

## Development Committee Report to AGM - March 2017

### 1. Teacher Education initiatives and developments in 2016-17 (Janet Orchard)

Philosophy for Teachers (P4T) workshops in ethical deliberation have continued for teachers and teacher educators. A third P4T workshop for the west of England and Wales was held in June and a paper about the workshops was given at the Dewey Conference in Cambridge in October which was well attended. An article 'Developing New Teachers' Applied Ethical Decision Making' by Janet Orchard, Ruth Heilbronn and Carrie Winstanley was published in *Ethics and Education*, 2016 11 (1), 1–13 (Special Edition edited by Christopher Martin and Claudia Ruitenberg). International initiatives are in the pipeline - there has been a planning visit to Cape Town, SA to pursue the initiative with an international audience (funded by a University of Bristol International Strategic Travel Award) and planning for a P4T session in Hong Kong.

Six teacher scholarships were awarded for serving full time teachers to attend the Oxford conference for the first time in 2016. A further 4 were awarded this year.

A BERA symposium in September in the Philosophy SIG was targeted at teacher educators and attracted a good audience and we plan to follow up in a BERA day event for Phil of Ed & TE SIGS.

### 2. Dewey Conference, 26 Sept – 1 October 2016

A very successful conference, *Dewey Democracy and Education 100 Years on* was held in Cambridge, sponsored by PESGB, HESUK, Homerton College and Cambridge University Faculty of Education. 120 papers from 25 countries were presented. 2/3 of the papers were philosophy of ed. - 1/3 were from the UK. An important element was the Practitioners' Day when school students attended, demonstrated deliberation/discussion in various sessions, and impressively managed the following Q and As. There was a visit to the new Cambridge University school. The keynotes and the panel discussion – *John Dewey, too toxic for policy?* (Richard Pring, Melissa Benn, Lynda Stone) - were live streamed and are available on YouTube. (Link from the conference website at <http://www.Dewey2016.co.uk>). Publications are in hand.

### 3. Pre-Conference Oxford

**2016** - On John Dewey and '*Democracy and Education*'. Speakers were Christine Doddington & Richard Pring, Chair Ruth Wareham. There were lively discussions and 30 students attended.

**2017** – On writing up the PhD and publishing (by popular request). Speakers Bob Davis and Mary Healy.

### 4. Support for academics in less developed countries

#### i African Philosophy of Education Network (APEN) – Elli Glevey, JW, MG

Elli Glevey is continuing this work, particularly further developing the resource centre in Ghana. He is currently making a video to enable extending APEN's work to other African countries where APEN and PESGB have members. Any contributions to resources and suggestions about getting them to the centre are welcome. Contact Elli - [EK Glevey ekglevey@gmail.com](mailto:ekglevey@gmail.com)

ii. Central European Philosophy of Education Society (CEUPES) (Pádraig Hogan)

We continue to support the work of the CEUPES following the two bursaries for last year's conference (Dr David Rybak, Charles University Prague, Czech Republic and Prof Blanka Kudlacova, University of Trnava, Slovakia). Contacts are ongoing.

**5. Summer School** - 2016 summer school was a post-graduate event, from 4 - 8 July 2016, at the University of Birmingham, on the theme of *Religion & Education*. Lead tutor Michael Merry, Universiteit van Amsterdam; organised by Ruth Wareham (Report on PESGB website).

**6. Graduate Writing Scholarships**

6 scholarships were awarded for doctoral students to attend a writing retreat from 21-24 July 2016. Funding supported some productive support for writing, which included students finishing a PhD chapter, preparing a conference paper and working on a book chapter.

**8. New Researchers in Philosophy of Education.**

The last three conferences, in Sheffield (2014 and 2015) and Belfast (2016) focused on under-represented groups, both in society and in philosophy of education. The format of the conference lends itself to creating an inclusive and welcoming space, and the theme of the last two conferences, "From the Margins", means that many of the presentations addressed issues around inclusion and representation, and many of the participants come from traditionally under-represented groups and address themes of disability, race or gender. The initiative continues over the next 3 years with further conferences planned.

Ruth Heilbronn

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