



The Enquiring Classroom

The Enquiring Classroom project seeks to develop strategies to support teachers and students in engaging in difficult ethical conversations about identity, religions and beliefs, democratic values, diversity, belonging and violence, in order to establish a firm foundation for inclusive and tolerant schools and classrooms.

If we genuinely wish to find ways of talking about those questions, ideas, concepts, and events that often create polarisation or disagreement, it is essential that we create the conditions in classrooms and schools that foster a sense of responsibility in speaking, an ability to listen, the capacity

to think and offer reasons, that cultivate a sense of reverence for the learning of humankind.

We think it's important to develop a sense of creative curiosity, wonder, intellectual humility and understanding in children and young people and that we need to not only focus on the future in an ever-changing world but to remind ourselves of the rich stories of humankind and the natural history of our earth and of our universe. It is this historical sensibility and sense of perspective that we also hope to cultivate through the exercise of the imagination, philosophical enquiry, and exploration of beliefs and values.

The Enquiring Classroom project will develop an innovative model that supports teachers using the tools of philosophical enquiry to engage in difficult ethical discussions and to support students' capabilities in this regard. The project also seeks to promote peer knowledge transfer and exchange of pedagogical content, strategies and practice to support students' lived encounters with philosophical and religious thought; to develop a skill-set for teachers that supports careful and sensitive facilitation of complex issues. The project is running a series of training schools and seminars and it will develop a training manual that is informed by a process of co-enquiry and co-reflection and by testing and exploring the key methodologies in communities of enquiry.

TEC is divided into five strands:

- Philosophical enquiry
- Lived values
- Interpretative and dialogical approaches to religions and beliefs
- Arts-based methodologies
- Teacher community building, scenario-based learning and ICT



Project website:

<http://www.enquiring-project.eu/home.html>

Project number:

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Target groups:

Teachers, students, teacher educators, educational managers, policy makers, parents

Key Words:

Values, identity, beliefs, philosophy, ethics, art, inclusion, religion, democracy, diversity, belonging, violence, ICT

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