

Editorial

Welcome to the launch of a new open access online journal for research into philosophy in schools. We are delighted to provide a platform for cross-disciplinary research and collaboration that is based in Australia, yet reaches an international audience. Our intended purpose for launching a new journal in Philosophy and Education was to fill the gap where there had once been *Critical & Creative Thinking*, the official journal of the Federation of Australasian Philosophy in Schools Associations (FAPSA). Published biannually in hard copy from 1993 to 2008, *Critical & Creative Thinking (C&CT)* combined theory and pedagogy, including critical academic articles as well as articles that described and reflected on teacher praxis. In moving towards an open access online journal, the *Journal of Philosophy in Schools* meets a need for Australasia to be represented in the field of philosophy in schools—a field in which we have committed academics and teachers working and writing—and to keep up with the new technology that academics are making use of in a climate of ‘publish or perish’. We wanted to keep access to the journal free, as this fits well with our value of collaborative inquiry.

As the *Journal of Philosophy in Schools* is now the official journal of FAPSA six years after the final issue of *C&CT*, we are committed to providing an open, research-based source of academic articles pertaining to philosophy with children, philosophy in schools and, by extension, philosophy and education. The focus of the journal is research into philosophy with school-aged children (K-12 or ages 3-19 years). What was once called Philosophy with Children has developed into a sub-discipline of philosophy with its own history, traditions and pedagogy, and incorporates philosophical inquiry in the classroom, reflective education and Socratic dialogue through the use of the Community of Inquiry (CoI) methodology.

In paying homage to our history, we decided to publish volume 1, issue 1 of *JPS* as a commemoration and critical reflection on what has gone before. The aim of this issue is to start the conversation about philosophy in schools anew and revitalise the reading of seminal articles—originally published in *C&CT*—to a new and ever-growing, international audience.

We selected key works that were published in *C&CT* between 1993 and 2008, and invited the authors to revise their original articles or add a new introductory note or reflective comment. As such, there is some diversity in this selection. Some are scholarly academic articles focussed on theory, while others focus more on pedagogy and draw on personal experiences of teaching philosophy in the classroom. A couple of others still (Singer; Sprod) are speeches that were presented at conferences and then published as papers. Two (Lipman; Sharp) have been reprinted as they originally appeared in the early issues of *C&CT* when these cherished American founders of the Philosophy for Children (P4C) movement were supporting the Australian journal. We invited Philip Cam, as the current

president of FAPSA and a key academic involved with Lipman and Sharp and who helped pioneer the Lipman method in Australia, to write new Introductions to those seminal articles, which we are proud to introduce to a new audience as the *JPS* launches its first issue.

This inaugural issue of the *JPS* commences with two seminal articles, one written by Matthew Lipman (1922-2010) and the other by Ann Margaret Sharp (1942-2010). These articles serve as a wonderful introduction to the Philosophy for Children movement that is largely based on the pragmatic philosophy of John Dewey. Lipman's *The educational value of Philosophy for Children*, originally published in the first issue of *C&CT* in March 1993 is reprinted here with a new introductory note by Phillip Cam. Ann M Sharp built upon the core ideas established by Lipman, highlighting the 'caring' thinking skills that form part of the critical, creative and caring thinking skills that are enhanced by studying philosophy. With this in mind, Ann Margaret Sharp's *The other dimension of caring thinking*, originally published in volume 12 issue 1 of *C&CT* in March 2004, is here published also with a new introductory note by Phillip Cam.

The next three articles deal with the theoretical aspects which underlie the pedagogy of philosophy in schools. Gilbert Burgh's *Democratic pedagogy: Deliberative democracy as an educational process* is a revised version of his article that was originally published as *Philosophy in schools: Education for democracy or democratic education* in *C&CT* volume 11, issue 2, October 2003. Burgh focuses on political philosophy with an insight into the democratic nature of philosophical education; highlighting how philosophical reflection encourages students to critically reflect on the social and political implications of their actions.

We are delighted to include Peter Singer's *Coping with global change: The need for new values* in the first issue of *JPS*. Professor Singer has supported P4C for many years and his website with Katarzyna de Lazari-Radek entitled *Help! My child is a philosopher* (<http://www.mychildisaphilosopher.com/>) is another wonderful online resource for those interested in philosophy in schools. Singer's article was originally written as a keynote address for the Seventh International Conference on Philosophy for Children and was published in a special conference issue of *C&CT* (volume 3, issue 3, October 1995). Here we present the original article with a new introductory note by Singer whereby he examines the importance of encouraging children to develop and reflect on values such as those related to the environment. Singer thus makes a link between moral philosophy and the education of children in critical and reflective thinking. In our third article *Fact, value and philosophy education*, Philip Cam adds a new introductory note to his consideration of the 'is'/'ought' distinction in terms of Deweyan pragmatism and education—originally published in *C&CT* volume 10 issue 1, March 2002.

Our next three articles by Clinton Golding, Laurance J Splitter and Megan Laverty provide a consideration of teacher practice. Clinton Golding's *A handy account of Philosophy in Schools*, is a revised article originally published as *What is Philosophy in Schools?* in *C&CT* volume 14, issue 1, March 2006. And Laurance J Splitter's *Preparing teachers to 'teach' Philosophy for Children* is a revised article originally published in *C&CT* volume 14, issue 2 in December 2006. Both of these articles bridge the gap between theory and experience, particularly in their consideration of the role of the teacher as facilitator for teaching philosophy in the classroom.

Megan Laverty's *Philosophy in Schools: Then and now* reflects on her original article *Philosophy and pedagogy in Australian schools: The relationship between Philosophy for Children and VCE philosophy*. She provides a new introduction that details the changes that have occurred in philosophy for children since her original article was published in *C&CT* volume 10, issue 1 in March 2002.

Finally, our last two articles by Felicity Haynes and Tim Sprod are reflections that draw on personal experience and the ideas that they have developed since the original publication of their articles in 1993 and 1999 respectively. Felicity Haynes' *Teaching children to think for themselves: From questioning to dialogue* was originally published in the very first issue of *C&CT* in March 1993, and Tim Sprod's *Philosophy and childhood* appeared in *C&CT* volume 7, issue 2 in October 1999. The reflective comments provided by these authors invite readers to review their own assumptions and judgements that may arise when reading the original articles. They note how the dialogue as well as teacher praxis continues to evolve and changes with time and experience. The key ideas these authors present remain the same, yet they are expanded and deepened with further consideration. This reflective note highlights the humility of both authors, revealing their excitement for continual learning.

The editors would like to thank the members of our editorial board for their enthusiasm for this project, their care, critical thinking, collaborative natures and creative spirits that make this project possible. We would also like to thank the authors of these articles herein.

We look forward to receiving new articles for publication in volume 2 issue 1 and continuing the dialogue. We hope you enjoy our first issue of the *Journal of Philosophy in Schools*.

Dr Andrew Peterson and Dr Laura D'Olimpio

Editors