P4C Candidate School Application

**Application Guidelines**

This application form is for schools who would like to be enrolled as a candidate in the P4C China School Award scheme. The scheme is designed to encourage and support schools who want to introduce high quality P4C in their teaching and learning strategies and into their school ethos and values.

The form has one section for you to complete:

1. General information

The second section shows the progression that you can expect to make through the P4C School program:

* Progression in building your P4C Community of Inquiry
* Progression in developing our inquiry skills?
* Progression in embedding P4C across the school?
* Progression in extending awareness of P4C beyond the school?

Please submit your information in the spaces provided in this form. Please do not exceed the stated word limits.

Please email your completed form to Julia Jiang at [info@p4c.org.cn](mailto:info@p4c.org.cn), who will then arrange for you to speak with one of our P4C trainers.

**Section 1: General Information**

**School and contact details**

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| --- | --- |
| School name |  |
| School address, telephone and website |  |
| Headteacher/principal name |  |
| P4C leader(s) name and email address (if already identified) |  |

**P4C adoption in your school**

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| --- | --- | --- | --- |
| **Criteria** | **Candidate School Interim Self-evaluation**  **(9 – 12 months experience)** | **4Cs School Award Application**  **(18 – 24 months experience)** | **Model School Award Application**  **(36+ months experience)** |
| **This is the progression that your school can expect to follow through the P4C School program** | | | |
| Teacher training | At least 2 teachers familiar with P4C | Majority of P4C teachers have completed P4C Foundation training  P4C leader(s) has started leadership coaching program | Majority of P4C teachers have completed P4C Advanced Facilitation training  P4C leader(s) has completed leadership coaching program |
| Classroom practice | Students regularly experiencing P4C sessions | P4C regularly timetabled across all practising grade levels | P4C regularly timetabled across all practising grade levels  P4C influencing pedagogy across the curriculum |

**Goals for and understanding of P4C**

| **Question** | **Your response** (maximum 300 words per question) |
| --- | --- |
| Why is your school considering adoption of P4C in terms of overall educational goals and support for school’s strategy? |  |
| What level of experience and knowledge of P4C do you have currently? |  |
| Do you already practice P4C? If yes, which year groups do you practice P4C with, and how regularly do you do P4C sessions? |  |

**Your commitments to the P4C program**

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| --- | --- |
| **Commitment** | **Response (Yes/no/other comments)** |
| We will release all teachers who will be facilitating P4C inquires for 2-days Foundation Training |  |
| We will ensure that all teachers who do Foundation training will also complete the initial 6 sessions and apply for their P4C practitioner certificate |  |
| We will ensure that all teachers who practise P4C will display P4C related materials in their classrooms |  |
| We will timetable regular P4C sessions in all participating year groups |  |
| We will nominate one or more P4C leaders who will:   * + receive coaching from a P4C China trainer   + agree a 1-year introduction plan with the trainer   + coordinate the P4C activities of other teachers |  |
| We will submit an end-of-phase report to P4C China and host a school visit from P4C China to support our application for 4Cs school status, within two years of starting the program |  |
| We will keep our designated P4C trainer regularly informed of progress and we will make time for meetings and training sessions reccomended by the trainer |  |
| We will sign the relevant contact with P4C China for provision of the agreed training and support services |  |

**Section 2: Expected progression over the program**

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| **Criteria** | **Candidate School Interim Self-evaluation**  (9 – 12 months P4C experience) | **4Cs School Award Application**  (18 – 24 months P4C experience) | **Model School Award Application**  (36+ months P4C experience) |
| **Progression in building your Community of Inquiry** | | | |
| Philosophical teaching dispositions | Teachers model 4Cs behaviour in P4C sessions | Teachers can plan and facilitate to develop specific 4C related skills | Teachers consider themselves to be and behave as peer learners with their students |
| Philosophical learning dispositions | Students understand and apply community ground rules | Students understand and interact in accordance with 4Cs principles | Students are taking responsibility for significant aspects of inquiry planning and facilitation |

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| **Progression in developing your inquiry skills** | | | |
| Philosophical teaching skills | Teachers use standard 4 phase inquiry model effectively and can plan and facilitate for engaging inquiries | Teachers can vary the inquiry model to meet specific objectives and can facilitate for philosophical discussion across individual inquiries and cycles of inquiry | Teachers are teaching philosophically in P4C sessions and as appropriate in other parts of the curriculum |
| Philosophical learning skills | Students can articulate big ideas, philosophical questions and sound reasons | Students are comfortable working with concepts and can select appropriate types of thinking | Students are developing interesting and rigorously evaluated insights through their inquiries |

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| **Progression in embedding P4C across the school** | | | |
| Alignment of values | School’s values are consistent with those of P4C | School is exploring its values through P4C | School is making explicit commitment to 4Cs as part of its core value set |
| P4C leadership | School is investing sufficient time and funding to support development of P4C | School’s designated P4C leader is driving progress across the school, with committed senior leadership backing | Head teacher and leadership team are explicitly making P4C central to teaching and learning strategies and are taking steps to ensure its sustainability |
| Evaluation of impact | School can articulate goals of P4C program and is reviewing progress in a systematic way | P4C leader has developed framework for planning and evaluating progress in P4C across the school | School has developed and is using rigorous framework to evaluate the impact of P4C on teaching and learning |

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| **Progression in extending awareness of P4C beyond the school** | | | |
| School has introduced means by which students can discuss P4C with parents | School is actively engaging parents in P4C at home and in the school | School has introduced means by which students can discuss P4C with parents | School is actively engaging parents in P4C at home and in the school |
| P4C leader actively engages in P4C practice sharing with external individuals or organisations | School is sharing and promoting its practice with external organisations in order to encourage wider adoption of P4C | P4C leader actively engages in P4C practice sharing with external individuals or organisations | School is sharing and promoting its practice with external organisations in order to encourage wider adoption of P4C |