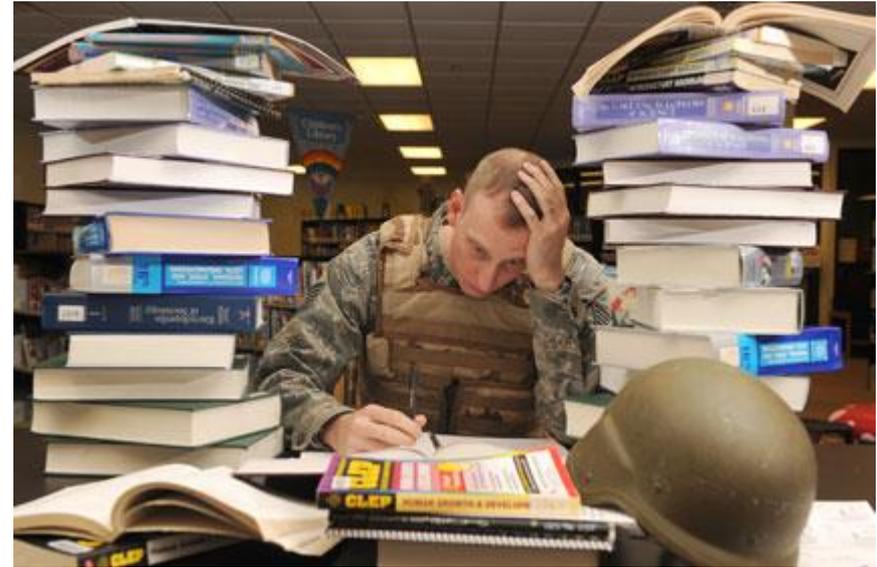


# Education in the Military



Professor  
James Crabbe



WOLFSON COLLEGE  
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HHT THE HELEN HAMLYN TRUST

# Exploring alternative pedagogies:

- Early Years and Primary Education
- Further Education
- Helen Hamlyn Centre for Pedagogy at the Institute of Education, UCL



# Background – *askit*

- Open Futures supported by the Helen Hamlyn Trust, developed *askit* in partnership with SAPERE, the Philosophy for Children charity
- One of four teaching and learning strands offered by Open Futures: *askit*, *filmit*, *growit*, *cookit*
- Run with widespread success for 11 years in primary and secondary education - reached more than 50,000 children in the UK
- Based on a thinking skills pedagogy developed over 40 years ago and in widespread use in over 60 countries



# Open Futures:

- Widened the aptitude of learners
- Widened knowledge
- Provided choice
- Gave confidence against failure
- And confidence in the learners themselves
- **Permission to dream beyond their sense of place**



*Open Futures*



# Questioning, critical thinking, enquiry and communication skills



# 4 Cs of thinking in *askit*

- **Caring** = listening and valuing what others say, showing interest, being sensitive
- **Collaborative** = responding and supporting, building on each other's ideas
- **Critical** = questioning and reasoning, seeking meaning, evidence, reasons, distinctions
- **Creative** = connecting ideas and suggesting comparisons, examples, alternative explanations



# 'Community of enquiry'

- Enquiry is at the heart of *askit*
- Every individual is valued for his/her unique experience and interests
- Key aims are to develop understanding and good judgement, and the sense of community grows as learners learn to listen to each other, building on each other's thinking and respecting differences
- The sense of community grows as learners learn to listen to each other, building on each other's thinking and respecting differences
- Its power emanates from what students are able to do by the time they finish *any course at whatever level.*



# In Further Education

- Central Bedfordshire College adopted *askit* in April 2013. The approach fitted in with our thinking and our students' thinking on:
  - Developing students as independent learners and thinkers
  - Developing students' problem solving skills
  - Developing students' literacy skills
- *askit* complemented what was an essentially vocational skills-based curriculum



# The *askit* project – getting started

- Trained teachers, assessors, learning mentors and learning support assistants in *askit* Level 1
- Curriculum Area *askit* Planning and Feedback Days
- Course Planning – Schemes of Work, Lesson Plans
- Online *askit* forum
- *askit* resources developed via the College's Virtual Learning Environment



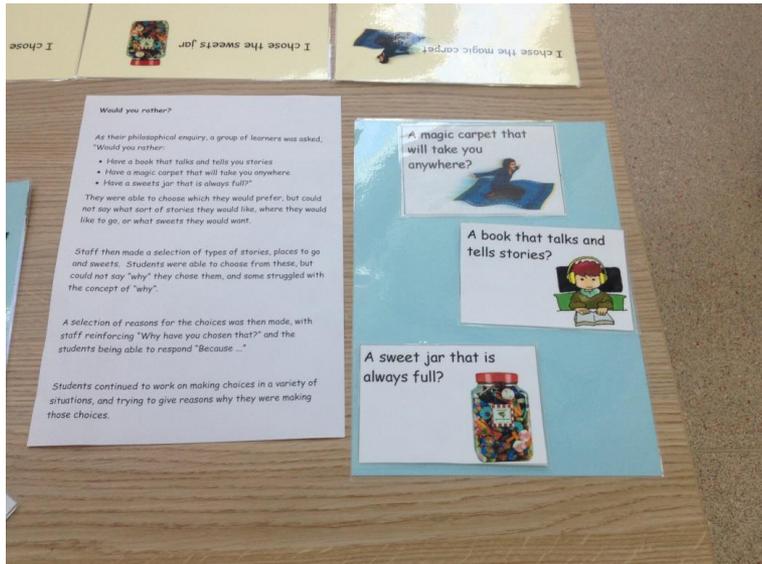
# Students with learning difficulties and disability

- **Entry level 1 group – students who have profound and multiple learning difficulties and/or disabilities**
- **Unfolding, not moulding**
- **Stimuli – pictures and questions**
- **Would you rather ... ?**
- **Would you dare ... ?**



# Pathways

## Learners with special needs



# *askit* in practice

- Where's the philosophy in philosophical enquiry?
- What's *your* philosophy of education?
- When did your learners last ask a question that made *you* think?
- Its power emanates from what students are able to do by the time they finish *any course at whatever level.*



# The *askit* project – the impact

QAA Higher Education Review

## Good practice

- The introduction of philosophical enquiry as a methodology across all programmes to enhance student capacity for analytical, critical and creative thinking

Expectation B3 – Learning and Teaching

The enhancement of student learning opportunities



Open Futures



# *askit* in practice

- Engages learners with wider & deeper understanding of their subject
- Develops a community of enquiry – a group of people used to thinking together
- Develops essential skills for employment and life
- Builds from the learner
- Impacts on attainment/achievement



# 'Community of enquiry'

- Enquiry is at the heart of *askit*
- Every individual is valued for his/her unique experience and interests
- Key aims are to develop understanding and good judgement
- The sense of community grows as learners learn to listen to each other, building on each other's thinking and respecting differences



Open Futures



# A thinking skills pedagogy for all

- Is there any department that doesn't have potential for developing a community of enquiry?
- Is there any subject - vocational or academic - that doesn't have any 'big ideas' within it?
- Is equipping our learners only with subject-specific skills sufficient to prepare them for the workplace?





**HELEN HAMLYN CENTRE FOR PEDAGOGY**  
0-11 YEARS

## Aims:

The aim of the Helen Hamlyn Centre for Pedagogy (HHCP) is to develop outstanding pedagogy for the benefit of children in early years and primary education, particularly children who are experiencing disadvantage. To achieve this, we are committed to:

1. having a demonstrable impact on pedagogy in a range of settings including formal education, homes and other educational environments.
2. improving pedagogy through research that is close-to-practice, using qualitative, quantitative and mixed-methods designs.
3. contributing to wider use of the most effective pedagogy by engaging in partnerships with outstanding organisations and individuals.

# HELEN HAMLYN CENTRE FOR PEDAGOGY 0-11 YEARS

## Summary of Outcomes (June 2018-May 2019):

Successful inaugural conference to launch the Centre as an international hub for research and knowledge exchange about the education of children aged 0-11 years, particularly children who are living with disadvantage

Launch of a raft of world-class research, knowledge exchange, enterprise and teaching activity

Regular meetings with HHCP Advisory Board to broker connections with wider stakeholder groups

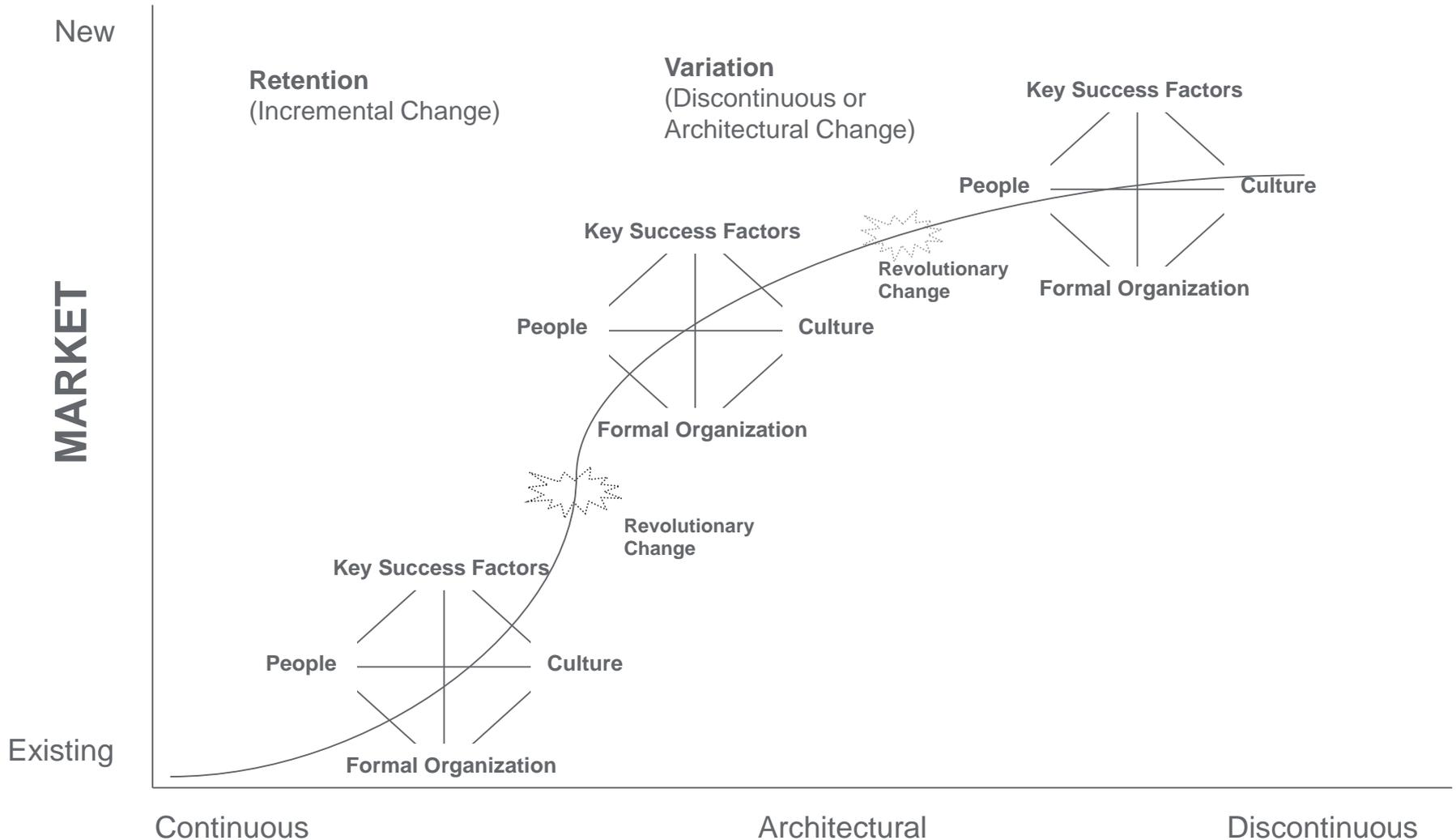


*Academics and experts join a panel discussion at the inaugural conference*

# Culture and Performance – an Equilibrium



# AMBIDEXTROUS ORGANISATION



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*Time past and time future  
Allow but a little consciousness –*

*T. S. Eliot, "Little Gidding," The Four Quartets*

THANK YOU

