

# Got to give an INSET session?

Middle leaders are often called on to “cascade” training from courses they have attended. “Cascade” is rather a weasel word, as if switching from teaching children to training colleagues was as easy as letting water flow downhill.

Most courses provide good training for those that attend, but don't give much thought or time to how they will spread the principles of the course to colleagues. There are additional skills to training colleagues and making the learning stick. Only if a training session is delivered well will the ideas make it from staffroom to classroom.

To that end, I ran three Train to Teach to Think courses last year. You can see what delegates thought below. There are two new dates this term, and I will be running more courses in other areas in January, February and March. Each will equip middle and senior leaders with the content, tactics and strategy they need to run a highly successful INSET session at the start of the next term.

## What this course isn't

It isn't, and couldn't possibly be, training to train in the full method of Philosophy for Children. There's a route for that already, progressing through Level 1, 2 and 3 SAPERE courses, classroom practice, written assignments and mentoring. That's a great learning journey, but a long one.

## What this course is

Instead, it's about principles and activities I've developed for “easy early wins” in thinking and speaking skills. They provide the initial success that encourages deeper and more demanding changes in practice. The course is designed to build skills at three levels.

## For Children - Skills in Thinking

Typical images of thinking are of middle-aged men sitting still and alone, frowning painfully as if they might be constipated. But thinking can be collaborative and fun. We'll go through a range of Thinkers' Games that make thinking social and physical and connect it to play rather than work, and a range of other activities that deepen thinking and widen engagement.

## For Teachers - Skills in Teaching Thinking

Thinking is closely allied to speaking. And every class has Wallflower Children who speak as little as they possibly can. In a set of principles called “Help Me Find My Voice”, we'll explore how skilful facilitation and choice of activities gets more children talking more.

High quality of thinking needs high quality questions. Rather than rehashing Bloom's Taxonomy, we'll explore Big Question Planning, a practical strategy that helps you identify the juiciest questions that are hiding in your existing curriculum.

## For Leaders - Skills in Training Teachers

Colleagues can be a tough audience, and presenting to them is a very different situation to normal teaching. They also have many other priorities competing with applying your advice.

This course is being run with the explicit purpose of participants running their own INSET in September. So you'll be equipped with the **content** you need – access to a wealth of resources, a DVD showing facilitation techniques, and supporting mini-books and resources for your school network.

Throughout the day I will be “showing my working”, drawing attention to all the **spreadability tactics** I use when working with teachers. Everything from the training environment to timings to structure to the use of stories and humour, all aimed at helping learning stick.

But running a session that gets colleagues buzzing is only the start. It's the “last hundred metres” from staffroom to classroom that matter. So you'll have a **spreadability strategy** to ensure the learning from your INSET is still being applied long after your session.

## Practical stuff

I'm really excited about these courses, because I know how big an impact they can have. Below are details and venues, some comments from the first crop of TTTers, some information about my background, and a table mapping aspects of the course onto the new OFSTED criteria.

*"The new OFSTED criteria are big on active learning.*

*Could you run an INSET in September?*

*Something on speaking and listening?"*



#### PROBLEM 1

Every school has Wallflower Children. They avoid speaking, and not speaking limits their thinking. You can't be OFSTED Outstanding without helping them find their voices.

#### PROBLEM 2

Middle and senior leaders are expected to run INSET. Often, it's to "cascade" training they've had. As if that was as easy as pouring water downhill. Yes, you need content. But you need tactics and strategy too.

#### SOLUTION

## Train to Teach to Think

### 1 Day Course for School Leaders in INSET Delivery and Thinking Skills

This train the trainer day attacks both problems. You'll take away a fully supported plan for an INSET session to run in September. It will get colleagues buzzing and have an immediate impact in the classroom.

The course is delivered by Jason Buckley, a leading trainer and writer in P4C and thinking skills. His weekly bulletin is received by over 8,000 teachers. He will share tested methods to get children thinking and speaking and his "trade secrets" as a teacher trainer. You'll leave with the content, tactics and strategy you need to run a successful INSET.

#### CONTENT

**Thinkers' Games** – thirty-eight games to make thinking physical and get greater engagement.

**Help Me Find My Voice** – 6 versatile teaching principles that will get more children speaking more.

**Big Question Planning** – How to find the juicy, higher-order questions hidden in your curriculum.

**VAMPIRE Facilitation** – 7 principles for lively dialogue.

#### SPREADABILITY TACTICS

**Quirky but queen** – striking the most effective note

**Start before you begin, end before you finish** – avoiding the mistakes of most training sessions

**Demos and callbacks** – structure that sticks

#### SPREADABILITY STRATEGY

**Steal your own thunder** – what to do before the day

**How to avoid "lethal mutations"** – deep principles, not just surface procedures

**The Take Away, The Bring Back** – how to get commitment and ensure long term impact

#### DATES AVAILABLE

LONDON 28 JUNE

HARLOW 10 JULY

BIRMINGHAM 12 JULY

SHEFFIELD 15 JULY

PORTSMOUTH 17 JULY

**£250 + VAT**

**£200 + VAT for buddy learners**

Includes 20 copies of "Thinkers' Games", DVD of classroom practice with commentary and a bag of other goodies to help you get started immediately.

**How do I reserve a place?** Go to <http://www.thephilosophyman.com/ttt> or email [jason@thephilosophyman.com](mailto:jason@thephilosophyman.com)

**Guarantee of satisfaction** I want each and every participant and their schools to be thrilled with this course. If you don't find it outstandingly useful and worth passing on to colleagues, email me why and I'll issue a full refund. Read on for more information about the course leader and a detailed mapping of the outcomes onto OFSTED 2012 Criteria.

**These are some comments from the first three sessions. I'm very keen on learning from mistakes – so I'll structure some 2 minute breaks in next time!**

I've been teaching for 6 years in Newham and had numerous courses to attend. Without doubt this has been the most fun, helpful, useful and inspiring course I have been on! Excellent communication and 'pre course' reading/resources, and very 'open' approach to asking for advice. I genuinely got the impression that Jason wants to have an impact before, during and after the course and is interested in embedding philosophy in teaching. Brilliant!

Very useful strategies and ways into P4C, which can be taken back to class/school/ wider audience. Will link well into our existing speaking and listening work but will inspire us to approach thinking skills in a more structured way. Good interactive sessions- a lot covered in a short time. Thank you it's been a really useful, inspiring day!

Brilliant balance of activities. Lots of new ideas which are adaptable. Bringing out principles behind activity, helps us to change or develop them. I now feel more confident about running INSET. Genuinely cannot wait to get back and try some things out!! Thank you!

Enjoyed course - nice to get out of my seat on training! Have some really good ideas for my classes as well as for whole school. Thank you.

Excellent days training. Brilliant resources to take away. Loads of ideas to use. Great atmosphere created. Would be useful to have more time to reword and reflect throughout day (even if only 2 mins for each session) time to start planning ideas for back at school. Thank you for an excellent day, I can't wait to get back to school and use my blue tape!

Well done for cramming so much in and thank you for sharing how session was set out (e.g. 'Begin before you start, etc). I hope it's OK to tell and the magic circle will not come after us!

Fantastically engaging – I came out with more questions than answers, always a sign of a good course!

Very Impressed, Well organised - very different – learnt lots of new things and feel confident to train others.

A wealth of ideas for developing thinking skills.

Good strategies for making an inset "stick"

Sufficient resources to enable staff to feel confident in using P4C in their classes.

Loved the material on line and mini- books.

It's all good. Many ideas for me to use in my training - Reciprocal teaching and generates questions. Lots of hooks to exploit my philosophical background. Very interesting on many levels. I can use these ideas tomorrow with adults and next week with kids.

I have thoroughly enjoyed the day especially the activities which gave us the opportunity to talk to different people.

The day has been organised well, planned carefully and was interactive.

Valuable – some great games. Good ideas to take back to rest of staff with techniques to make sure they will try them in their own classroom. Confident that I can pass on the excitement I felt today. Thank you.

There is always more to know about P4C great to have lots of new ideas in a fun way! Great day – have learnt lots about P4C. Valuable ideas which will be used in school and for inset. Useful ideas for inset, will use these this week when introducing another topic!

Loved learning by doing and then reflecting on what I have done.

Valued the whole day, especially the quality of thinking and connecting with others.

Really engaging and helpful with lots of practical ideas on how to implement within my school. Brain is tired!! Thank you – thoroughly enjoyed.

Enjoyable, innovative, motivational. Well planned and packed. Breaks long – could be shorter? Go home earlier?

Fun and engaging – people got involved! Intense. Liked the practical list to explain the philosophy. Need more short 5 min breaks to reflect, take own notes. A long day – was flagging by 3.30!

Lots of great ideas for games- great to be involved. Very interactive day – certainly got me thinking!

Great to take part in the Thinkers games – re-energise ideas and although I have read the book actually doing them gives confidence to use them.

Brilliant, practical activities that can be applied to the classroom.

Can see myself using the activities in a staff training session to 'top up' the teacher's ideas. Great freebies!!

Made us all feel welcome and involved. Great resources and communication!

Very thought-provoking day with clear ideas about how to implement and roll out back at school.

Immaculate! So Dynamic and user friendly! Questions – My mind's gone blank! So much to think about. I will email you! Thank you!

Really enjoyed the session. Am looking forward to sharing this with staff and love the idea of creating boxes/bags of stuff to take away. One if not the best course I have been on in last few years.

I thought the course was tremendous, very stimulating, very clear and inspiring.

### ***A Frequently Asked Question***

*One question I was asked a lot is "Is this course suitable for Nursery/KS1/KS4/Sixth Form?"*

*My answer is yes, I hope so. We had a wide range of teachers and leaders of all stages on the course, and everyone benefitted. While I use and share a lot of resources on the course, it's more about underlying principles that apply remarkably consistently across age groups.*

*As a matter of routine, even if I'm training an exclusively primary group, I'll use some resources aimed at older teens. And if I'm training secondary teachers, I'll use some resources for early years.*

*That's because, counterintuitively, **unusable content is really useful.***

*If you give KS3 geographers a KS3 geography resource to play with, they'll grab it as something they can use straight away. But there's no need for them to do the deeper thinking about the way the resource is put together in order to use it. So you make it harder for them to apply the important learning about the underlying principles.*

*Give them a resource structured with the same technique but aimed at Year 1 Literacy, and they see the structure not the content, and are more likely to work out how to apply it themselves.*

*If you have any questions about the course and want to find out if it meets your needs, email or ring me on 07843 555355.*



## About Jason

In the bad old days, as a gifted child in a grammar school, you were supposed to think yourself lucky and stop complaining. Fed up with coasting along, I left. I taught myself A Levels and then read philosophy at Corpus Christi, Cambridge.

After university, I began a curious career of firework shops, garden trellis manufacture and online voteswapping. Eventually, I went into teaching. That led to some very happy years teaching English and other subjects at Sutton Grammar School for Boys.

There I was able to see how much children enjoy tackling philosophical problems. I also embraced outdoor and gifted education.

After seeing a colleague using the philosophy for children community enquiry method, I was inspired. I trained here and at the International Association for Philosophy for Children in New Jersey. I became a registered trainer with SAPERE, the charity that promotes P4C in the UK. I have since spoken at international conferences on my contributions to this diverse and rewarding pedagogy.

My time is now split roughly evenly between:

- Teacher training for individual schools, consortia and conferences.
- Philosophy workshops for primary and secondary pupils, both targeting gifted children and for mixed ability.
- Residential trips either through my non-profit outdoor education company Outspark, or as a lecturer for GIFT Ltd.
- Writing stories and other resources including my free P4C Support bulletin which is received weekly by over 6,000 teachers. You can sign up for it on the website. I'm also the author of two minibooks for teachers, Pocket P4C and Thinkers' Games and a DVD, Thinkers' Stories. More titles appearing soon.

I'm a member of Chelmsford Speakers, a public speaking club which is part of Toastmasters International, and I sing with musical comedy improvisation troupe Red Lorry Yellow Lorry. I'm also on the advisory panel for Sports Leaders UK's Award in Basic Expedition Leadership.

These interests in speaking, improv and outdoor education feed back into my training and workshops. It's an unusual, high energy mix that creates deep fun and excellent engagement.

To find out more or sign up for the bulletin of free resources, visit [www.thephilosophyman.com](http://www.thephilosophyman.com)

## Mapping of **Train to Teach to Think** against OFSTED 2012 Criteria

Sometimes, doing what the system wants you to do can be a sterile, box-ticking exercise that contrasts with what you feel is really important. But I've been pleasantly surprised at how much I agree with the new OFSTED criteria. They put a big emphasis on active learning and engagement. Inspectors want to see pupils taking ownership of their learning, being self-regulating and self-motivated. Here's how many bullet points from the criteria are addressed by this course and its outcomes. These are boxes that deserve ticking.

### Achievement of pupils at the school

<ul style="list-style-type: none"> <li>How well pupils develop a range of skills, including reading, writing, <b>communication</b> and mathematical skills, and how well they apply these across the curriculum</li> </ul>	<p>OFSTED have commented that speaking and listening are rarely taught explicitly. It's an area that resists change. The INSET this course enables you to run directly addresses this issue.</p>
<ul style="list-style-type: none"> <li>How well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally</li> </ul>	<p>A common problem is that already-confident children take most of the talk time, so that gaps widen over time. The Help Me Find My Voice strategies overcome the barriers to other children talking so they get their share.</p>

### Quality of teaching in the school

<ul style="list-style-type: none"> <li>The extent to which well judged teaching strategies, including setting challenging tasks matched to pupils' learning needs, successfully engage all pupils in their learning</li> </ul>	<p>Thinkers' Games can be used across the curriculum and at any point in a lesson. All the strategies on the course are devoted to widening engagement.</p>
<ul style="list-style-type: none"> <li>the extent to which teachers' questioning and use of discussion promote learning</li> </ul>	<p>The Questionarium techniques make deeper questioning and sequenced questioning easier. Rich and effective discussions are at the heart of the course.</p>
<ul style="list-style-type: none"> <li>the extent to which teachers enthuse, engage and motivate pupils to learn and foster their curiosity and enthusiasm for learning</li> </ul>	<p>The energy in the room during Thinkers' Games is evident (see the video on the homepage of <a href="http://www.thephilosophyman.com">www.thephilosophyman.com</a>). Children start to value questions as well as answers.</p>
<ul style="list-style-type: none"> <li>Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities.</li> </ul>	<p>Disagreement becomes something to celebrate and enjoy. Pupils start to facilitate games such as "Argumentag Wrestling" for themselves.</p>

## Behaviour and safety of pupils at the school

<ul style="list-style-type: none"> <li>■ Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.</li> </ul>	Principles from "Help Me Find My Voice" such as Playground Talk, Lowering the Stakes and Small Talk First draw more pupils into the discussion.
<ul style="list-style-type: none"> <li>■ They are highly adept at managing their own behaviour in the classroom and in social situations</li> </ul>	Thinkers' Games are designed to allow the teacher to step back and increasingly hand facilitation over to the pupils.

## Quality of leadership in and management of the school

<ul style="list-style-type: none"> <li>■ demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and sets high standards for quality and performance</li> </ul>	Your INSET session will equip colleagues with tactics for dealing with Wallflower Children who never participate in discussions. For staff who are resistant to new approaches, you'll be able to provide well-supported, easy wins to convince them of the merits of change.
<ul style="list-style-type: none"> <li>■ improves the school and develops its capacity for sustaining improvement by developing leadership capacity and high professional standards among all staff</li> </ul>	By developing your training skills on this course, you'll be building your school's in-house capacity to sustain improvement.

## Overall effectiveness

<ul style="list-style-type: none"> <li>■ being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning</li> </ul>	The activities children will enjoy as a result of your INSET session invite reflection and the development of a curious, questioning mindset.
<ul style="list-style-type: none"> <li>■ developing and applying an understanding of right and wrong in their school life and life outside school</li> </ul>	Thinkers' Games are an ideal way to explore ethical issues in both school and wider world contexts
<ul style="list-style-type: none"> <li>■ taking part in a range of activities requiring social skills</li> </ul>	The emphasis on self-regulation and peer facilitation develops social skills
<ul style="list-style-type: none"> <li>■ overcoming barriers to their learning</li> </ul>	The Help Me Find My Voice principles can provide breakthroughs for children whose reluctance to speak holds their learning back
<ul style="list-style-type: none"> <li>■ developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain</li> </ul>	The activities foster assertiveness, tolerance and a willingness to disagree without being disagreeable