4Cs School Award Application

Application Guidelines

This application form is for schools who would like to apply for a P4C China 4Cs School Award. As well as showing us the level of P4C practice you have achieved at your school, completing this form is an important opportunity for you to reflect on your P4C practice – and we encourage you to involve your full P4C team in its completion.

The form has five sections for you to complete:

1. General information
2. How well are you building your Community of Inquiry?
3. How well are you developing our inquiry skills?
4. How well are you embedding P4C across the school?
5. How well are you extending awareness of P4C beyond the school?

Please submit your responses and supporting evidence in the spaces provided in this form. Please do not exceed the stated word limits and please insert your photos in with the text. The only pieces of additional evidence which we will accept as separate files are:

A. Evidence of philosophical thinking by students;
B. Your school's P4C development plan;
C. 1 or 2 examples of P4C lesson plans;
D. 1 or 2 examples of P4C reviews or assessments;

Please email your completed form to Julia Jiang at info@p4c.org.cn, who will then invoice you for the application fee of RMB 5,000.

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Section 1: General Information

School name	Shanghai United International School
School address	999 Hongquan Road, Hongqiao
P4C leader(s) name and email address	Karen Mathieson and Cathy Wang karenm@suis.com.cn, cathyw@suis.com.cn
Headteacher/principal name	David Walsh
Year when P4C started in your school	2016

P4C adoption over the program

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)
How extensively has your school developed its P4C practice?			
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

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Adoption information for your school

Question	Your response (maximum 300 words per question)
Why has your school taken up P4C in terms of overall educational goals and support for school's strategy?	Our school is an International Baccalaureate (IB) school offering the PYP (primary years programme). It is an inquiry-based, concept driven curriculum with an emphasis on students developing the attributes of the Learner Profile (10 attributes: caring, thinker, inquirer, communicator, reflective, knowledgeable, courageous, balanced, open-minded and principled). In looking at the 4 C's within the P4C programme (caring, critical, collaborative and creative thinking) we feel it is particularly useful to enhancing programme implementation. We feel that there is a strong connection between P4C and the IB programme and want to deepen our programme and enhance student thinking. The rationale to have the programme is to also strengthen teaching quality through empowering teachers to become strong facilitators of student learning. From our IB perspective, it is to enhance and deepen implementation of our programme as well as nurturing students into our future global citizens. We have found the parallels in the IB programme and P4C to be closely aligned. We are currently a part of a pilot project with Roger Sutcliffe to analyse how the P4C and IB work cohesively together and complement each other. This is tied to learner profile, thinking skills, social skills, inquiry-based learning, conceptual understandings, and developing future global citizens.
How many teachers have been trained at each level of the training pathway?	- Number trained at Foundation level: 43 - Number trained at Facilitator Development level: 26 - Number trained at Advanced Facilitation level: 17 - Number trained at P4C trainer level: 0 (but 3 planned for January 2018)
Which year groups do you practice P4C with?	Reception - Grade 5
How regularly do you do P4C in your school and how long is a typical P4C session?	1 class per week (40 minutes), timetabled

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General reflections on experience with P4C so far

Question	Your response (maximum 300 words per question)
As P4C leader(s), what have you, personally, found to be the main benefits and challenges of P4C?	As experienced IB teachers and workshop leaders, we both already had considerable experience in teaching through inquiry. However, we wanted an approach that would allow us to give more voice to the students and to help us and the students develop a more systematic set of inquiry based thinking skills. P4C has given us just that and, somewhat unexpectedly, we have realised that it has also allowed us to strengthen our core inquiry based teaching skills, by providing a wider set of facilitation techniques. The greatest challenge has been to free up 1 session a week. Initially we left this up to individual home room teachers but it didn't happen systematically. This was why we decided we had to put P4C into the timetable.
How well have your students responded to P4C?	Over the past year that we have been implementing P4C school-wide, students have been working towards building skills for communicating during P4C discussions. Teachers introduced ground rules (essential agreements) that helped to support the inquiries. Initially, the students used language that was necessary to agree/disagree with peers and to build upon ideas of peers. As teachers gained confidence in facilitation skills student abilities have extended to being able to give examples to exemplify what they mean or to clarify. It has deepened the students' ability to be able to ask better questions: ones that are more conceptual and open-ended. This has enhanced the inquiry skills of the students within our Primary Years Programme. It has meant that students have become more active listeners as they engage with what other students are saying. This has been seen not only in P4C lessons but throughout the school day, as students communicate with each other. Through the process of reflection students have been able to think about their thinking and improve how they communicate with peers. Within the 4C's of thinking Caring: Students are becoming better listeners Collaborative: Building on each other's ideas Critical: Asking questions to clarify and seek meaning Creative: Able to provide examples and alternative explanations

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Question	Your response (maximum 300 words per question)
How well have your teachers responded to P4C?	Our school uses a collaborative planning approach to teaching and learning, as such, the planning of p4c lessons is organized through each grade team. Teams share lesson ideas, particularly in terms of provocations for units of inquiry and links to our PSPE (personal, social, physical education) programme. Chinese teachers have been implementing p4c in Chinese language classes and elements of P4C are seen in mathematics lessons to challenge thinking. Teacher self-reflection is a part of the process of how we teach and grow. Teachers reflect on planners but also with teaching partners and through the school year. Each grade level has one P4C representative who further supports the grade level with P4C ideas and strategies to enhance facilitation. P4C lessons are timetabled and can be flexibly moved to support optimal times in the week to have a p4c lesson. Teachers have allocated space on their process boards (display boards) in which the student inquiries, questions can be seen. Each teaching team had decided upon a way to look at P4C in their context. Some have questions, some have the 4-C's to use as a reflection tool. We have open P4C lessons across both streams to share best practice and particularly for new teachers to be able to see how lessons are progressing.
How is your school's leadership team supporting P4C? What are the development plans for P4C across the school?	The school's leadership fully support the programme and through the creation of a cross-stream collaboration, we have combined the school's ethos. The goal of this cross-stream team is to support the whole school programme implementation through sharing of ideas and resources. The group also opened up a shared drive in which all p4c lesson plans, videos, provocations and tools are saved and all teachers have access to Training of teachers is shared among the two streams and this has opened up positive communication and relationships within the whole school. In terms of our action plan (See appendix A: action plan) related to the development of P4C, we have created one that will lead us into next year. Our initial plan for the past year was to lay the groundwork for the system within the school and allocating people to different roles. The next phase is to enhance and deepen facilitation skills of teachers. This will be done by extending lesson observations, improving quality of facilitating and conducting school wide survey of students, teachers and parents. Additional training for teachers is also an important part of the plan. Another aspect of how we structured the p4c training the past two school years has been based around supporting teachers through resources, observing open lessons and assigning reps to support. Open lessons were primarily voluntary so in guiding our program forward we have looked at adding in elements to support and enhance the quality of P4C lessons. One stage will be based around newly trained teachers and the second will be for more experienced teachers.

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Section 2: How well are you building your Community of Inquiry?

Guidelines

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)
How well are you 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

Responses

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Criteria	Your Evidence (maximum 100 words per question plus inserted photos)	*Suggested types of evidence* *(please feel free to provide different evidence if you think it is more appropriate)*
Philosophical teaching dispositions	Teachers are using 4Cs display boards in most classrooms. Depending on what is said in the review step of the previous week's inquiry the teacher may agree with the class that there will be a particular focus on one of the 4C thinking types in the flowing session. The lesson plan is then structured to reflect this focus in the starter activity.	*Plans, reviews and displays of 4Cs related behaviours or activities* *Questioning/challenging to encourage progress* *Use of review step to drive planning for future sessions*
Philosophical learning dispositions	Students have negotiated ground rules in all classes from grade 2 upwards. They are encouraged to comment on these in the review step of the inquiry.	*Setting, review and display of ground rules* *Evidence and examples of caring and collaborative thinking* *Impact on behaviour in and out of the classroom*

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Section 3: How well are you developing your inquiry skills?

Guidelines

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)
How well are we developing our 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

Responses

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Criteria	Your Evidence (maximum 100 words per question plus inserted photos)	*Suggested types of evidence* *(please feel free to provide different evidence if you think it is more appropriate)*
Philosophical teaching skills	All teachers spent the first year of P4C practice using the 10 step inquiry model (see lesson plan in appendix for an example). Following our Facilitator development and Advanced Facilitator training, we have started to experiment with focused inquiries which aim to build particular skill sets. The picture illustrates an inquiry focussed on questioning skills using Phil Cam's Question Quadrant.	*Planning with the 4 phase (10 step model) and focused variants of it, use of cycles of inquiry, use of P4C tools in other curriculum areas* *Examples of philosophical facilitation moves and concept stretching exercises* *Questioning/challenging to probe for depth*
Philosophical learning skills	Students in grades 4 and 5 are now familiar with, and regularly using philosophical language, committing to a position, justifying it with reasons and giving supporting examples. In younger age groups, students are using the language of agreement and disagreement, with teachers still needing to model more sophisticated use of philosophical language. Across grades, students are becoming comfortable working with concepts and big ideas in an age-appropriate way. The picture shows a big idea board from our grade 2 class.	*Philosophical language (I agree/disagree, I think because, etc)* *Questioning, connecting, reasoning, giving examples, spotting assumptions, conceptual thinking* *Evidence and examples of creative and critical thinking*

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Section 4: How well are you embedding P4C across the school?

Guidelines

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)
How well are we 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

Responses

Criteria	Your Evidence (maximum 100 words per question plus inserted photos)	*Suggested types of evidence* *(please feel free to provide different evidence if you think it is more appropriate)*
Alignment of values	Shanghai United International School is a part of a group of kindergartens, primary, middle and secondary schools whose vision is to provide an education whose core values are diversity, balance, creativity, open-mindedness and innovation for children. The governor has a firm belief in developing the thinking of students to become critical, creative, collaborative and caring global citizens. From this belief is a strong support for the implementation of Philosophy for Children across all Xiehe schools.	*School value statements and displays* *Evidence of 4Cs around the school* *Evidence of inquiry based learning in school strategy*
P4C leadership	The school leadership values P4C and to aid in successful implementation, they have appointed 2 coordinators in each stream to oversee and implement the programme in each stream. In each pair, there is a member of the leadership team who fully supports the implementation of P4C. To support implementation across grade levels, we meet with P4C reps from each grade to discuss what kind of support each grade needs. According to the feedback,	*Commitment to P4C teacher training and support program, evidence of practice sharing* *Timetabling of P4C* *Appointment of, support for and planning for progress with P4C leader*

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Criteria	Your Evidence (maximum 100 words per question plus inserted photos)	*Suggested types of evidence* *(please feel free to provide different evidence if you think it is more appropriate)*
	we will run different workshops to improve our teacher's professional development. Further, we also set up open lessons to encourage teachers to observe and learn from each other's lessons. Picture shows P4C practice board in school staff room. 	
Evaluation of impact	As an IB PYP school, we find that offering an inquiry based, concept driven curriculum aligns and complements perfectly with the P4C programme. We have conducted staff and student voice surveys to gain feedback on the benefits of P4C. These have informed our future development plans. As we move forward from these initial steps in implementation we look towards deepening our programme through strengthening facilitation skills, extending how we work with questioning and thinking throughout all teaching and learning and continuing to offer training for teachers.	*Process to reflect on P4C inquiries and to act on findings* *Qualitative process to monitor and evaluate impact of P4C on school's stated goals* *Quantitative process to evaluate impact of P4C on learning and teaching*

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Section 5: How well are you extending awareness of P4C beyond the school?

Guidelines

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)
How well are we 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

Responses

Criteria	Your Evidence (maximum 100 words per question plus inserted photos)	Suggested types of evidence (please feel free to provide different evidence if you think it is more appropriate)
School has introduced means by which students can discuss P4C with parents	Parent Sessions: Over the past year and a half, we have offered 2 information sessions for parents to introduce P4C to them and help them understand how and why we use it. We have organized P4C information sessions and workshops for parents to better understand P4C and try it out first hand and better understand how to support their children at home to become caring, collaborative, creative and critical thinkers.	*P4C page on school website, parents newsletter* *Process to encourage home discussion of P4C* *Activities to engage parents in P4C inquiries*

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Criteria	Your Evidence (maximum 100 words per question plus inserted photos)	*Suggested types of evidence* *(please feel free to provide different evidence if you think it is more appropriate)*
P4C leader actively engages in P4C practice sharing with external individuals or organisations	Within the PYP East China Network, we organized an open day where teachers from other schools could see P4C in action. We have also connected with Dulwich school to share best practice and learn from each other.	*Attendance at external P4C events and conferences* *Contribution to/hosting of P4C events and conferences* *Making school available as a demonstration site for P4C*

Appendices

Appendix A: Evidence of philosophical thinking by students (please insert 6 - 10 photos below showing example questions, thoughts, drawings, writing etc. from students during P4C sessions: please indicate the students' grade or age for each photo)

Example 1: Grade 2 Display Board

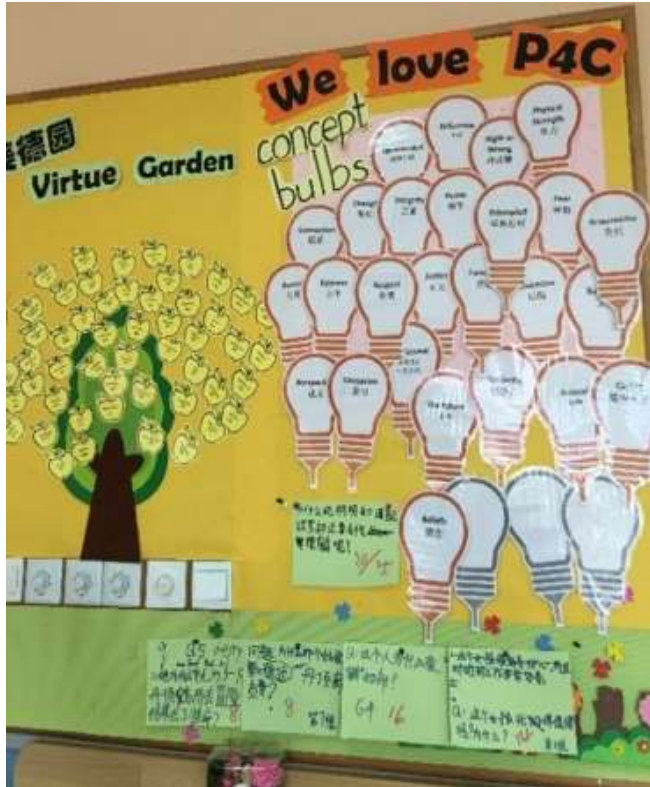# P4C 4Cs School Award Application

Example 2: Grade 4 display board

Example 3: Grade 1 students comment about what caring means

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Example 4: **Gra**de 5 display showing concepts and questions

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I would rather use P4C to learn Chinese because through a P4C Chinese lesson, it can help me practice expressing my ideas. During discussion time, everyone has a chance to speak and to express their thoughts.

Not only expressing my own ideas, but also helping me to listen to other people's opinion. And what's more, sometimes, it will even change my mind!

P4C Chinese class can help me communicate with all the classmates instead of only speaking and responding to my friends. All of this can help me to be a better communicator.

Example 6: Students' questions – grade 5

G1: Did the real Ryan end up in the prison?	G4: Why did all the prisoners say the innocent guy is the real criminal?
G2: Why did Ryan decide to commit crime and left all the citizens behind?	G5: Why happened to Ryan in the end?
G3: Will Ryan be elected as the mayor after he had his sentence?	G6: Do you all agree with Ryan's choice?
	G7: Why did those prisoners lie about the criminal?

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Appendix B: School P4C development plan (partial example below – full plan sent as separate attachment)

Philosophy for Children 2017-2019 Action Plan (2 year plan)

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Leadership demonstrate understanding and commitment to implementation of P4C	Level 1 P4C training in English and Chinese	Jan/Mar 2017 Aug 2017/Feb 2018	P4C coordinators /vp's and principals	22000 rmb/course	Training list of attended and completed
	Level 2A P4C training	May 2017 & May 2018	P4C coordinators /vp's and principals		Training list of attended and completed
					Schedule
	Coaching by Roger Sutcliffe x 3.5 days (May) and 1 day (Oct)	May 2017; Oct 2017	P4C coordinators /vp's and principals		Meeting minutes
	Creation of cross-stream collaboration to enhance whole school p4c implementation	May 2017	P4C coordinators /vp's and principals		Schedule
	Parent session led by Roger Sutcliffe	May 2017	P4C coordinators /vp's and principals		

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Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
	Appointment of 2 coordinators to oversee P4C implementation	May 2017	Vp's and principals Principals		
	P4C timetabled 1/week in IS	August 2017	P4C coordinators /vp's and principals		Timetable
	Level 2B training for core P4C teachers	Oct 2017	PYPC's		Training list of attended and completed
	P4C open lessons shared with IB community	November 2017	P4C coordinators		Schedule Email
	Organization of sharing between Dulwich school	Feb 2018	P4C coordinators		List of attendees
	Parent Session with Stephen Walshe	April 2018	P4C coordinators		
	P4C policy created	Dec 2018	P4C coordinators		Policy Meeting minutes
	P4C Tools for Thinking Training offered	August 2018			Training list of attended and completed

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Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
			P4C coordinators /vp's and principals		

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	Warm Up Game 热身游戏 Making connections to photographs. Lay many photographs on the floor. Students think about which one they can make a connection to. They chose that Photo and return to their place. A few students explain their thinking behind why they chose the photo. Praise creative connections.
	MAIN BODY · 主体 • → Show creative and collaborative posters. Remind students how to show these Cs. Display on the wall.
	Stimulus 激发和思考时间 • → Photos from the series about mobile phones and relationships.
	First thoughts: Think, Pair share first thoughts Ask what Concepts they think are connected to this stimulus. Lay out concept bulbs.

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	Question Development 问题时间 Group by numbering off. 6 groups. Write questions on A3 paper. Remind students to write why or how questions using the concepts and the stimulus.
	Voting Method 投票 Omnivote with stickers- all students get 3 stickers and can chose which Q to put them on.
	Discussion Time 讨论时间 Hand out statement stem bookmarks. Remind them how to use them. Remind we want creative and collaborative discussion using connections to our own lives and the statement stems. Facilitator take notes on main discussion points.
	Last Words 最后结论 Chose a student to sum up the main ideas in the discussion
	Evaluation 评价 Score on fingers- Were you collaborative? · · · Were you creative?

Primary P4C Assessment

➔ Concentration and social skills

G1-2

1.   Participating in pair or whole-class discussion. (collaborative thinking)
2.   Eye contact in communication (caring thinking)
3.   Listening to speakers without interruption (caring thinking).
4.   Respecting the different views of others (caring thinking)

G3-5

1. Showing interest in others' opinion (collaborative thinking)
2. Establishing their own thoughts based on other people's view (collaborative thinking)
3. Giving feedback with meaningful and positive opinion (critical thinking)
4. Accepting different opinions (caring thinking)