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The main point is that the classroom  
should be converted into a community  
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doing that with children. Based on the curriculum that Matt Lipman has developed at the Institute for the Advancement of Philosophy for Children, which he heads, this book describes the curriculum and explains its use.

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Philosophy in the Classroom is an invaluable resource for any primary school teacher wanting to engage their students in meaningful philosophical reflection and discussion. Ron Shaw has many years of classroom experience and is the author of more than forty books helping primary and secondary school students to improve their thinking skills.

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Philosophy in the Classroom. by Matthew Lipman. 4.08 · Rating details · 26 ratings · 3 reviews. This is a textbook for teachers that demonstrates how philosophical thinking can be used in teaching children. It begins with the assumption that what is taught in schools is not (and should not be) subject matter but rather ways of thinking.

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Philosophy in the Classroom. Booking & Enquiries. This course introduces the children to the concept of philosophy, to philosophical questions, philosophical inquiries and discussions, philosophical learning objectives, Fermi questions, philosophy questions of the week as a way of promoting values, citizenship, speaking and listening skills, creative thinking and enabling the classroom to be perceived as a community of

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Philosophy aims to build on the students' own wonder and curiosity about ideas that are important to them. The subject matter of Philosophy is the common, central and contestable concepts that underpin both our experience of human life and all academic disciplines. Philosophy is a vehicle for holding purposeful

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So dt In fact, philosophy is still so important today that I believe we should be teaching it in the classroom alongside the 'three Rs': reading, writing and arithmetic. Philosophy

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The first R: why we need to teach philosophy in the classroom

The main point is that the classroom should be converted into a community of inquiry, and that one can begin doing that with children. Based on the curriculum that Matt Lipman has developed at the Institute for the Advancement of Philosophy for Children, which he heads, this book describes the curriculum and explains its use.

Philosophy in the Classroom: Lipman, Matthew ...

academic achievement in the classroom. Philosophy for children (P4C), based on constructivist assumptions and the tradition of Socratic dialogue, is a ' context free '

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Cognitive enhancement programme which is established in over 35 countries (Burgh et al., 2006). P4C aims to develop students' critical, creative, collaborative and caring thinking

the implementation of philosophy for children in the ...

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"A teaching (philosophy) statement is a purposeful and reflective essay about the author ' s teaching beliefs and practices. It is an individual narrative that includes not only one ' s beliefs about the teaching and learning process but also concrete examples of the ways in which he or she enacts these beliefs in the classroom."

4 Teaching Philosophy Statement Examples

Philosophy for Children (P4C) is a

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program that takes philosophy out of the academy and into the classrooms of primary and high schools. P4C started at Montclair State University, New Jersey in the 1970s, when Matthew Lipman and Ann Sharp decided that a pragmatic approach to doing philosophy was needed.

The philosophical classroom:  
radicalising the role of the ...

Yogic Philosophy in the Classroom

“ The success of yoga does not lie in the ability to perform postures, but in how it positively changes the way we live our life and our relationships. ”

-TKV Desikachar In order to practice Yogic philosophy, either inside or outside of class, one must first know what Yoga is.

Yogic Philosophy in the Classroom –

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Pragmatism is an educational philosophy that says that education should be about life and growth. Two important elements of pragmatism include practical learning, which focuses on the real-world applications of lessons, and experiential learning, which involves learning through experience, not through simple ideas.

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