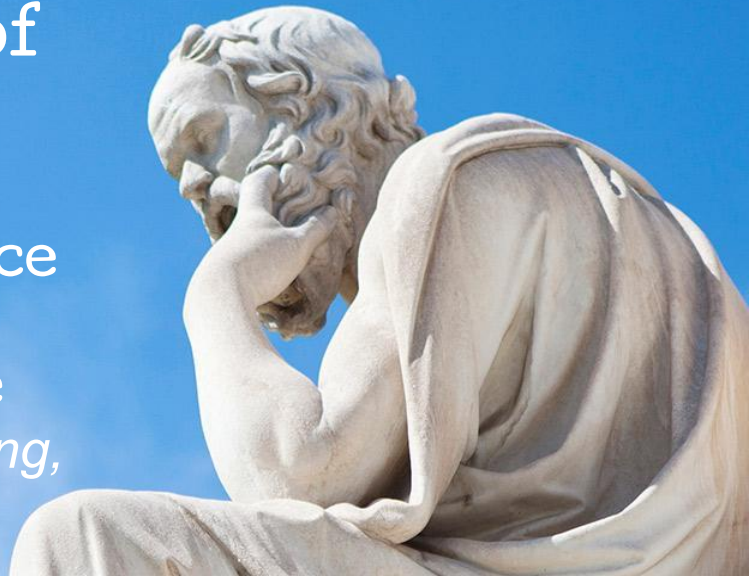


Association of  
Philosophy  
Teachers  
Annual Conference  
2024  
Friday 14<sup>th</sup> June  
*'Developing, Diversifying,  
Doing Philosophy'*



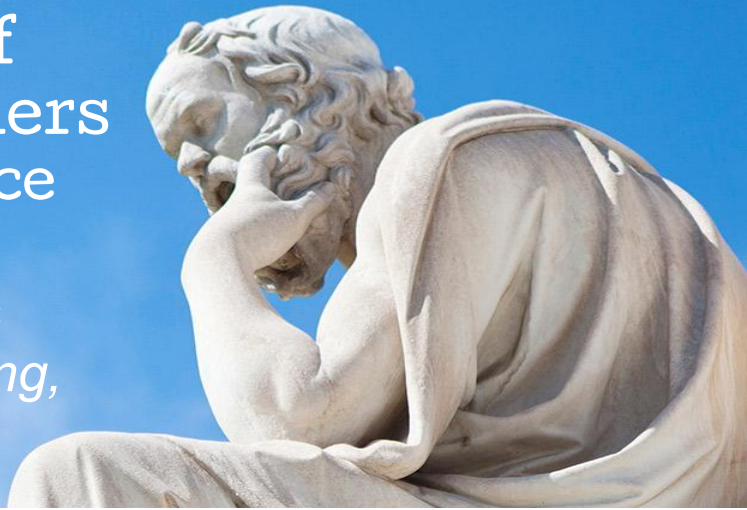
**Programme**

08:30 – 09:30	Arrival
09:30 – 10:00	Tea and Coffee
10:00 – 10:30	Keynote
10:45 – 11:30	Parallel Session 1
11:30 – 12:00	Tea and Coffee
12:00 – 12:45	Parallel Session 2
12:45 – 13:45	Lunch
13:45 – 14:00	AGM
14:15 – 15:00	Parallel Session 3
15:00 – 15:30	Tea and Coffee
15:30 – 16:00	Plenary



# Association of Philosophy Teachers Annual Conference 2024

Friday 14<sup>th</sup> June  
*'Developing, Diversifying,  
Doing Philosophy'*



## **Keynote**

**Dr Julian Baggini**

*'World Philosophy'*

Dr Baggini argues that broadening the curriculum to include more non-Western philosophy will not dilute it but will instead further enrich and deepen it.

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## **Parallel Session 1**

**Dr Hugo Whately**

Monmouth School for Girls

*"Assessment by Coding"*

How might we ensure pupils' work is marked in a meaningful way at KS3? Dr Whately will consider how progress might be defined and made both practical and accessible.

**Prof. Heather Widdows**

University of Warwick

*'Feminist Philosophy & Ethics'*

**Dr Gerald Jones**

*'Philosophical Activities'*

A brief history of the 'accessible philosophy' movement in the UK followed by an introduction to an activity-centred approach with guidance on how to build activities for successful philosophy teaching.

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## **Parallel Session 2**

**Susan Andrews**

Temple Carrig School

*'Devising a Philosophy Course for Years 8-11'*

Susan Andrews is a co-founder of Philosophy Ireland, a national network of educationalists, researchers and teachers concerned with the advancement of Philosophy at all levels of Irish society. She is one of the first teachers to devise a formal curriculum for second-level philosophy in Ireland, rooted in an experiential approach to learning. Her 2015 proposal for a Short Course in Philosophy for Junior Cycle (ages 12 to 16) was published and implemented in schools across Ireland.

**Dr Elizabeth Mackintosh**

Winchester College

*'Thinking with Exclusions in Mind'*

How might we create classrooms and departments that are inclusive and open to epistemic possibilities? Dr Macintosh will consider how philosophers and philosophy teachers might use conceptual frameworks informed by shared social practice to promote greater depth of understanding and mitigate the effects of epistemically restrictive exam specifications.

**Prof. James Ladyman & Dr Tina Williams**

University of Bristol

*'Thinking Science Workshop'*

Using the 'Philosophy for Children and Communities' methodology Prof. Ladyman and Dr Williams will introduce a series of collaboratively created resources from the University of Bristol designed to engage students that may struggle with curricula related concepts central to subjects ranging from Science to Citizenship and PSHE.

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**Parallel Session 3**

**Alex Thornton**

Wetherby Senior School

*'A Non-examined Philosophy Curriculum for Years 7-11'*

How might one design and deliver a non-examined philosophy curriculum for Years 7 – 11? Alex Thornton considers how best to identify and cultivate core skills and introduces his 'Six Pillars' model for upholding the values and aims of his teaching methodology.

**Profs. Anna Burkhard & Katharina Schulz**

University of Göttingen

*'Diversifying the Philosophical Canon in German Secondary Schools'*

Profs. Burkhard and Schulz consider the current 'disorderly' framework for delivering philosophy in German schools and present a model for curriculum development and wider diversification of the philosophical canon. Given the different educational policy frameworks and approaches in each country, to what extent might UK and German teachers and academics collaborate meaningfully?

**Jeremy Hayward**

University College London

*'Teaching Controversial Issues'*

In many areas of teaching, there are agreed/known truths and the teacher will ultimately direct students towards the 'right' answer. However in areas that are disputed, such 'direction' would be wrong. In many cases, it is obvious whether a teacher should be directive or not - but sometimes it is not so clear. Indeed, the approach may change over time periods e.g. the morality of same sex relationships. In this session we will delve into the academic debates in this area, including exploring the idea of 'soft direction'. Various topics/questions will be discussed to see if we can agree a basis for deciding the thorny question of teacher direction.

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**Plenary**

**Dr Anne-Marie McCallion**

University of Manchester

*'Disassociated Disagreement'*

Dr McCallion discusses a concept she terms 'disassociated disagreement': the experience of assuming we don't understand something when really we disagree. Through a series of student testimonies regarding their experiences of studying philosophy she argues that understanding disassociated disagreement is a crucial component to philosophical pedagogy, particularly when working within limited curricula. Dr McCallion will close by demonstrating ways in which knowledge of disassociated disagreement can help students who seem to struggle with abstract philosophical concepts.

