

Editorial

It is with pleasure that we welcome new and returning readers to the third issue of the *Journal of Philosophy in Schools* (JPS). Our second issue, published earlier this year, has reinforced the fact that there is an enthusiastic audience for academic research and reflection on philosophy with children, philosophy in schools and, by extension, philosophy and education. As of 1st November 2015, issue 2(1) had received over 16,943 total abstract views, giving an average of over 2420 views per article. Total article downloads were over 5222, giving the issue an average article download of over 746. We thank you for your continued support and are excited to report that we have 1316 Facebook 'likes' for our page, and 528 followers on Twitter (@JournalP4C). These figures have doubled in the last six months since the last issue of the JPS was published.

As the official journal of the Federation of Australasian Philosophy in Schools Associations (FAPSA), the JPS aims to provide an open source of articles pertaining to research into philosophy with school-aged children (K-12 or ages 3-17 years). In this issue, the second for 2015, we present four brand new articles and a book review. The fifth article is a revised version of a seminal article from *Critical & Creative Thinking* (C&CT). Our readership has appreciated the continuing tradition of revisiting articles that were previously published in hard copy in C&CT. Therefore, we invited Winifred Wing Ham Lamb to revisit her *Philosophy for Children and the 'whole child'* from C&CT Volume 8: Issue 1, March 2000.

In this article, Lamb engages critically with the concept of 'wholeness' in relation to educating children. She notes the intuitive appeal of the concept of the 'whole' child, and, at the same time, advises we be wary of importing 'thick' values into the theory and practice of education based on this concept because such 'thick' values are usually shaped by our underlying ideologies. Lamb connects this discussion to P4C pedagogy that, she claims, can usefully contribute to educating children holistically, in part because the term 'wholeness' is fleshed out and understood to include notions of 'integration', 'comprehensiveness', 'continuity' and 'adequacy'.

The four original articles in this issue all contribute to furthering the discussion as to how and why teachers could use P4C in their classrooms, and what issues, both theoretical and pedagogical, should be attended to. This issue contains a follow up study by Frank Fair, Lory Haas, Carol Gardosik, Daphne Johnson, Debra Price and Olena Leipnik entitled *Socrates in the schools: Gains at three-year follow-up; Open thinking, closed questioning:*

Two kinds of open and closed question by Peter Worley; *Implementing P4C in the primary classroom: Some fuzzy predictions* by Nicola O’Riordan; and Andrew Peterson and Brendan Bentley’s *Exploring the connections between Philosophy for Children and character education: Some implications for moral education?*

First up is an exciting follow-up study that reports on the long term effects of the P4C program that Fair et al. implemented in Texas. *Socrates in schools from Scotland to Texas: Replicating a study on the effects of a Philosophy for Children program* was published in our last issue and its authors—Frank Fair, Lory Haas, Carol Gardosik, Daphne Johnson, Debra Price, and Olena Leipnik—have now reviewed the follow-up data to ascertain the long-term effect of studying philosophy on students’ cognitive abilities. The original study by Fair and his colleagues was designed to replicate the Scottish P4C study done by KJ Topping and S Trickey (published in 2006) but ran for a shorter length of time in that participating Year Seven students were given only 22-26 weeks of weekly philosophy classes (as compared with Topping and Trickey’s 58 weeks). Fair et al. demonstrated that these students’ test scores and analytic thinking abilities were statistically improved as compared to the control group who did not study philosophy. *Socrates in the schools: Gains at three-year follow-up* goes on to further demonstrate that a statistically significant retention of these testable skills remains over a long period of time, as the students, now in Year Ten, still test consistently higher than those who did not study philosophy three years ago. Topping and Trickey had published a two year follow-up after their initial research and, thus, Fair et al. reinforce and improve upon the claims originally made by Topping and Trickey that philosophy in schools can assist with students’ overall thinking skills, and that such cognitive abilities are retained as students continue their education.

Our second article is *Open thinking, closed questioning: Two kinds of open and closed question* by Peter Worley. In this article, Worley clarifies a confusion that stems from how the terms *open question* and *closed question* are ordinarily understood and distinguishes between two kinds of open and closed question— ‘grammatical’ and ‘conceptual’. Worley then provides the P4C practitioner with a useful questioning strategy entitled ‘the question X’ that combines closed-ended questioning and open-ended questioning in the classroom community of inquiry in order to further dialogue.

Implementing P4C in the primary classroom: Some fuzzy predictions, by Nicola O’Riordan, is our third article and explores how teacher efficacy impacts upon the implementation of P4C in the classroom. This qualitative study analyses the influencing factors that lead

teachers to become either 'regular', 'intermittent', or 'ceased' implementers of philosophy in their primary school classrooms after initial enthusiasm following a Level One P4C training workshop run by SAPERE (Society for the Advancement of Philosophical Enquiry and Reflection in Education) in the UK. O'Riordan's paper highlights the strength of a teacher's beliefs about their ability to positively influence student outcomes to then effect change in the classroom.

In the fourth article—*Exploring the connections between Philosophy for Children and character education: some implications for moral education?*—Andrew Peterson and Brendan Bentley look to identify and explore some connections between Philosophy for Children and character education. Starting from the position that, in practice, teachers often blend (intentionally and/or unintentionally) different approaches to values education, some areas of common ground are highlighted along with their possible implications for moral education.

Also included in this issue is a book review. Co-editor Laura D'Olimpio has reviewed Laurance J Splitter's *Identity and personhood: Confusions and clarifications across disciplines* (Springer, Singapore, 2015).

We hope you enjoy our third issue of the *Journal of Philosophy in Schools*. We will publish Issue 3, Volume 1 in May 2016 and we are still welcoming new articles for publication in future issues. Our Issue 3, Volume 2, to be published in November 2016, will be a special issue that includes the papers presented at the Federation of Australasian Philosophy in Schools Associations (FAPSA) Conference, to be held in Wellington, New Zealand, in April 2016. Details of the Conference can be found at <http://fapsa.org.au/conference/>, and the Conference flyer follows this Editorial.

We hope to see you there!

Dr Andrew Peterson and Dr Laura D'Olimpio

Editors



FAPSA

Federation of Australasian Philosophy in Schools Associations

2016 FAPSA CONFERENCE

“Philosophy Throughout the School Years”

Venue: Te Wharewaka o Poneke, Wellington, New Zealand

April 18th and 19th, 2016

The conference will be followed by an “Action Day” on 20th April, at a local school, for communities of inquiry with children and adults.

This conference offers an exciting programme of interactive workshops, presentations focused on classroom practice, reports on recent research, theory sessions and keynote addresses. Presenters from New Zealand, Australia, the United Kingdom, Israel and Brazil will take part.

Most sessions are relevant to teachers working with any age group, and there are also special sessions for those working with young children and secondary school students.

From the most experienced practitioners to those new to philosophy in schools, all will find wonderful opportunities for professional development at this conference.

Registration Costs

Full Registration: AUD\$275

Early Bird: AUD\$250

(Register by Dec. 4th, 2015. Payment can be deferred until Feb 12th, 2016) Action day: AUD\$25
(Free to participating school students)

Discounted registrations for FAPSA members, students/unwaged and one day only are also available.

For registration forms, payment options, a preview of presentations and an accommodation deal go to: <http://fapsa.org.au/conference/>