# Philosophy – Core 1: Introduction to philosophy



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## Focus

In this core module, students will learn about the origins of philosophy, explore key questions asked by philosophers and reflect on their own personal philosophy.

### Outcomes

* **PH 5-1** examines key philosophical thinkers, problems and arguments
* **PH 5-3** explores the role of philosophy as an agent of personal or social change
* **PH 5-4** researches and assesses information using a variety of sources
* **PH 5-7** communicates ideas effectively using a variety of modes
* **PH 5-8** reflects on values, beliefs and assumptions
* **PH 5-9** works independently and in communities of inquiry to explore philosophical questions.

Outcomes referred to in this document are from the [Philosophy course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/philosophy#/asset2) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales (2021).

### Content

Students:

* Define philosophy
* Describe key terms and concepts in philosophy, for example:
* epistemology
* ethics
* metaphysics
* aesthetics.
* Explain the benefits of studying philosophy, for example:
* an examined life
* critical thinking
* pleasure.
* Assess the relevance of philosophical allegories to modern society, for example:
* Plato’s ‘Allegory of the Cave’
* ‘Ship of Theseus’.
* Examine the history of philosophy and the ideas of key philosophical thinkers throughout time, for example:
* Aristotle
* Confucius
* Simone De Beauvoir
* René Descartes
* John Locke
* Immanuel Kant
* Hannah Arendt
* Friedrich Nietzsche
* Plato
* Jean-Jacques Rousseau
* David Hume
* Socrates
* Cornel West.
* Reflect on one’s personal philosophy by exploring questions, for example:
* Who am I?
* Why am I here?
* Is my mind separate from my body?
* What does it mean to be good?

### Rationale

Philosophical thought shapes what people think, value, and how they engage with others and the world around them. Philosophy is concerned with questions of ethics, knowledge, aesthetics and reality. It seeks to shed light on life’s big issues, such as the nature of reality, how we should live and what it means to be human. Philosophy also grapples with the problems that lie at the foundation of issues of public debate such as artificial intelligence, human rights and freedom of speech.

In this course, students are actively engaged in exploring authentic ethical, social and political dilemmas in philosophy. They are challenged to think rigorously and discuss these issues in communities of inquiry. This engagement in philosophical discussion encourages students to think creatively, critically and collaboratively.

Philosophy equips students with the skills essential for active citizenship in today’s complex global society. Through the study of philosophy, students will develop the skills to think deeply and formulate sound arguments. A study of philosophy will also encourage an open-minded disposition and a willingness to challenge existing beliefs and values.

### Aim

The aim of philosophy is to develop student knowledge of key philosophical thinkers, problems and arguments. By applying this knowledge to social dilemmas through communities of inquiry, students will challenge assumptions and beliefs and build their capacity for critical reasoning and ethical decision making.

### Purpose and audience

This teaching resource is for teachers delivering or planning to deliver the course. The learning sequence demonstrates how a combination of outcomes can be used to develop teaching and learning activities. It also suggests a range of resources to support teachers when planning and/or teaching the course.

### When and how to use this document

Use this resource when designing learning activities that align with the course outcomes and content. The activities and resources can be used directly or may be adapted based on teacher judgment and knowledge of their students. Core modules must precede options in the delivery of the course, consult the course document for further details on timing of core and options.

The course supports the opportunity to explore a range of areas within the scope of Philosophy. It is recommended that teachers should refer to the [Controversial Issues in Schools Policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045).

## Learning sequence 1

**Note:** In this sequence, students will define philosophy and then examine the main benefits and branches of philosophy. For video resources, closed captions should be turned on to allow accessibility for students who are hearing impaired. For students who may not communicate well verbally, links to learning strategies include ICT tools that may be utilised to facilitate access.

Students:

* define philosophy
* describe key terms and concepts in philosophy, for example
* epistemology
* ethics
* metaphysics
* aesthetics.
* explain the benefits of studying philosophy, for example
* an examined life
* critical thinking
* pleasure.

### Introduction to philosophy

Use the resources below, or your own research, to complete the following:

* identify the origins of the word ‘philosophy’
* define philosophy
* outline the purpose of philosophy.

Resources for this task:

* [What is philosophy for? (4:40)](https://www.youtube.com/watch?v=mIYdx6lDDhg&list=RDLVzhnglxhzh7Y&index=8)
* [An introduction to the discipline of Philosophy (5:03)](https://www.youtube.com/watch?v=zhnglxhzh7Y)
* [What is Philosophy?](https://www.philosophybasics.com/general_whatis.html)

Use a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YV97HuSnAps.link) strategy and [What is philosophy? – Crash Course Philosophy #1 (10:34)](https://thecrashcourse.com/courses/what-is-philosophy-crash-course-philosophy-1/) to discuss the following questions:

* How is the study of philosophy different to an opinion about something?
* Why are ethics and aesthetics part of a branch of philosophy called value theory?
* What is the goal of philosophy?

Use [[What is philosophy? – Crash Course Philosophy #1 (10:34)](https://thecrashcourse.com/courses/what-is-philosophy-crash-course-philosophy-1/)](https://www.youtube.com/watch?v=1A_CAkYt3GY) and school resources to complete the table, summarising the main branches of philosophy, including:

* epistemology
* metaphysics
* ethics
* aesthetics.

Table 1 – Branches of philosophy

|  |  |  |  |
| --- | --- | --- | --- |
| Branch of philosophy | Definition | Examples of questions explored | Image or cartoon to remind what it is about |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Benefits of studying philosophy

As a class, brainstorm the benefits of studying philosophy and add at least one idea to a class [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.YZVlRkcImPI.link).

In small groups, complete the following:

* watch [The Trolley problem (1:37)](https://www.youtube.com/watch?v=bOpf6KcWYyw)
* discuss what each person in the group would do and why
* discuss the benefits of exploring ethical dilemmas like the trolley problem
* add any new ideas or benefits of studying philosophy to the class [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.YZVlRkcImPI.link).

Watch ‘[What is a good life? – Crash Course Philosophy #46 (9:18)](https://thecrashcourse.com/courses/what-is-a-good-life-crash-course-philosophy-46/). In response to the video:

* make notes on the big ideas that resonate with you
* explain what is meant by an examined life
* identify benefits of an examined life
* with a partner, compare ideas on how the study of philosophy may lead to a greater understanding of the purpose of life.

Use the class Jamboard and discussion on the ‘trolley problem’ and ‘the good life’ to complete a one page infographic or poster in [Canva](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653?clearCache=bde7f97b-df05-e3ea-4673-1402ef47ee10#.YY189c1EqfU.link) that explains what philosophy is and the benefits of teaching it in schools?

## Learning sequence 2

**Note:** In this learning sequence, students will examine at least 2 thought experiments in philosophy and examine the relevance of these to life in modern society. When studying the ‘Ship of Theseus’ activity, students should work in small groups and be provided with materials, for example, wooden sticks or pencils, to build a simple model or representation of a ship. For students who are unable to manipulate small objects, larger materials such as building blocks should be used instead of sticks or pencils. For all video resources, please ensure that closed captions are turned on for students who are hearing impaired.

Students:

* Assess the relevance of philosophical allegories to modern society, for example
* Plato’s ‘Allegory of the Cave’
* ‘Ship of Theseus’.

### Significance of allegories

Use class resources to define the term ‘allegory’.

As a class, brainstorm allegories that exist in society.

Use [Plato's Allegory of the cave – Alex Gendler (4:32)](https://www.youtube.com/watch?v=1RWOpQXTltA), school resources and your own research to complete the following:

* create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.YV7DVSHsnxg.link), representing the events outlined in ‘Plato’s Allegory of the cave’.
* complete the table below illustrating what each of the key symbols represent in the allegory.

Table 2 – Symbolism in Plato’s Allegory of the cave

|  |  |
| --- | --- |
| Symbol | What it may represent |
| Shadows |  |
| Sun |  |
| Cave |  |
| Prisoners |  |
| Puppet masters |  |
| The outside world |  |

As a class, create a collaborative [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.YY2EvK0cWHs.link) that identifies the multiple meanings of the allegory of the cave.

Use a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YY2FIS5B8AQ.link) thinking strategy to discuss the following question, first with a partner and then with another pair: How can the allegory of the cave be applied in our daily lives and society?

Work in small groups to complete the following:

* Make a simple, two-dimensional representation of a sailing ship.
* One plank at a time, take away the individual building materials and replace them with new ones.
* Place the discarded materials in a pile to the side.
* When finished replacing all planks in the ship, take the discarded materials and make an identical sailing ship.

Use the 2 ships to reflect on which ship is the original ship. Why?

Use [Philosophy – Metaphysics: Ship of Theseus (8:06)](https://www.youtube.com/watch?v=dYAoiLhOuao) and [The Paradox of Theseus’s ship (1:32)](https://www.youtube.com/watch?v=kVAHXiKjgRo) to explore the thought experiment of the Ship of Theseus and consider the following in small groups:

* At what point did the Ship of Theseus cease to be the original ship? Why?
* Is the original ship still the Ship of Theseus because people think it is?
* Does the newly built ship become the original ship? Why?

As a class, explore how the thought experiment relates to how human beings change over time. For example, are we the same person if:

* a tooth falls out
* we graduate from university
* we lose our memory
* we experience trauma, for example loss of a limb.

## Learning sequence 3

**Note:** In the following activity, examples of philosophers and quotes have been provided. These can be changed to meet the needs of the cohort and context as required.

Students:

* examine the history of philosophy and the ideas of key philosophical thinkers throughout time, for example
* Aristotle
* Confucius
* Simone De Beauvoir
* René Descartes
* John Locke
* Immanuel Kant
* Hannah Arendt
* Friedrich Nietzsche
* Plato
* Jean-Jacques Rousseau
* David Hume
* Socrates
* Cornel West.

### The history of philosophical thinking

**Note:** In this activity, assign students to groups of approximately 5 and guide them in using a [Jigsaw strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546) to research key philosophers. Assign each individual in each group a philosopher and a key quote. Then instruct students to leave their ‘home’ group to find others assigned to the same philosopher. This is their expert group. In the expert group, students research the life history and beliefs of their assigned philosopher and unpack the meaning of a key quote. They record this information and then return to their home group to present their learning. When all presentations have been made in the home group, all students will have detailed information on approximately 5 key philosophers from history.

Examples of philosophers to choose from include:

* **Socrates** – ‘The unexamined life is not worth living’.
* **Cornel West** – ‘You can't lead the people if you don't love the people’.
* **René Descartes** – ‘I think therefore I am’.
* **Dr Tyson Yunkaporta** – ‘If people are laughing, they are learning. True learning is a joy because it is an act of creation’.
* **Immanuel Kant** – ‘Happiness is not an ideal of reason but of imagination’.
* **Confucius** – ‘Before you embark on a journey of revenge, dig two graves’.
* **Jean-Jacques Rousseau** – ‘Man is born free, but is everywhere in chains’.
* **Simone De Beauvoir** – ‘Her wings are cut and then she is blamed for not knowing how to fly’.
* **David Hume** – ‘A wise man proportions his belief to the evidence’.
* **John Locke** – ‘The mind is furnished with ideas by experience alone’.

Use a [Jigsaw strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546) to research your assigned philosopher in your expert group before returning to present to your home group. Possible resources and a sample summary table have been provided below. Your research should include the following:

* The life history and guiding beliefs of the philosopher.
* The meaning of at least one of the philosopher’s famous quotes.
* A prediction of how the world might be different if this philosopher was in charge right now.

Table 3 – Summary table, philosopher research

|  |  |
| --- | --- |
| Detail | Example |
| Philosopher | Plato |
| Brief life story | Born 427 BCE to a noble family. He lived in Athens. He wrote long dialogues about courage, friendship and common sense. He ran one of the first ever western schools. He believed in reincarnation and that ‘good souls’ could gain access to higher planes. He did not trust politicians, especially after his friend Socrates was executed. |
| Quote | ‘In politics we presume that everyone who knows how to get votes knows how to administer a city or a state. When we are ill... we do not ask for the handsomest physician, or the most eloquent one.’ |
| Meaning of quote | How wise and capable politicians and leaders are, is more important than their showmanship and capacity to promote themselves. This is highlighted by comparison to a medical doctor who is valued for knowledge and how they can help us to solve medical problems, rather than how good looking they are. |
| What if this philosopher was in charge? | He was concerned with how a society could become better at creating more fulfilled people. Part of this was about giving society better role models and wise, modest leaders that are not focussed on seeking fame.  So, if he was in charge he may ban social media and require that our politicians be very educated, wise philosophers. He also wanted to prevent people from voting until they could think rationally, so we would not automatically be able to vote at 18 if he was in charge. |

The following resources may be useful for this task:

* [Simple English Wikipedia](https://simple.wikipedia.org/wiki/Main_Page) [website]
* [20 major philosophers and their big ideas](https://thebestschools.org/magazine/major-philosopher-ideas/)
* [12 Famous Philosophers and Their Guiding Principles](https://www.invaluable.com/blog/famous-philosophers/)
* [A lesson from Socrates that will change the way you think (5:48)](https://www.youtube.com/watch?v=yH86jaBQ0F4)
* [Aristotle & Virtue Theory – Crash Course Philosophy #38 (9:21)](https://thecrashcourse.com/courses/aristotle-virtue-theory-crash-course-philosophy-38/)
* [Kant & Categorical Imperatives – Crash Course Philosophy #35 (10:26)](https://thecrashcourse.com/courses/kant-categorical-imperatives-crash-course-philosophy-35/)
* [Who was Confucius? – Bryan W. Van Norden (4:29)](https://www.youtube.com/watch?v=wFt_VGG0kJU)
* [The meaning of life according to Simone de Beauvoir – Iseult Gillespie (5:10)](https://www.youtube.com/watch?v=Ws2Y2cWme8c)

Access resources like [Understanding Aboriginal Dreamings](https://www.aboriginal-art-australia.com/aboriginal-art-library/understanding-aboriginal-dreaming-and-the-dreamtime/), and [The Dreaming](http://www.workingwithindigenousaustralians.info/content/Culture_2_The_Dreaming.html), to:

* complete a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.YbedTxl0wkA.link) illustrating the philosophy of the Dreaming.
* use your understanding of ‘The Dreaming’ to suggest what is meant by the Aboriginal saying, ‘Those who lose Dreaming are lost’.

## Learning sequence 4

**Note:** In this learning sequence, students will reflect on life and its purpose. They will reflect on the things that may constitute a ‘good life’ if looking back from the perspective of their 85-year-old self. Students who enjoy reflecting on telos, or life’s purpose, may enjoy the elective option 6 which explores personal philosophy in more detail.

All discussion activities can be adapted to allow for participation by hearing impaired students with either augmentative communication devices or digital options. For all video resources, please ensure that closed captions are turned on to allow access by hearing impaired students.

Students:

* reflect on one’s personal philosophy by exploring questions, for example
* Who am I?
* Why am I here?
* Is my mind separate from my body?
* What does it mean to be good?

### Personal philosophy

As a class brainstorm, or add to a class [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.YbcKHw_tkl0.link), possible values that people could hold, for example:

* calmness
* excellence
* fairness
* courage
* honesty
* loyalty
* open mindedness.

Individually select and rank the top 5 values in your life.

In small groups, analyse the personal philosophy below and discuss:

* the values that this person holds
* factors that may have shaped this personal philosophy.

**Sample personal philosophy** – My philosophy of life is that all life is equal and valued, including nature. This means that I will value justice and equality and support those who require assistance. I will also value the natural environment and strive to live in a sustainable way that means I will leave the places I touch and live in a better state for generations to come than they are in now.

Use the values you have selected, ideas from the sample personal philosophy and the following questions to develop your own 1 paragraph personal philosophy for life.

* What are the core values that are most important to me?
* What is the source of my values? For example: culture, life experience.
* How can I put these values into practise in my daily life?
* What is my goal or vision of a successful life? Possible considerations in this area include: accomplishments, knowledge, opinions of others, contribution to future generations, hobbies, your wealth.

Use a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YY2FIS5B8AQ.link) thinking routine to discuss how and why a personal philosophy might change over time, for example views on wealth and opinions of others.

Use a [Step inside](http://www.pz.harvard.edu/resources/step-inside) visible thinking routine and [What is a good life – Crash course philosophy #46 (9:18)](https://thecrashcourse.com/courses/what-is-a-good-life-crash-course-philosophy-46/) to consider life from the perspective of your 85-year-old self

* Draw, or create, a picture of your 85-year-old self.
* Reflect on what your 85-year-old self might understand, believe or care deeply about? How might your values and philosophy change over time?
* Annotate your future portrait with the things that might lead you to conclude you have lived a ‘good’ or successful life when you reflect back on it. You may like to consider factors like accomplishments, knowledge, opinions of others, contribution to future generations, hobbies, your wealth.

Display the annotated 85-year-old self-portraits for a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555) and spend 15 minutes viewing and reflecting on these. Use the questions below to guide your reflection:

* What similarities were there between your thoughts and others?
* What differences were there between your thoughts and others?
* How were you inspired by an idea of someone else?
* How has the process changed your way of thinking about the ‘good life’?

Use the gallery walk reflection to make any adjustments to your personal philosophy that you believe are required.

## Additional information

**Resource evaluation and support**: Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

The information below can be used to support teachers when using this teaching resource for Philosophy.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. (CESE 2020a:6).

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address Australian Professional Teaching Standards 2.1.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, Philosophy © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: Philosophy

**Course outcomes**: PH 5-1, PH 5-3, PH 5-4, PH 5-7, PH 5-8, PH 5-9

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Teaching resource

**Related resources**: Further resources to support Philosophy can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 15th December 2021.

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This teaching resource provides teachers with some examples of explicit and authentic learning experiences. The option to adjust these learning sequences leads to ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

The suggested strategies for teaching and learning align with the principles of explicit teaching. ‘The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding’ (CESE 2020a:11).

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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