Editorial

Welcome to our new open access publishing platform 'Ubiquity' and a big thank you to the University of Birmingham for hosting us here! The Library Services team have been absolutely amazing and we are pleased to publish Volume 7 Number 1 (2020) of *Journal of Philosophy in Schools* (JPS) online and in an open-access format. We also wish to thank our wonderful copy-editor Anne Morrison, for her continued assistance and valuable input into the JPS. During these unprecedented times of lockdown and in the midst of the COVID-19 pandemic, we hope there are some interesting ideas in here to distract and inspire you. With more parents involved in home schooling their children, we are grateful to the philosophy in schools community who have offered their support in unique ways. Check out the free resources and online lessons from our friends at [The Philosophy Foundation](#), [The Philosophy Man](#) and others, and don't forget to follow us on Twitter @JournalP4C where we will continue to share more resources and articles.

Our first issue for this year contains six original articles that explore how 'philosophy' is defined in the philosophy for children literature, and how it works best (or otherwise!) in various teaching contexts. Some of the papers from this and the forthcoming issue were initially presented at the 2018 FAPSA (Federation of Australasian Philosophy in Schools Associations) Conference which was held at The University of Notre Dame Australia's Fremantle Campus 10-11 July, 2018 with an In-Action Day at Hale School 9 July.

There were two International keynotes for the event; Prof Michael Hand from the University of Birmingham presented a provocative keynote entitled "Moral Education in the Community of Inquiry" (look out for the paper in the next issue!) and Pete Worley as expert practitioner from The Philosophy Foundation. Pete ran some wonderful sessions with primary- and high-school students at the In-Action Day which offered professional development for teachers of philosophy in schools. The third keynote "The Future of Philosophical Ethics in Schools: Plan and Paradox" was delivered by Prof Sandy Lynch from UNDA.

This was the first time the FAPSA Conference made it all the way to Western Australia and of the 80 attendees there were 43 presenters from all around Australia, Hong Kong, New Zealand, Norway, The Philippines, Singapore, Taiwan, and the UK. In this issue, we have researchers and practitioners represented from Australia, Finland, New Zealand, Taiwan, and the United States of America. This international and multicultural

mix serves to remind us that we can all learn from one another, share wisdom and seek best practice.

Included in this issue is an article by Jason Chen and Susan Gardner that provocatively asks, 'Does philosophy kill culture?'. Bravely exploring the contrast between the approach to critical thinking favoured by philosophers and the respect for authority and elders imbued in the Chinese cultural context, the authors query how to make philosophy for children (P4C) work in cross-cultural contexts. Offering personal insights supported by rich philosophical traditions, they are open to the possibility that P4C creates tensions in certain spaces even as deeper insights are sought.

In 'Creating moral winds and nurturing moral growth in a P4C classroom community in Taiwan', Jessica Wang considers the role for the community of inquiry in moral education. Drawing upon Ann Sharp and Confucianism, Wang highlights the ways in which P4C offers students the chance to adopt other perspectives, thereby setting their ego aside, work collaboratively and develop ritualised actions as a part of a loyal group. Again, considering how philosophy may be used pedagogically within an Asian context is informative for P4C practitioners wishing to gain insight from global perspectives.

Lynne Bowyer, Claire Amos and Deborah Stevens offer a critical literature review in 'What is 'philosophy'? Understandings of philosophy circulating in the literature on the teaching and learning of philosophy in schools'. In their article, they explore ten ways of understanding philosophy as: a foundational concept; as thinking—a skill, a disposition, a practice; as method or process; a tool or instrument; a creative task; as inquiry; as search for truth; as non-dogmatic teaching and hence the emancipation of thought; as communal activity; and as a way of life.

In our fourth article, Camilla Kronqvist, Birgit Schaffar and Marina Lundkvist consider how young children participating in communities of philosophical inquiry can experience frustration as they try to express themselves and stay focussed on the discussion. In 'The difficulty of thinking: Listening to the voices of students in early childhood education', the authors take the opportunity to reconsider what exactly *thinking* involves and how we recognise it when it occurs.

The fifth offering in this issue explores how philosophy and the community of inquiry may be used in a history classroom. Nick Kopitschinski's 'On the significance of doing philosophy in the history classroom: A theoretical and practical engagement with

historical consciousness' argues that the future of school history and philosophy subjects are closely linked. He claims history 'is in need of philosophical pedagogies' for various reasons—including critical analysis and reasoning, metacognition, and moral inquiry—and we might imagine this argument being applied to other subjects as well.

In our final article, John Topliss draws upon his years of teaching philosophy to consider how philosophical approaches such as the community of inquiry pedagogy may usefully enhance mentoring experiences for new teachers. His article, 'Exploring a framework for the mentoring of early career teachers in Catholic schools in Western Australia' draws upon the idea of the emotions working alongside cognition in order to support effective learning. This theme is timely in recognising a deeply human and embodied reality, through which dialogue may move forward as we work together critically *and* compassionately.

Also included in this issue are two book reviews. Gil Burgh has reviewed *In Community of Inquiry with Ann Margaret Sharp: Childhood, Philosophy and Education*, edited by Maughn Gregory and Megan Lavery (Routledge, London, 2017) and Andrew Rogers has reviewed *The Short and Curly Guide to Life* (Puffin, Australia, 2018)—the book that accompanies the fab podcast—by Matt Beard and Kyla Slaven.

We hope this issue finds you well and healthy, even if you are in lockdown. We draw hope from the ideas expressed herein—that we can work together collaboratively and seek innovative responses to problems and learn from one another all over the world.

Dr Laura D'Olimpio and Professor Andrew Peterson

Editors

Note: Thanks to the organisers of the 2018 FAPSA Conference: to conference convenors Laura D'Olimpio and Alan Tapper, and to Jon Lamotte and Hale School who organised the In Action Day with the support of Hayley Wills, Alison Freeman and Louise Gusterson. Thanks to volunteer helpers Stephanie Massey, Simon Kidd, Michael Wade, Mike Baldwin, and Shakyra Baykeysfield. Thanks also to the support of the Philosophy of Education Society of Australasia (PESA), whose grant helped bring out the International keynotes. And to UNDA's Institute for Ethics and Society who hosted a free public event on 'Why teach ethics in schools?' on the final morning.