
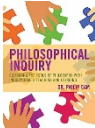



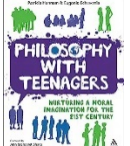

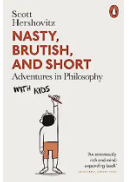


APIS Recommends.. Books

(Age recommendations are for guidance only. APIS (WA) recognizes that reading ages differ widely and are often not in-line with a student's chronological age)

How to facilitate Philosophy in Schools (P4C) in the classroom

Book Title	Author		About the book
Corrupting Youth (book 1)	Pete Worley		<p>A practical guide to facilitating philosophical conversations with groups (especially in schools) based on philosophical and pedagogical principles derived from the ancient Greek philosophers but supported by modern-day research and pedagogical practices. It divides facilitation up into basic, expert and advanced levels, allowing a teacher to get going with some basic moves and principles allowing for development of facilitation over time. As well as being packed with practical strategies, questioning prompts and methods for developing metacognition and critical thinking in pupils, it also has brand new session plans published nowhere else previously</p>
Corrupting Youth (book 2)	Pete Worley		<p>This book takes the principles explained in Vol.1 and describes a complete classroom practice for conducting philosophical conversations with groups (especially in schools) that has been honed over nearly twenty years of classroom experience by the author and his colleagues at The Philosophy Foundation. Although the method (known here as philosophical enquiry or 'PhiE' for short) has been previously described in many earlier publications, this is by far the most thorough and comprehensive account of the method to date in one place. It includes, not only a thorough explanation of the central ideas of the method complete with current updates, but many extensions to the PhiE method including writing extensions, but most importantly, the extended thinking programme. This is an extension to the PhiE method that implements metacognitive and critical thinking strategies for the participants that has been shaped by two years of reflective research conducted by The Philosophy Foundation and King's College London</p>
Philosophical Inquiry	Phil Cam		<p>Philosophical Inquiry shows how to use the tools of philosophy for educational purposes. It is a practical guide to the philosophical arts of questioning, conceptual exploration and reasoning, with wide application across the school curriculum. It provides educators with an effective means of teaching students to think critically and creatively, to use their knowledge to solve problems, to deal with issues, to explore possibilities and work with ideas. These are the skills and abilities that young people need in order to thrive socially and economically in the world today. Drawing on educational and psychological theory, Philosophical Inquiry emphasizes the use of collaborative learning, through class discussion, working with a partner, and small group work. This approach teaches students to think in socially responsible ways. It means that students become not only thinking individuals but also good team-players, with benefits that extend beyond the classroom and the school to community life and the world of work.</p>
Philosophy in education – questioning and dialogue in schools	Jana Mohr Lone and Michael D Burroughs		<p>Philosophy in Education: Questioning and Dialog in K-12 Classrooms is a textbook in the fields of pre-college philosophy and philosophy of education, intended for philosophers and philosophy students, K-12 classroom teachers, administrators and educators, policymakers, and pre-college practitioners of all kinds.</p>

Book Title	Author		About the book
Teaching Thinking – Philosophical enquiry in the classroom	Robert Fisher		<i>Teaching Thinking</i> , explores how to use discussion in the classroom to develop children's thinking, learning and literacy skills. This new edition includes material on the latest trends in teaching thinking, including philosophy for children, dialogic teaching and education for citizenship. The book will help readers from different cultural traditions to critically engage with teaching thinking in schools and other educational contexts
Think again – A Philosophical approach to teaching	John L Taylor		Contemporary education is held captive by an obsession with assessment. The culture of 'teaching-to-the-test' and 'spoon-feeding' has distorted the purpose of teaching and destroyed the joy of free enquiry. This book offers practical advice on how to use philosophy as the cornerstone of a new approach to teaching and learning, with the central aim of developing students' capacity for deeper, freer thought. Drawing on his experience of innovative curriculum development work, the author explains how philosophical questions provide an excellent vehicle for engaging students and drawing them into analytical, creative and independent ways of thinking
The most reasonable answer – helping students build better arguments together	Alina Reznitskaya and Ian Wilkinson		<i>The Most Reasonable Answer</i> is an innovative and comprehensive guide to using inquiry dialogue—a type of text-based classroom discussion featuring big, contested questions that has been shown to improve higher-order thinking and augment literacy. Based on years of research and work in nearly fifty classrooms, the book supports teachers in facilitating this type of classroom talk in upper-elementary grades, when children are developmentally ready to practice making rigorous, reasoned arguments based on evidence—a critical life skill
Philosophical Inquiry with children	Gilbert Burgh and Siomone Thornton		Philosophy in schools in Australia dates back to the 1980s and is rooted in the Philosophy for Children curriculum and pedagogy. Seeing potential for educational change, Australian advocates were quick to develop new classroom resources and innovative programs that have proved influential in educational practice throughout Australia and internationally. Behind their contributions lie key philosophical and educational discussions and controversies which have shaped attempts to introduce philosophy in schools and embed it in state and national curricula
The War for children's minds	Steven Law		Behind headlines on the conflict in Iraq and global terrorism, a much deeper battle is raging over children and the values they should adopt. Political and religious leaders including Blair and Bush have been joined by the popular press in Enlightenment-bashing and bitter attacks on `liberal parenting calling for a return to authority and religious tradition. How do we raise good children? How do we make good citizens? In defiant yet acute fashion, Stephen Law urges us to re-evaluate the liberal tradition of thinking about morality. Tackling authoritarian rhetoric head-on, he argues that children should learn about right and wrong, and respect for others, but that their education should be grounded in the hard-won values of the Enlightenment. Taking on neo-conservatives and religious and media commentators, <i>The War for Children's Minds</i> is a candid and controversial call for a liberal, philosophically informed approach to raising children
Teaching children to think	Robert Fisher		This book is for anyone interested in teaching children how to think, to reason, and solve problems. Robert Fisher reviews the main concepts, methods and research in the teaching of thinking skills developed in recent years.

Book Title	Author		About the book
Transforming thinking – Philosophical inquiry in the primary and secondary classroom	Catherine McCall		Essential reading for anyone who seeks to prepare active citizens for the twenty-first century, this long-awaited book considers Philosophical Inquiry, an empowering teaching method that can lead to significant improvements in confidence and articulacy, and produce positive effects in other school activities and in interactions in the wider world
Philosophy with teenagers	Patricia Hannam and Eugenio Echeverria		An introduction to the theory and practice of the Community of Philosophical Enquiry (P4C). It explains how P4C can facilitate young people's exploration of the key ethical questions of our time.
The joy of not knowing	Marcelo Staricoff		<i>The Joy of Not Knowing</i> takes every aspect of the curriculum and of school life and transforms it into a personalised, meaningful and enjoyable experience for all. It offers readers an innovative, theoretical and practical guide to establish a values-based, enquiry-led and challenge-rich <i>learning to learn</i> approach to teaching and learning and to school leadership
Nasty, brutish and short	Scott Hershovitz		'Anyone can do philosophy, every kid does...' Some of the best philosophers in the world can be found in the most unlikely places: in preschools and playgrounds. They gather to debate questions about metaphysics and morality, even though they've never heard the words, and can't tie their shoelaces. As Scott Hershovitz shows in this delightful book, kids are astoundingly good philosophers. And, if we let ourselves pause to think along with them, we might discover that we are, too. <i>Nasty, Brutish, and Short</i> is a unique guide to the art of thinking, led by a celebrated philosophy professor and his two young sons. Together, Scott, Rex, and Hank take us on a romp through classic and contemporary philosophy
20 Thinking Tools	Phil Cam		Twenty Thinking Tools introduces teachers to the theory and practice of collaborative inquiry, and provides an easy-to-follow guide to the tools that students will acquire as they learn to examine issues and explore ideas. The book is designed to support the development of collaborative inquiry-based teaching and learning through class discussion and small group work.
Thinking together	Phil Cam		<i>Thinking Together</i> shows how story-based material can be used to help children raise philosophical puzzles and problems that will set them thinking. It shows how to build a community of inquiry in the classroom, and how to use questioning techniques, group discussion and other activities to develop thinking skills and concepts that can be applied across the curriculum.