The Philosophy Foundation
THINKING CHANGES

Our Accreditation Process and Level Descriptions.

Area	Level 1	Level 2	Level 3	Level 4
Compulsory Benchmarks	Attendance of Stage 1 course. Observation of experienced practitioner. Satisfactory completion of 5 training sessions including self-evaluation. Observation and assessment by Training Team.	Regular CPD attendance. Additional observation by Training Team or outstanding observation in the first round.	Attendance of Stage 2 course. Observation by 2 trainers. Transcription analysis.	Experience with EY. Devise 5 sessions that align with the curriculum. Assessing others. Leading CPD.
Session Delivery	To engage the class with your presence and clear delivery of the material in the session.	Flexibility: adjusting your teaching to the learning of the group. Exploring a range of ways that engage pupils (e.g. story telling, poetry reading). Web dynamic in dialogues found more frequently than honeycomb dynamic.	Diagnose a classes needs. Designing and adapting materials/sessions appropriately. Awareness of curriculum and ability to adapt sessions accordingly.	To improvise activities and stimuli that respond to the needs of the pupils during a session. Curriculum development for specific groups/projects.

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Philosophical Techniques	Develop philosophical awareness and applying the tools you can use to help the children develop higher-order thinking.	A naturalisation of the main philosophical strategies in PhiE.

Strategies are applied appropriately in the session. | Continuing to hold on to and enhance the main PhiE process.

Precision use of techniques to develop arguments and dialectic. | Wider application of techniques through general classroom enquiry.

Teaching others how to use techniques appropriately. |
| **Self-Evaluation** | Completing a self-evaluation, for each of your sessions, that considers the impact of the skills and strategies used. | A self-evaluation process that is able to recognise when things are going well, when they are going wrong, and reacting to it.

Openness to discuss work with mentors / senior staff to improve work and learn. | Self-evaluation is rigorous: A session is transcribed and evaluated by the practitioner and senior staff member). | Self-evaluation process is collaborative (team teaching or peer observations). |

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Management	Recognition of the prerequisite for higher order thinking, i.e. listening, respect. Providing conditions for the dialectic to flourish Behaviour – Firm but fair with appropriate apportion of praise and sanctions Game - well managed, fair and challenging game Speaker management - range of the speaker selection techniques. Making sessions successful and varied by ensuring as many contributions as possible are elicited, improving class behaviour and varying speakers.	Speaker management – speaker selection is effective in varying speakers, eliciting contributions and minimising facilitator talk. Ability to manage behaviour / deal with problem behaviour - whether that is through speaking with TPF and / or teachers involved.	Management of behaviour in a range of contexts (primary, secondary, after school clubs) is consistently good. Games are managed appropriately for a range of ages. Speaker management - Speaker selection effectively draws out new ideas as well as exploiting philosophical tensions.	Using techniques to diagnose, advise and resolve specific problems outside of the philosophy session.
Professional relationships	Developing rapport with teachers and pupils Openness to discuss work with mentors / senior staff to improve work and learn	Developing rapport with teachers and pupils	Relationships with TPF staff and teachers lead to positive outcomes for all parties.	Able to represent TPF outside of schools. Collaborative working relationship with teachers that helps them learn and develop from your practice.

In order to go from Level 4 to Senior Specialist:

Senior Specialists
Run a CPD
Support INSET in schools
Be observed by a Senior Specialist
Do peer-to-peer & Senior Specialist observation
Train to run Stage 1 Course