepts that are important for one's world view (love, trust, truth, freedom, and so on).

Pre enquiry skills for children age 3-5 (from Chris Rowley)

1. Listens to a story
2. Prepared to talk about a story
3. Demonstrates understanding of a story
4. Identifies issues raised in a story
5. Able to ask a relevant question
6. Respects the views of other children
7. Ability to listen to other children's ideas

Remembering those in 2020

Matthew Lipman 1923-2010

Learning How to fly by Chris Rowley

Matthew Lipman is the person who inspired our movement. It was he, whose courses at Montclair in New Jersey led to the introduction of P4C into the UK and Cumbria. Matthew Lipman, born in Vineland New Jersey in 1923 died in 2010. (If you are interested in the story of Vineland, a that remarkable place in its own right, look up its history, or better still, read the recent novel *Unsheltered* by Barbara Kingsolver.)

Coming to Philosophy for Children was a journey for Matthew Lipman. After the war years where he experienced the liberation of Europe he trained in, and subsequently taught philosophy, but was puzzled by his students inability to think logically. His belief that children's imagination and ability to think abstractly could be directed into philosophical thinking was at odds with prevailing theories of education derived from Piaget



Matthew Lipman and Ann Margaret Sharp (Photo: www.icpic.org)

Lipman's biography *A life Teaching Thinking* (2008, IAPC) is now hard to find, but a review in 'Thinking, the Journal of Philosophy for Children' by David Kennedy in 2012 interestingly picks up on a recurring pre-occupation by Lipman in his early life with the possibility of flying.

"I slide one forward a bit. Now I begin to slide another foot forward.but suddenly I'm tumbling forward, down the steps, wailing with frustration"

This desire to fly seems to have been revisited from the age of 2 into his 20s. However, it was surely philosophy that eventually enabled Matthew Lipman to fly, and it was his subsequent books, collaborations and determination, that enabled us to fly as well. I, and I suspect many others, wish we had learnt to fly through philosophical enquiry with children earlier in our careers. We will always be grateful to Matthew Lipman as will generations of children.

References

Kennedy, David. "I must change my life" in 'Thinking: The journal of Philosophy for Children' Vol 20 Issue 1/2 2012

Lipman, Matthew. *A Life Teaching Thinking* (IAPC, 2008)

P4C aims to help children become more thoughtful, more reflective, considerate and reasonable individuals." Matthew Lipman

Ann Sharp (1942-2010)

by Pat Hannam

Ann Sharp (1942-2010) lately Associate Director of the Institute for the Advancement of Philosophy for Children and Professor of Education at Montclair State College, was co-creator of the international Philosophy with Children movement with Matthew Lipman.

I first met Ann Sharp rather by accident, at the Winchester International Council for Philosophical Inquiry with Children (ICPIC) conference held in 2003. Around the dinner table, which I had sat at by chance, it was clear Ann was not only an extraordinary thinker but also a huge personality - welcoming, encouraging and interested in everything and everyone.

It was a few years later in San Cristobal de las Casas in Chiapas in Mexico that I had the opportunity to get to know her much better. Ann had settled in Mexico, for the latter years of her life, in a beautiful house up a long track on the edge of the city near where Eugenio Echeverria, who had founded the Mexican Federation of P4C, would also make his home - making a kind of P4C community. Sharing her house with her husband Phil Guin until his death, they both regularly welcomed a stream of visitors from around the P4C world. The welcome I felt in Winchester turned out to be a regular occurrence. Mealtimes with good food and wine being a place of lively, extended conversations before those gathered would retire to sit around the fire for more of the same.

Ann thrived on good company and conversation, indeed it was to Ann that the P4C

movement has much to be grateful for its international spread around the world from Australia, Taiwan, South Korea, India as well as across Europe and into South America. Her study, to which she retired to write regularly, was large and lined with books floor to ceiling along one long wall with much light and space for other also to work – and with whom to check ideas along the way. I remember a particular conversation where Ann described clearly the tight-rope P4C walks between ‘philosophy *in* education’ and ‘philosophy *of* education’ – a rope along which we all balance together today.

Her unexpected and untimely death in 2010 was a great loss to the international world of P4C. Ann’s work was branching out at that point into some new lines of interest, for example with the writing of Hannah Arendt as well as developing more thinking about how P4C linked with spirituality. However we have her extensive written legacy and I commend this to those of you who may have missed Ann’s invaluable contribution to the P4C literature. I especially commend the recently edited and published work by Maughn Gregory and Megan Laverty (2017) *In Community of Inquiry with Ann Margaret Sharp: Childhood, Philosophy and Education*. Routledge.

“The good life comes from what we care about, what we value, what we think truly important, as distinguished from what we think merely trivial.” Ann Margaret Sharp

Resources

Some new stories in 2002...

Donaldson & Scheffler, *The Gruffalo* (Macmillan Children's books, 1999)

Geraghty, Paul, *The Wonderful Journey* (Red Fox, 2000)

Grey, Mini, *Egg Drop* (Red Fox, 2002)

Heesen, Berrie *Small But Brave* (Verlag an der Ruhr, 1998) For example see http://www.p4c.cz/repository/tipper-s-two-drawers_4c6016f8b86dd.pdf

Recommended books for 2020 from independent bookseller Mirror Me Write

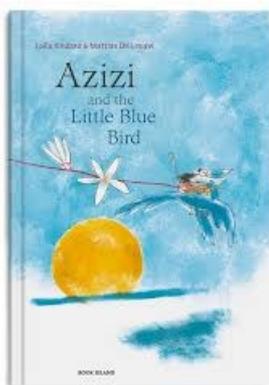
Mirror Me Write is a small independent bookseller based in Manchester that specialises in diverse, relatable, relevant and inclusive literature. Follow Mirror Me Write on Instagram for up to date books for all key stages and many wonderful books suitable for P4C stimulus.

Ayesha is due to run a workshop at the #CumbriaP4Cis25 conference in May 2021.

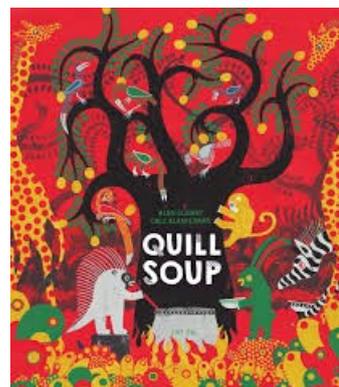
All books are available to order from Mirror Me Write. Use your purchasing power to buy from small independent booksellers like Mirror Me Write.

www.mirrormewrite.com

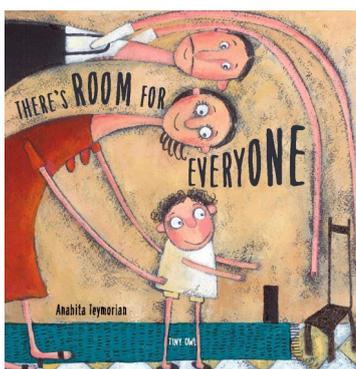
Instagram @mirrormewrite



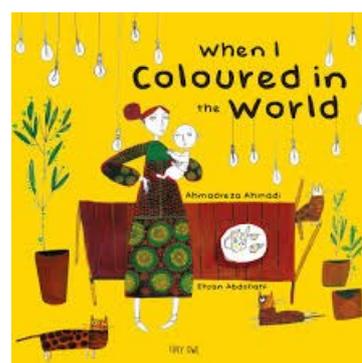
'Azizi and the Little Blue Bird' by Laila Koubaa
Azizi lives in a country governed by greedy rulers, who capture all the blue birds. The people suffer and live in fear, until one day a little blue bird escapes from the cage.



'Quill Soup' by Alan Durrant
Noko the porcupine has travelled far and wide. He's tired and very hungry. But no one in the village will share their food... Noko has a plan!



'There's Room For Everyone' by Anahita Teymorian
There's room for all the stars in the sky, even the moon. And there's enough room for all the fish in the ocean. So why do humans always fight for space?



'When I Coloured in the World' by Ahmadreza Ahmadi
A child uses crayons to colour and change the world, making it a kinder, more hopeful place.

Conferences and Training in Cumbria 2020-2021

Cumbria P4C is 25 Partnership

Rescheduled to 19th May 2021

Transforming and Innovating P4C in Cumbria

University of Cumbria - Ambleside Campus. led@cumbria.ac.uk

Cumbria Development Education Centre

In Conversation with... Ellen Duthie from Wonder Ponder (Visual P4C)

Thursday 17th September 4-5pm By Zoom online. Please book [here](#)

Free for CDEC and CARE members. Or £11.37 for non-members.

Little Chatters

Online SAPERE P4C Level 1 training A full course flyer can be viewed [here](#).

1. Tuesday 29th Sep 1-5pm, Tuesday 6th and 13th October 4-6pm and Thursday 15th October 4-6pm. Please [book here](#)

2. Thursday 5th November 1-5pm, Thursday 12th November 4-6pm, Tuesday 17th November 4-6pm and Thursday 19th November 4-6pm. Please [book here](#).

Philosophy for Children for Early Years and Key Stage 1 A full course flyer can be viewed [here](#).

Tuesday 22nd September, 4-6pm. By Zoom online. £30pp Book [here](#)

Dialogue Works Thinking Moves - 26 moves for metacognition to support thinking

Wednesday 18th November 4-6pm by Zoom online £15 Please book [here](#)

Jane Yates (Philosopher's Backpack)

2020-2021 Philosophy for Children courses with Jane Yates as part of the Cumbria's Training Events for School Based Staff administered by The School Development Team. One day and accredited two day P4C courses. Suitable for primary and secondary teachers, and teaching assistants, especially those with responsibility for RE, SMSC, British Values and Global Citizenship. These courses will be organised for the Autumn term and will be advertised via direct email to school, schools portal and the School Development Facebook page

Little Chatters and Philosopher's Backpack

Online Philosophun

Tuesday 1st December from 4:30 - 5:30pm £10 Please contact gina@littlechatters.org.uk or jane-yatesp4c@outlook.com to register your interest in this course.

For further information about SAPERE training and the Going for Gold programme, please see the SAPERE website www.sapere.org.uk

**Transforming and Innovating
Philosophy for Children (P4C) in Cumbria**

Tuesday 19th May ~~2020~~ 9.30am - 3.00pm

Ambleside Campus University of Cumbria The Barn Rydal Road Ambleside LA22 9BB

Rescheduled 19/5/21

Event Overview

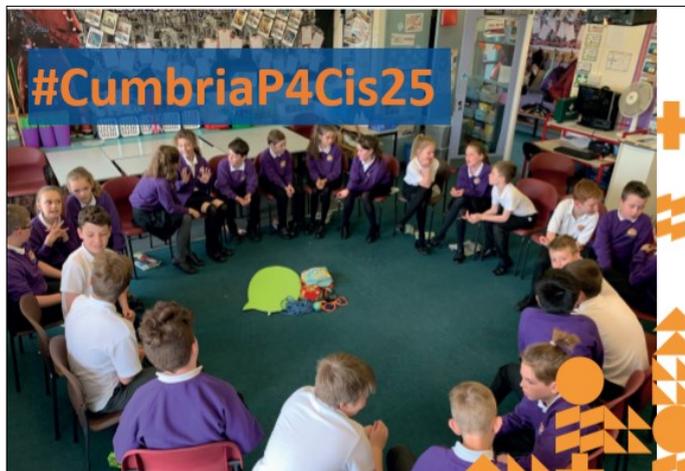
We are celebrating 25 Years of Philosophy for Children in Cumbria. This exciting event will take place at the University of Cumbria's Ambleside campus - where it all began. Children, students, teachers and leaders are invited to join together for interactive workshops focusing on the P4C approach. Whether you are an experienced practitioner or new to P4C, this event will offer an opportunity to explore practical activities and ideas for developing critical thinking through dialogue.

#CumbriaP4Cis25
A partnership of:

University of Cumbria CDEC SAPERE

University of Cumbria
LED Research Centre
Learning, Education and Development

www.cumbria.ac.uk/25
led@cumbria.ac.uk
University of Cumbria



#CumbriaP4Cis25

A P4C Enquiry at North Lakes School, Cumbria (SAPERE Gold Award School), encourages critical, reflective and creative thinkers to grow and become sustainable leaders. Photo Martin Soulsby

"P4C has very high status in our curriculum and this approach to teaching has significantly developed our pupils' thinking, reasoning and speaking and listening skills."

Fiona Doran, Headteacher, Lindal and Marton Primary School, Cumbria (SAPERE P4C Silver Award)

"P4C gives pupils the ability to approach and voice a range of concepts, ideas and opinions in a non-judgemental and open environment where the most important thing is their ability to think."

Ben Wohl, Chair of Governors, Armathwaite Community Primary School, Cumbria (SAPERE P4C Gold Award School)

University of Cumbria | LED Research Centre
Learning, Education and Development

www.cumbria.ac.uk/LED
led@cumbria.ac.uk
University of Cumbria

Little Chatters

www.littlechatters.co.uk
[@little_chatters](https://www.facebook.com/littlechatters)
gina@littlechatters.co.uk 07922 688521

STAFF TRAINING

We offer all of our courses as whole school staff training, open courses and online. We support clusters of schools to work together to offer best value. We also offer classroom/outdoor days with your pupils. Here are our most popular courses!

- An Introduction to Philosophy for Children (P4C)
- SAPERE 2 day accredited Level 1 Foundation Course
- An Introduction to Critical Skills
- Progression in P4C
- Beyond a Level 1 in P4C - Tools for Thinking Together
- Outdoor learning across the curriculum
- P4C for Early Years and KS1
- Philosophy for Children in the Outdoors
- Thinking Citizens Through Thinking Games
- Thinking Moves A-Z
- Philosofuns
- Outdoor Adventures
- Forest School tasters

'Really enjoyed course - made me think - which is what I want my class to do'
Teacher at St John Vianney, Blackpool

LTL accredited professional

SAPERE
Philosophy for Children, Colleges, Communities
Registered Trainer

DIALOGUE WORKS
Validated trainer

Creator of the Philosopher's Backpack
An ethical backpack for ethical thinking

Philosopher's Backpack



Jane Yates
Philosophy for Children (P4C)
'Global Educator of the Year 2017'

P4C TRAINING & SUPPORT

SAPERE Advanced P4C trainer (Level 1, 2A & 2B courses)
 Dialogue Works: Thinking Moves—26 metacognitive moves
 CDEC Associate Trainer for Global Learning
 Philosofun - sessions for pupils and teachers

In Person	Virtual
Whole school training	Open courses

Please contact me for upcoming dates or to discuss whole school training

janeyatesp4c@outlook.com 07770533791

Website: janeyates.net
 Twitter: @philos_backpack
 Facebook Jane Yates: Philosophy for Children and Global Learning
 Instagram: @philos_backpack
 You Tube: Philosopher's Backpack P4C Playlist

SAPERE
Philosophy for Children, Colleges, Communities
Registered Trainer

DIALOGUE WORKS

PHILOSOFUN

CDEC
Cumbria as a Beacon of Global Citizenship

In Conversation With...

CDEC is hosting a series of webinars over the next year; these will be free to CDEC member schools or to schools/teachers who access the CARE training and support.

In Conversation With Ellen Duthie - Wondering and pondering uncertainty in the classroom

This conversation on Thursday 17 September at 4pm will offer inspiration and ideas for celebrating and leveraging uncertainty in the classroom based on experiences with the Wonder Ponder project of Visual Philosophy for Children at schools, from early years to secondary, both pre- and post-Covid-19.

Free to CARE course attendees and CDEC members.
 For all other attendees, it is £11.37
 Book your ticket here: <https://www.eventbrite.co.uk/e/in-conversation-with-ellen-duthie-wondering-pondering-uncertainty-tickets-116086532945>

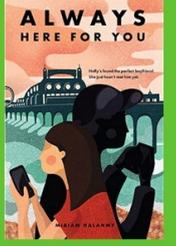


In Conversation With... Miriam Halahmy

Miriam will talk about her latest teenage novel *Always Here for You*, which delves into a story of online grooming, illustrating how it can begin in a moment but soon becomes a relentless stream of conversation and something much more sinister and dangerous.

As well as a Q&A session, she will also share links to supporting resources and examples of how other schools have used this life-changing novel. Miriam's publisher Elaine Bousfield (Director of Zuntold Books) will also be joining the session to speak for a few minutes about her work in teenage mental health and the other YA books on this area that she is publishing. Thursday 8 October, 4pm.

Free to CARE course attendees and CDEC members.
 For all other attendees, it is £11.37
 Book your ticket here: <https://www.eventbrite.co.uk/e/in-conversation-with-miriam-halahmy-tickets-119863578189>



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 Tel/Fax: 015394 31602 Email: office@cdec.org.uk www.cdec.org.uk
 CDEC is registered as a charity (number 115669)
 CDEC is a member of the Consortium of Development Education Centres

This newsletter was compiled and edited by Jane Yates and published by CDEC in 2020 with huge thanks to Lucy Graham. Thanks to SAPERE for permission to use the text from the original 2002 newsletter.

If you would like to contribute to the next newsletter for #CumbriaP4Cis25 please see the guidelines on page 3 and email janeyatesp4c@outlook.com to express your initial interest.