

Things to aim for in P4C, moment-to-moment to long-term. These are just a selection to get you thinking

	What?	Why?	How?
<i>Every 5 minutes</i>	An idea is built on	so talk is connected, not isolated point-making	Ask for agreement and disagreement with what is said
	Everyone speaks	to maintain engagement and understanding	Break back into pairs to reflect on new ideas
	Come back to the question	so the enquiry is purposeful	Ask “So, [repeat the question]?” after a contribution
<i>Over a session</i>	Statements face critical challenge	so that it’s not just idea swapping	Find conflicting statements and invite reflection
	Talk is widely distributed	so that it’s inclusive and a good use of time	Use famous last words, two or three circles
	A new thread of thinking emerges	to ensure talk is not on lines predicted by teacher	Actively seek alternative views, new questions
<i>Over a term</i>	Questions emerge from the group	to give them ownership	Listen for questions, or they choose or create them
	They start to facilitate one another	to improve their questioning and deepen thinking	Pairs or small groups, one person only asks questions
	Previous enquiries get referenced	so that the community has a shared history	Have visual notes of key ideas from previous sessions
<i>Over a year</i>	The group sometimes choose a stimulus	to further develop their independence	Reflect on stimuli and themes; stimulus gallery
	A record of the year is built	to inform their next teacher and remind them	Have a class philosophy blog or journal
	They guide their own development	so the community has a sense of itself	Share reviewing tools
<i>Over three years</i>	Parents get involved,	to build parental engagement in talk at home	“Philosophy for the School Run” workshops
	Shared scheme for progression	so each teacher picks up where the last left off	Year Leaders for P4C, skills ladder
	P4C becomes part of school culture	so it’s “who we are” and not “what we’re trying”	Philosophical assemblies and interactive displays
<i>Over five years</i>	Children become advocates for P4C	to develop them and showcase benefits	Create videos/philosophy radio/events
	P4C part of the physical fabric of school	to demonstrate its centrality to ethos	P4C room, storytelling chair, recognised “branding”
	P4C part of induction/recruitment	so that it doesn’t get diluted	Host annual training sessions for local schools
	Become a P4C hub for other schools	so that P4C is part of school identity	Invite observers, send ambassadors
	Succession planning for P4C Champion	so that momentum is sustained	Build a team, and start knowledge transfer early

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