P4C Model School Award Application

**Application Guidelines**

This application form is for schools who would like to apply for a P4C China ModelSchool 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:

1. Evidence of philosophical thinking by students
2. Your school’s P4C development plan;
3. 1 or 2 examples of P4C lesson plans;
4. 1 or 2 examples of P4C reviews or assessments;

Please email your completed form to Julia Jiang at [info@p4c.org.cn](mailto:info@p4c.org.cn), who will then invoice you for the application fee of RMB 1,500.

**Section 1: General Information**

|  |  |
| --- | --- |
| School name |  |
| School address |  |
| P4C leader(s) name and email address |  |
| Headteacher/principal name |  |
| Year when P4C started in your school |  |

**P4C adoption in your school**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

| **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? |  |
| How many teachers have been trained at each level of the training pathway? | * Number trained at Foundation level: * Number trained at Facilitator Development level: * Number trained at Advanced Facilitation level: * Number trained at P4C trainer level: |
| Which year groups do you practice P4C with? |  |
| How regularly do you do P4C in your school and how long is a typical P4C session? |  |

**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? |  |
| How well have your students responded to P4C? |  |
| How well have your teachers responded to P4C? |  |
| How is your school’s leadership team supporting P4C?  What are the development plans for P4C across the school? |  |

**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**

| **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 |  | *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 |  | *Setting, review and display of ground rules*  *Evidence and examples of caring and collaborative thinking*  *Impact on behaviour in and out of the classroom* |

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

**Guidelines**

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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) |
| **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**

| **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 |  | *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 |  | *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* |

**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 |  | *School value statements and displays*  *Evidence of 4Cs around the school*  *Evidence of inquiry based learning in school strategy* |
| P4C leadership |  | *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* |
| Evaluation of impact |  | *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* |

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

**Guidelines**

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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) |
| **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 |  | *P4C page on school website, parents newsletter*  *Process to encourage home discussion of P4C*  *Activities to engage parents in P4C inquiries* |
| P4C leader actively engages in P4C practice sharing with external individuals or organisations |  | *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)

Appendix B: School P4C development plan (example can be inserted below or sent as separate attachment)

Appendix C: Example of P4C lesson plans (example can be inserted below or sent as separate attachment)

Appendix D: Example P4C review or assessment (example can be inserted below or sent as separate attachment)