Abstract

Session aims: This session will arm teachers with three critical practices grounded in philosophy. These practices are:

1. Establishing how we know what we know,
2. Questioning the nature and origin of people, places, objects and ideas,
3. Debating how we judge 'good' and 'bad'/ 'right' and 'wrong'.

Participants will learn about these three practices and how to utilise them in their own classrooms.

Structure: This session will be a combination of presentation, participant discussion, and hands-on activities. A powerpoint presentation will be used as an audio/visual aid. Time will be reserved for a Q&A at the end of the session.

Participant engagement strategies: Participants will be invited to engage in activities and discussions that model how these three practices might be applied to a variety of classroom settings. This session will be hands-on and involve participants moving around, talking and engaging in activities and games. Participants will be invited to consider and discuss how these practices might be incorporated into their own classroom settings.

Relevance to the conference theme: This workshop is grounded in a practical approach to teaching critical thinking. The ideas explored in this workshop are designed to assist students in developing critical literacy skills and in engaging critically with texts. This aligns directly with the theme of thinking critically. This workshop will also be relevant to the conference themes of empowering voices and creating communities due to its focus on student discussion and classrooms as learning communities. Several of the activities demonstrated have a focus on empowering every student voice and fostering strong learning communities.