

PHILOSOPHY

ACER
PRESS

for Children

What is P4C?

Philosophy for Children is designed to build thinking and reasoning skills and enhance self esteem. With its emphasis on cooperative yet rigorous inquiry, it serves as a powerful educational model for teachers and students at all levels.

Philosophy for Children emphasises the basic skills of reading, writing, speaking and listening.

Philosophy for Children calls for the transformation of classrooms into communities of inquiry, characterised by:

- a shared interest of puzzlement or intrigue, which then stimulates further inquiry,
- persistence in the search for knowledge and understanding,
- giving reasons for opinions and distinguishing good reasons from bad ones,
- students prepared to 'try out' ideas,
- fostering mutual cooperation, trust, tolerance, fairmindedness and a heightened degree of sensitivity to fellow participants,
- the prominence of conversation and dialogue as key dynamics of the process of inquiry,
- an abundance of open-ended questions which serve as 'invitations to inquiry',
- thinking which is self-correcting, and thinkers who care for the procedures of inquiry,
- a growing awareness, on the part of students, that they must accept responsibility for their own views and learn to think for themselves.

Curriculum materials focus on intriguing situations of interest to children. Their aim is not to indoctrinate, but to provide students with the basic tools of inquiry so that they might become more thoughtful, more considerate and more reasonable human beings.

New Title

CONNECTING CONCEPTS Thinking Activities for Students

Clinton Golding, ACER Press



Connecting Concepts: Thinking Activities For Students is a classroom resource to use with students 12 years old and above. Clinton Golding presents concept games as a method of turning your classroom into a community of inquiry – exploring concepts like violence, the mind, culture, knowledge and justice.

Teachers are provided with discussion ideas and exercises suitable for whole class, group and individual activities. Clear guidelines, examples and sample questions aid the teacher in a step-by-step introduction to conceptual analysis in the classroom.



Concept Games:

- can be used in any subject area to promote better understanding of the essential concepts being taught
- are easy for teachers and students to use and quickly highlight areas for consideration and clarification
- allow students to think for themselves about concepts and come to their own understanding
- are fun and engaging to use – and so attract and maintain students' attention, while at the same time developing high level thinking skills

The Author: Clinton Golding is a professional philosophy teacher working primarily in New Zealand. He is one of the co-founders of the New Zealand Philosophy for Children Association. He has been teaching philosophy to students from a wide range of ages and abilities for many years.

Connecting Concepts

A1018BK \$39.95

Teachers who are searching for ways to extend student's language skills will find those materials invaluable. These resources also fit into other areas of the curriculum such as studies of society and the environment and are suitable for early primary years through to junior secondary levels

books

CHILDREN'S WAYS OF KNOWING Learning through experience

Margaret Robertson, Rod Gerber (eds), ACER Press



How do young people navigate their way through school, home and the Internet? What value systems are they adopting? What strategies are young people using to learn: problem solving, trial and error, risk taking, common-sense learning, intuition, or activity-based learning? In order to motivate children to learn in classrooms, educational practices need to evolve from the content and range of young people's personal experiences.

In their first book, *The Child's World* (ACER Press 2000), the authors examined the idea that insight into how children interact

with the world around them can be used to improve their ways of learning.

Children's Ways of Knowing seeks to further explore the experiences of children as they make sense of their environment. The contributions to *Children's Ways of Knowing* focus upon the issues that arise from the forces of globalisation through new technologies, the impact of time-space compression, and the associated diverse reference systems that face young people.

Children's Ways of Knowing A927BK \$45.00

ALSO AVAILABLE...

THE CHILD'S WORLD

Triggers for Learning

Margaret Robertson, Rod Gerber (eds), ACER Press

The Child's World A708BK \$42.90
Combined Set A955BK \$80.00

Thinking Stories

THINKING STORIES 1

Philosophical Inquiry for Children

Edited by Philip Cam, Hale & Iremonger

A collection of eight illustrated stories for 8 – 12 year olds with a resource book that will create a community of inquiry in the classroom. The reader has a delightfully funny introduction for the children in which the process of philosophical inquiry is explored. The stories come from all over the world.

The Teacher Resource Activity Book provides suggestions for discussion plans and exercises.

Thinking Stories 1 331BK \$16.45
Thinking Stories 1: Teacher's Resource 332BK \$27.45
Class Set – Teachers Resource & 15 Readers 990MF \$264.00

THINKING STORIES 2

Philosophical Inquiry for Children

Edited by Philip Cam, Hale & Iremonger 1994

A collection of eleven illustrated stories for 8 – 12 year olds with a resource book. The stories come from all over the world including: USA, Scotland, Germany, Canada, Taiwan and Australia. Each story has been chosen for its ability to incite children's natural curiosity with issues such as friendship, multiculturalism, magic and make-believe, order in nature, and freedom and rights. The Teacher Resource Activity Book provides suggestions for discussion plans and exercises.

Thinking Stories 2 333BK \$16.45
Thinking Stories 2: Teacher's Resource 334BK \$27.45
Class Set – Teachers Resource & 15 Readers 991MF \$264.00

THINKING STORIES 3

Philosophical Inquiry for Children

Dr Philip Cam, Hale & Iremonger



Thinking Stories 3 is the third in a series of readers in the acclaimed *Children's Philosophy* series. Although the aim of this third volume is the same as the previous titles (ie. to encourage philosophical inquiry in children) the choice of content

and the age level is different.

Aimed at 9 – 14 year olds, all seven interconnected stories have been written by Cam set in an urban Australian community giving continuity and relevance to Australian children. Illustrated and told in an easy-to-read style using a child narrator as the 'voice' of each incident, these stories explore issues such as friendship, racism, violence, justice, truth and lies, trust and respect.

The Teacher Resource Activity Book complements and supplements the *Thinking Stories 3* reader, giving suggestions about how to get under way with a philosophy lesson, and provides discussion plans and exercises. Another feature is that each story is analysed in terms of its Leading Ideas which provides the philosophical context for the moral and social issues that are addressed.

Thinking Stories 3 576BK \$18.65
Thinking Stories 3: Teacher's Resource 577BK \$38.50
Class Set – Teachers Resource & 15 Readers 992MF \$308.00

Video

REASON AND IMAGINATION

Philosophy with Children, ACER Press

This stimulating video provides an excellent introduction to teaching the skills used in philosophical thought.

Excellent resource for staff at all levels of KLSs

Excellent video for professional development & introduction to P4C



The 53-minute video, documents:

- interviews with leading teachers and principals advocating the advantages of communities of inquiry in the school,
- students from a variety of school environments working together on philosophical problems,
- modelling of classroom protocol, in ways that highlight the importance of careful and considered dialogue.

Reason and Imagination: Philosophy with Children (Video)

A700RAI \$64.90

Places for Thinking

DOLL HOSPITAL AND MAKING SENSE OF MY WORLD (COMPANION MANUAL)

Ann Sharp and Laurance Splitter, ACER Press
The *Doll Hospital* and *Making Sense of My World* are a clever and engaging way to introduce philosophical thinking to young children.

The *Doll Hospital* centres around Jess who explores the boundaries of her world with her toy, Roller. A trip to the Doll Hospital triggers a permanent change in their relationship.



Doll Hospital	A794BK	\$15.00
Making Sense of My World: Manual	A866BK	\$35.00
Combined Set	A876BK	\$48.00

GERALDO AND DISCOVERING OUR VOICE (COMPANION MANUAL)

Ann Sharp, ACER Press

Geraldo and *Discovering Our Voice* provide teachers with an accessible way of exploring philosophical concepts with their students.

Geraldo is a story about what a child faces when he leaves one culture and tries to 'join' another. In addition to his feelings of dislocation, he finds that he must learn a new language as well as social and ethical norms. In order to cope with this, he finds a new way of looking at things.



Geraldo	A795BK	\$13.00
Discovering Our Voice: Manual	A867BK	\$35.00
Combined Set	A877BK	\$46.00

A GUIDE TO BETTER THINKING

Anne Kite, NFER-Nelson

A Guide to Better Thinking is an exciting new programme which enables children aged between 9 and 12 to develop better thinking skills in a fun way.

Each child works through their own workbook and with the help from characters, Sparky and Kara, they are guided through a broad range of thinking skills covering: ■ Positive thinking ■ Critical thinking ■ Creative thinking. This flexible programme is packed with child-friendly material and is easy to introduce into a busy classroom as it requires no training.

A Guide to Better Thinking:

- Motivates children to improve the quality of their thinking and apply it to all subjects therefore helping to raise standards across all areas.
- Provides challenging material with close links to functioning in the 'real' world for children.
- Promotes a child's self-esteem, providing feedback on their progress and a certificate at the end of the programme.

Exercises involve the child thinking about the concept being introduced, making sense of this, and applying this new understanding to practical tasks such as solving puzzles of writing creatively.

Teacher's Manual	500BET	\$18.76
Individual Student Book	100BET	\$19.00
Poster	400BET	\$9.50

PLACES FOR THINKING...

Francesca Partridge & Franck Dubuc, Laurance Splitter & Tim Sprod, ACER Press



Designed for children in the first years of school, *Places for Thinking* consists of four visually and verbally challenging books for children, *In A Field*, *On A Path*, *On A Plain* and *In a Tree* and a *Resource Manual for Teachers*. The stories provide a 'way in' to a collection of questions

and ideas which all children should find intriguing, fascinating, puzzling and worthwhile. The manual helps teachers and parents to identify the philosophical ideas that emerge from the books, and to guide children in an investigation of these ideas. Working as 'a community of inquiry', children explore the ideas that stimulate them and develop tools for shaping the direction of the discussion.

Through thinking together, children learn to think individually. Teachers and parents will be able to encourage children to explore ideas and concepts through the support of the *Resource Manual*, which provides:

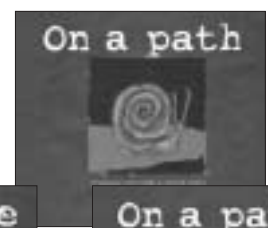
- Discussion plans to help teachers identify and explore possible paths of development for a particular idea;
- Exercises that encourage children to develop their cognitive skills through considering a number of different situations that embody the idea in question;
- Activities that involve children in a more 'hands-on' exploration of ideas through writing, drawing, physical exploration and role playing; and
- Techniques to assist assessment and evaluation procedures.

The complete package combines children's literature of high quality and appeal, with resources to stimulate fascinating and rigorous inquiry.

Places for Thinking provides a unique, exciting and thought-provoking way to address the speaking and listening strands of the English curriculum and to solve the elusive task of integrating thinking into the curriculum.

Resource Manual Includes introduction and guidelines for the teacher on how to use the big ideas raised by the four picture books.

On a Plain	A101PFT	\$9.90
In a Field	A102PFT	\$9.90
In a Tree	A103PFT	\$9.90
On a Path	A104PFT	\$9.90
Teacher's Resource Manual	A500PFT	\$29.70
Complete Kit (One of each above)	A990PFT	\$66.00



■ **Starter Packs are available for these curriculum materials.**

12 novels, 1 manual

\$317.90

NOVELS

The stories in *Philosophy for Children* are designed to stimulate inquiry in the classroom, by inviting students to identify and reflect on a broad range of philosophical problems and questions. Each story centres around the ideas, discussions and activities of a group of fictional children who are attempting, in their own ways, to make sense of the world.

The stories themselves are models of 'thinking about thinking'. Their characters inquire into such topics as: truth, reality, the nature of the mind, goodness, freedom, rules, laws, rights and duties, reasons and criteria, on being a person, art and beauty. These topics are of great importance to children; they involve issues which, in their own eyes, have not already been decided for them.

Teacher Manuals: The accompanying teacher manuals identify and apply many of the leading philosophical ideas which are likely to emerge in the classroom. Each idea is introduced with a brief discussion designed to give the teacher some background to the cluster of concepts which relate to it. The manual then proceeds to raise a structured series of open-ended questions and activities aimed at stimulating reflective dialogue among students.

ELFIE

Elfie is an early childhood curriculum designed to introduce young children to the notion of inquiry-based learning. *Elfie* helps children to recognise and explore the complexity of their experience and to question the seemingly unproblematic aspects of the world and the language they use to talk about it.

This book focuses on distinctions which are used in successful thought and behaviour (for instance, the difference between appearance and reality, parts and wholes, permanence and change, change and growth). And it provides students with many opportunities to organise their experience into story form: an important prerequisite for learning to write. *Elfie* also assists teachers in promoting classroom dialogue. Teacher Manual to accompany this novel is *Getting Our Thoughts Together*.

Novel 511QAQ \$219.5
Manual 504QAQ \$155.00

KIO AND GUS

A primary school curriculum designed to assist children in their thinking and reasoning about nature. Its central characters — one of whom is blind — engage in spirited conversations about animals, people and things in the world as they perceive it. Its focus is the relationship of human beings to the natural world, and to those concepts (space, time, beauty, creativity, life, growth, change, etc) by means of which we come to understand and appreciate it. *Kio and Gus* introduces children to some of the basic concepts of science and the environment. Teacher Manual to accompany this novel is *Wondering at the World*.

Novel A507QAQ \$219.5
Manual 501QAQ \$155.00

PIXIE

Pixie is a primary school curriculum which focuses on language and the importance of relationships (logical, referential, social, familial, analogical, causal, mathematical) in the way children make sense of the world. Its central character puzzles over and questions many of the day-to-day issues which adults take for granted, but which children find endlessly fascinating. Teacher Manual to accompany this novel is *Looking for Meaning*.

Novel A508QAQ \$219.5
Manual 502QAQ \$155.00

HARRY STOTLEMEIER'S DISCOVERY

An upper primary/junior secondary school curriculum which focuses on the development of basic logic and reasoning skills within the context of ordinary language. Its central characters develop their own community of inquiry, bringing together different perspectives and ways of thinking. *Harry* raises philosophical questions likely to be of interest to young adolescents in ethics, aesthetics, metaphysics and epistemology.

Harry deals with the criteria and principles which underlie good thinking in all subject areas and disciplines. Teacher Manual to accompany this novel is *Philosophical Inquiry*.

Novel A509QAQ \$219.5
Manual 503QAQ \$155.00

LISA

Lisa is a secondary school curriculum which examines the fundamental concepts ("good", "right", "true", "fair", "free...") required for autonomous thinking about moral issues. *Lisa* provides opportunities for students to reflect on the ethical dimensions of their behaviour, and to examine the rules, criteria and procedures (such as truth, consistency, empathy and moral imagination) which underlie it. The story focuses on a range of moral predicaments, raised by such questions as: *Can we both love animals and eat them?*, *What is the difference between right and fair?*, *Is there such a thing as genuine equality?* and *What is the relationship between what we believe and what we do?* Teacher Manual to accompany this novel is *Ethical Enquiry*.

Novel A510QAQ \$219.5
Manual 500QAQ \$155.00

SUKI

Suki is a secondary school curriculum, which focuses on philosophical issues concerning literature and art, including: language and meaning in literature, the concept of "good" art; aesthetic inquiry; craft and art; nature, life and death; art and experience; creativity.

By stimulating students into thinking, talking and writing about these and other issues *Suki* helps young people overcome the obstacles they often encounter in writing poetry and fiction. *Suki* provides a much-needed opportunity for students to reflect on the aesthetic quality of their own experience. Teacher Manual to accompany this novel is *Writing: How and Why*.

Novel 512QAQ \$219.5
Manual 505QAQ \$155.00

MARK

Mark is a secondary school curriculum which examines the conceptual foundations of the social sciences. After *Mark* is arrested and accused of vandalism, he and his friends set out to evaluate the social institutions, rules and values which affect their lives. They pay particular attention to the nature of law and crime, and the problems of authority, responsibility and power. Most importantly, they consider the concepts of democracy, freedom and justice. The challenge of social studies as a discipline is to focus students' already developed thinking skills upon the key concepts which underlie the social sciences. Young people will think about these concepts if they can talk about them, and they will talk about what they perceive to be contestable or problematic. This, then, is what *Mark* aims to do: identify selected root issues in the social sciences and expose to students the conflicting concepts at the heart of each issue. Teacher manual to accompany this novel is *Social Inquiry*.

Novel 513QAQ \$219.5
Manual 506QAQ \$155.00

TEACHING FOR BETTER THINKING

The Classroom Community of Inquiry

Laurance J Splitter and Ann Margaret Sharp, ACER

This book provides a detailed description of what the age-old discipline of philosophy offers to children and their teachers. Building on the intimate connection between thinking and philosophy, its central theme is that when the classroom is transformed into a 'community of philosophical inquiry', children develop the wherewithal to think in ways which are more reflective, more judicious and more reasonable.

Contents:

- Chapter 1 Thinking: The Classroom as a Community of Inquiry
- Chapter 2 The Dynamics of the Inquiring Community: Talking and Listening, Questioning and Being Silent
- Chapter 3 What Education is About: The Making of Meaning
- Chapter 4 Thinking, Philosophy and Philosophy for Children
- Chapter 5 The Practice of Philosophy in the Classroom
- Chapter 6 Philosophy and Personal Development 1: The Classroom as a Community of Ethical Inquiry
- Chapter 7 Philosophy and Personal Development 2: Ethical Inquiry in Practice
- Chapter 8 Philosophy for Children and the Global Community

The book is aimed primarily at teachers, teacher educators and others involved in school level education (principals, consultants, administrators, school counsellors, psychologists, staff and students in faculties of education). But it should also appeal to parents, youth workers, religious leaders, and academics.

This book is written for an international readership. It is also intended as a contribution to the global debate on the role of education. The early chapters, particularly, should be of value in teacher education courses generally. It will also contribute to the growing debate about the teaching of thinking.

Teaching for Better Thinking A390BK \$38.45

STUDIES IN PHILOSOPHY FOR CHILDREN

Harry Stottlemeier's Discovery

Edited by Ann M Sharp and Ronald F Reed

This companion volume to *Harry Stottlemeier's Discovery* introduces teachers to many of the philosophical themes raised in *Harry*. It also contains a detailed, line-by-line bibliography of sources and references from the philosophical literature.

Studies in Philosophy for Children:
Harry Stottlemeier's Discovery 192BK \$96.80

CRITICAL AND CREATIVE THINKING

Strategies for Classroom Inquiry

Susan Wilks, Eleanor Curtin Publishing

Better questioning, greater participation and more open discussion lead to a positive change in classroom dynamics, creating an environment in which children learn to value independent and autonomous thinking. *Critical and Creative Thinking* uses the techniques of philosophical inquiry as a means of developing the skills of dialogue and thinking. This approach provides a supportive and nurturing environment, a 'community of inquiry', which fosters reasoning and critical thinking.

Critical and Creative Thinking is a valuable resource for teachers. It provides a strong rationale for the role of inquiry in the classroom, a range of activities for encouraging pupil participation, and teaching strategies to develop and refine thinking skills and processes such as:

- identifying assumptions
- prioritising
- seeking alternatives
- speculating
- drawing inferences and
- identifying faulty logic

Case studies are included as useful guidelines showing how the strategies work for a range of year levels, and units of work invite teachers to develop and discover for themselves the features of a community of inquiry.

Critical and Creative Thinking 527BK \$34.60

THINKING CHILDREN

Anne Meade, *Early Childhood Studies Victoria University Wellington*

Thinking Children from NZCER focuses on young children's thinking as they explore mathematical and science related schemas with the support of understanding adults. The children in the study were aged between four and a half and five years old. After an introductory workshop, the parents and staff who participated were able to see when children think about things like "vertical", and how they put that piece together with others to understand about such things as gravity.

Thinking Children 469BK \$31.35

THINKING AND TALKING THROUGH LITERATURE

Using the Philosophical Inquiry Approach in the Middle Years of Schooling (5 – 8)

Colleen Abbott and Susan Wilks, Hawker Brownlow Education

The approach used in this text is a response to the needs of those teachers who are concerned about improving the skills of oral communication, together with those who are already using the philosophical inquiry approach in their classrooms. It takes into account the differentiated curriculum and the various levels of cognitive development and literacy levels. The ideas presented are designed to be used in classrooms using literature as a resource for fostering critical and creative thinking. A variety of practices have been incorporated to emphasise participation and negotiation, experiential and active learning, discussion and reflection. This includes the use of co-operative learning approaches, questioning techniques, and small group work.

Thinking and Talking Through Literature 585BK \$31.85

THINKING CHILDREN AND EDUCATION

Matthew Lipman

This collection of articles, originally published in *Thinking: The Journal of Philosophy for Children*, is designed to help parents as well as prospective and practising teachers to understand the relationship between education and the concept of thinking children. All of the essays deal, in one way or another, with the points at which children, thinking and education intersect.

Thinking Children and Education 358BK \$65.95

SOPHIE'S WORLD

A Novel About the History of Philosophy

Jostein Gaarder, Phoenix House London

Looking in her mailbox one morning, a fourteen-year-old Norwegian schoolgirl called Sophie Amundsen finds a surprising piece of paper. On it are written two questions; "Who are you?" and "Where did the world come from?"

The writer is an enigmatic philosopher called Albert Knox, and his two teasing questions are the beginning of an extraordinary tour through the history of Western philosophy from the pre-Socratics to Sartre. In a series of brilliantly entertaining letters, and then in person (with his dog, Hermes), Albert Knox opens Sophie's enquiring mind to the fundamental questions that philosophers have been asking since the dawn of civilisation.

But as soon as Sophie begins to find her feet in this dazzling, exciting new world, she and Albert find themselves caught up in a plot which is itself a most perplexing philosophical conundrum ...

Sophie's World is a unique popular classic, that forms a completely accessible and lucid introduction to philosophy and philosophers.

Sophie's World 405BK \$19.95

GROWING UP WITH PHILOSOPHY

Matthew Lipman and Ann Margaret Sharp, Kendall-Hunt Publishing Co.

Theoretical essays on *Philosophy for Children*, including a section on children and the development of thought by major historical figures, a larger section on philosophy in the early years, a section on the psychology of development, and finally a section on pedagogical issues in teaching philosophy.

Growing up with Philosophy 359BK \$82.50

PHILOSOPHICAL ADVENTURES WITH CHILDREN

Michael S. Pritchard, University Press of America 1985

A collection of transcripts and commentaries on a course in philosophy with a group of children.

Philosophical Adventures with Children 091BK \$32.95

PHILOSOPHY GOES TO SCHOOL

Matthew Lipman, Temple University Press

A collection of essays gathers together many of Professor Lipman's writings on the connections between philosophy on the one hand, and science, language and writing, personal and social education and ethics, on the other.

Philosophy Goes to School 003BK \$65.95

PHILOSOPHY IN THE CLASSROOM

Second Edition

Matthew Lipman, Ann M. Sharp, and Frederick S. Oscanya, Temple University Press

A useful resource to teachers seeking suggestions on such specific matters as how to conduct a philosophical discussion, as well as to others who simply want to know what the philosophy for children is all about.

Philosophy in the Classroom 316BK \$86.90

PHILOSOPHY AND THE YOUNG CHILD

Gareth B. Matthews, Harvard University Press

Professor Matthews demonstrates that children have a capacity for puzzlement and mental play that leads them to tackle many of the classic problems that have traditionally formed the core of philosophical thought.

Philosophy and the Young Child 093BK \$24.15

TALKING WITH CHILDREN

Ronald F. Reed, Arden Press

A lucid and engaging book that will be invaluable to educators who recognise the pleasure to be gained from the company and conversation of children.

Talking with Children 092BK \$23.75

BOOKS INTO IDEAS

A Community of Inquiry

Tim Sprod, Hawker Brownlow Education

Books Into Ideas encourages thinking in young learners. The author explains how teachers can set up a community of inquiry within the classroom and teach questioning techniques at all levels of thinking. Based on 15 published picture books, this will take your students into the world of literature and critical thinking, interpreting and expressing ideas.

Books Into Ideas 488BK \$27.45

THINKING TOGETHER

Philosophical Inquiry for the Classroom

Philip Cam, Primary English Teaching Association & Hale and Iremonger

An excellent resource for teachers who wish to establish communities of enquiry.

Written for primary school teachers with an interest in developing children's thinking skills, this book shows how children's literature and other material can be used to help children raise puzzles and problems that will set them thinking. It explores the idea of a classroom community of inquiry, and shows teachers how to use questioning techniques, group discussion, and other activities, to achieve growth in thinking skills.

Contents include: ■ learning to think ■ philosophical enquiry as an educational activity ■ selecting story material ■ building a community of inquiry ■ preparing discussion plans and other aids ■ conceptual & reasoning tools ■ guide to assessment.

Thinking Together 408BK \$21.95

PHILOSOPHY WITH KIDS

Chris de Hann, San MacColl and Lucy McCutcheon, Longman Australia Pty Ltd

Philosophy with Kids consists of four practical teacher resource books, each covering a series of themes, ideas, and activities exploring the use of philosophy with children.

These four resource books aim to develop:

- listening and thinking skills
- problem solving and questioning techniques
- cooperative behaviour

The skills developed are applicable through all the Key Learning Areas especially in PD, Health and Literacy Development. Familiar children's story books and poems are used to stimulate discussion. But the agency is set by children themselves, working together within a community of inquiry — listening, thinking, questioning, reflecting and respecting each others views.

Philosophy with Kids Books 1, 2 and 3 are best suited for use with junior and middle primary classes while *Philosophy with Kids: More Ideas and Activities* contains ideas and activities suitable for all primary classes.

Book 1 471BK \$27.45

Book 2 472BK \$31.85

Book 3 473BK \$31.85

More Ideas & Activities 474BK \$27.45

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WEB LINKS — INTERNATIONAL

P4C.Net is a website of online resources for community of inquiry and research.

The siteguide allows you to navigate quickly to the section or site you want, including international associations affiliated with the International Council for Philosophical Inquiry (ICPIC).

FAPCA Constitution — home page | Conference 2002 | FAPCA Council | Philosophy for Children Critical & Creative Thinking | Previous Conferences

Further information about teacher education in Philosophy for children may be obtained by contacting the *Federation of Australasian Philosophy for Children Associations (FAPCA)*. FAPCA is the umbrella organisation for Philosophy for Children in Australia and New Zealand and draws together associations and or networks in the Australian States and New Zealand. Please access FAPCA on the following website:
www.uq.edu.au/~pdgburgh/FAPCA/index.html

