

Editorial

Welcome to the fifth issue of the *Journal of Philosophy in Schools* (JPS). In April this year the Federation of Australasian Philosophy in Schools Associations (FAPSA) held its biennial conference in Wellington, New Zealand. Organised by the then Chairperson of FAPSA, Dr Vanya Kovach, the conference was a great success and attracted many teachers as well as local and international academics working in the fields of Philosophy, Education, and Philosophy of Education. The two-day conference was supplemented by an 'Action Day' that saw contributing academics and practitioners facilitating Communities of Inquiry and P4C activities with students from local primary and high schools. The opportunity to listen to theoretical papers and then witness examples of praxis was a wonderful representation of the two arms of the Philosophy in Schools beast that we celebrate here at the JPS. In this issue, we are delighted to bring you five original articles that were initially presented as papers at the FAPSA conference, along with a book review.

We commence with two papers by keynote speakers, Philip Cam and Laurance J Splitter. Cam's *Basic operations in reasoning and conceptual exploration* details intellectual operations that can and should be taught to school-aged children as the building blocks for reasoning and conceptualisation. Cam provides examples designed to assist teachers to introduce such operations in the classroom. While such thinking skills are particularly well suited to the philosophy classroom, they may be used in any subject area, and should not be neglected by teachers who are interested in teaching thinking skills.

The dispositional ingredients at the heart of questioning and inquiry is our second paper. Considering the environmental context in which questioning takes place, Splitter claims that inquirers are seeking to move from a state of unsettlement or tension to a state of settlement and, in this paper, delineates the psychological dispositions and attitudes that ground and motivate genuine inquiry. Due to the awareness and puzzlement experienced by inquirers, along with a desire to *know*, engagement with philosophical questions and a community of inquiry is prompted and then facilitated by a teacher in a classroom setting. In light of these ideas, Splitter analyses Cam's 'Question Quadrant' and offers a new variation that rejects a hard-and-fast dichotomy between 'closed' and 'open' questions.

The authors of our next three papers were also presenters at the 2016 FAPSA conference. Our third paper, *The role of the art of living in early childhood education* by Christoph Teschers, offers a holistic approach to education in the early years. Interested in notions of well-being and happiness, Teschers critically reflects on their meaning in relation to the contexts of

education, positive psychology and philosophy. Using the framework offered by German educationalist Wilhelm Schmid, Teschers explores the way an 'art of living' relates to early childhood education, particularly as it is used in the New Zealand Te Whāriki curriculum. Teschers offers the community of inquiry as a pedagogical tool that can be employed in the early childhood classroom to help support the development of children's abilities to actively shape and develop their own art of living from an early age.

Peter Worley is the author of our fourth paper, *Ariadne's clew: Absence and presence in the facilitation of philosophical conversations*. In this paper, Worley identifies two broad, overarching principles of 'presence' and 'absence' that correspond with the influencing role of facilitators of philosophical inquiry. The deliberate role of influencing the discussion is referred to as 'presence', whereas 'absence' describes the refraining of such an influencing role as the inquiry process proceeds. Worley defends the latter (absence); recommending that facilitators consciously refrain from interpreting children's contributions and instead work hard to elicit children's intentions and meanings through careful questioning (presence). This paper builds further upon Worley's *Open thinking, closed questioning: Two kinds of open and closed question*, published in Volume 2, Issue 2 (2015) of the JPS.

Karen Shuker and Sondra Bacharach co-author our fifth and final paper, *Children's activism and guerrilla philosophy*. In an innovative, exploratory paper, Shuker and Bacharach glean inspiration from street art and the activist potential of philosophy done both inside and outside of the traditional classroom setting. Exploring links between P4C, Dewey's aesthetics, and the political, social and activist potential of street art, Shuker and Bacharach introduce the concept of 'guerrilla philosophy' and emphasise the ways in which members of a classroom belong to a wider civic community. 'Guerrilla philosophy' promotes civic-mindedness as a social virtue; the use of imaginative, creative and experiential forms of learning as essential to education; and pictures the classroom as a space of belonging, cooperation, and active engagement, much like that of the wider community in which the school is located. By considering P4C and street art, the authors defend 'guerrilla philosophy' as a way of making children's activism possible in the current day.

In other news, our social media presence continues to grow, with 2312 Facebook 'likes' for our page, and 974 followers on Twitter (@JournalP4C). Our statistics in terms of article views and downloads is equally impressive. As of November 1 2016, Volume 3, Issue 1, published in May 2016, had received over 18,030 total abstract views, giving an average of over 2,576 views per article. Total article downloads were over 5,140, giving the issue an

average article download of over 734. We are proud to remain open-access and continue to support the strong academic and practitioner interest in research into philosophy with school-aged children (K-12 or ages 3-17 years).

We follow this Editorial with a special conference report from Vanya Kovach. Also included in this issue is a book review. Tim Sprod has reviewed Peter Worley's *40 lessons to get children thinking: Philosophical thought adventures across the curriculum* (Bloomsbury, London, 2015). We hope you enjoy this special conference issue of the *Journal of Philosophy in Schools*. We will publish Volume 4, Issue 1 in May 2017 and we are still welcoming new articles for publication in future issues. Our Volume 4, Issue 2, to be published in November 2017, will be a special issue guest edited by Professor Michael Hand that includes ten invited papers from esteemed academics publishing on philosophy in schools internationally.

Happy philosophising,

Professor Andrew Peterson and Dr Laura D'Olimpio

Editors