

# Levels and progression

Updated October 2018

There are five levels of accredited specialist. After the accreditation training a specialist will be given a Level 1 or Level 2 based on their practice and evaluation. With experience and training a specialist's practice and evaluation will improve so they can apply to be moved up a level.

## The levels

The levels are outlined at the bottom of this document. It lists statements that are associated with each level. The statements are not tick box criteria and so have some room for the trainer's professional judgements. There are compulsory benchmarks that must be met, regardless.

## How to progress

Below is a list of recommendations to help improve the specialist's practice. These are suggestions only, it is not required to do them all. Specialists are encouraged to ask The Philosophy Foundation (TPF) for any support or development opportunities.

- Reflecting on accreditation feedback and working on the areas that need improvement.
- Facilitating TPF philosophical enquiries and reflecting on them
- Attending advanced facilitation training
- Attending 'staff room meets'
- In-class support from TPF
- Observing other specialists
- Independent study/development of philosophical enquiry
- Experience in education/with children

## When to move up

Specialists look through the statements corresponding with the level that they would like to move up to. When they think they have met the statements listed under *session delivery, facilitation, self-evaluation, management and professional relationships*, they should contact [steve@philosophy-foundation.org](mailto:steve@philosophy-foundation.org) to complete an application and arrange for a mentor to observe a session. Once the mentor has observed, they will recommend whether the specialist should move up or not. The mentor's judgement is checked by a senior trainer.

# Level Descriptions

	Level 1	Level 2	Level 3	Level 4 – becoming a trainer
Compulsory Benchmarks	<p>Attendance of Stage 1 course.</p> <p>5 observations of experienced practitioner.</p> <p>Satisfactory completion of 5 training sessions, including self-evaluation.</p> <p>Observation and assessment by TPF mentor.</p>	<p>Regular CPD Attendance (staff room meets included)</p> <p>Additional observation by TPF mentor or outstanding observation in the first round.</p>	<p>Attended relevant training on advanced facilitation techniques.</p> <p>30 hours experience facilitating philosophy sessions.</p> <p>Transcription analysis (transcribe 20 minutes of your session and evaluate) and receive feedback from a mentor.</p> <p>Observation by a new mentor.</p>	<p>Experience with Early Years, secondary and / or adults.</p> <p>Mentor a trainee.</p> <p>Give feedback to trainees on Stage 1 course.</p> <p>Lead part of internal CPD.</p> <p>Observed by Senior Specialist.</p>
Session Delivery	<p>Engage the class with your presence and clear delivery of the material in the session.</p>	<p>Adapting delivery of material (stimulus, questions, sequence)</p> <p>Exploring a range of ways that engage pupils (e.g. storytelling, poetry reading, picture books, activities).</p> <p>Web dynamic in dialogues found more frequently than honeycomb dynamic i.e. children talking to each other.</p>	<p>Diagnose a class's needs.</p> <p>Designing and adapting materials/sessions appropriately.</p> <p>Awareness of curriculum and ability to adapt sessions accordingly.</p>	<p>Able to improvise activities and stimuli that respond to the needs of the pupils during a session.</p> <p>Curriculum development for specific groups/projects.</p> <p>Philosophical conversations are occurring regularly in classes facilitated.</p>

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Facilitation</b>	Develop philosophical awareness and applying the techniques used to help the children develop higher-order thinking.	<p>A naturalisation of the main facilitation techniques in PhiE. (iffing, anchoring and opening up).</p> <p>Techniques are applied appropriately in the session to develop dialectic.</p> <p>Awareness of the philosophical relevance of ideas in the class</p>	<p>Continuing to hold on to and enhance the main PhiE process through advanced facilitation techniques.</p> <p>Precision use of a range of techniques to develop arguments and good dialectic.</p> <p>A philosophical and dialectical awareness of the ideas (their place in philosophy and their place within the conversation).</p>	<p>Application of a wide range techniques.</p> <p>Teaching others how to use techniques appropriately.</p> <p>Help children to evaluate their own dialogues and strategise about how to answer philosophical questions.</p>
<b>Self-Evaluation</b>	Completing a self-evaluation, for each session, that considers the impact of the skills and strategies used.	<p>A self-evaluation process that is able to recognise when things are going well, when they are not going well, and reacting to it appropriately.</p> <p>Openness to discuss work with mentors / senior staff to improve work and learn.</p>	<p>Self-evaluation is rigorous. A session is transcribed and evaluated by the practitioner and senior staff member / mentor.</p> <p>Self-evaluation recognizes strengths and weaknesses. Actions are implemented in response to self-evaluation. Evaluation is based on the impact facilitation has on a class / group.</p>	Self-evaluation process is collaborative (team teaching or peer observations).

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Management</b>	<p>Recognition of the prerequisites for philosophy (listening, respect, etc.)</p> <p>Firm but fair with appropriate apportion of praise and sanctions</p> <p>A range of the speaker selection techniques.</p>	<p>Speaker selection is effective in varying speakers, eliciting contributions and minimising facilitator talk. Most children are included.</p> <p>Ability to manage behaviour / deal with problem behaviour, through speaking with TPF and / or teachers involved.</p>	<p>Management of behaviour in a range of contexts (primary, secondary, after school clubs) is consistently good.</p> <p>Games are managed appropriately for a range of ages.</p> <p>Speaker selection effectively draws out new ideas as well as exploring philosophical tensions. All children are included.</p>	<p>Behaviour in challenging classes or unfamiliar settings is managed well.</p> <p>Speaker's inclusivity is consistently very high.</p> <p>Speaker management is able to give dialogue structure and relevance whilst maintaining facilitator absence.</p>
<b>Professional relationships</b>	<p>Developing rapport with teachers and pupils</p> <p>Openness to discuss work with mentors / senior staff to improve work and learn</p>	<p>Developing rapport with teachers and pupils</p>	<p>Relationships with TPF staff and teachers lead to positive outcomes for all parties.</p>	<p>Able to represent TPF outside of schools.</p> <p>Collaborative working relationship with teachers that helps them learn and develop from your practice.</p>

In order to go from Level 4 to Senior Specialist:

<b>Senior Specialists</b>
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