

Editor's Welcome

Let me welcome you to the first issue of Volume 42. The five articles and one book review published here come from authors with a wealth of experience in Philosophy for/with Children (P4wC). Collectively, their contributions explore a variety of challenges that beset the integration of P4C in K-12 education and also identify confusions that run through some of the pedagogical assumptions of philosophy for children practitioners.

The first article by Maughn Gregory takes a detailed look at how Lipman and Sharp integrated the notion of a “community of inquiry” into philosophy for children, noting that although the phrase is commonly attributed to Peirce it is never actually used in his writings, and is first employed by Lipman and Sharp. Gregory’s article provides a comprehensive analysis of the ways in which Lipman and Sharp develop Peirce’s original notion of inquiry into a robust pedagogical methodology.

The second article by Sutcliffe argues that P4C should have had a more substantial impact on education than is actually the case. He argues that we need to consider presenting P4C as a general pedagogical orientation applicable to all teachers regardless of subject matter—an approach he calls ‘Philosophical-Teaching-and-Learning’—rather than an educational specialization. This more holistic strategy promises to disseminate the pedagogical benefits of PFC to a wider audience and better ensure its core contributions to moral education are readily accessible to all.

Lena Green’s article reflects on her own journey with P4C and uses her wealth of experience to broach the notion of boundaries. As someone whose primary training is not in the practice of philosophy, Green articulates why PFC would benefit from a clearer sense of what falls within its pedagogical practice and what does not, as well as being more interested (receptive) to research from the fields of education and psychology. Although such close attention to boundaries may not be as necessary in the actual practice of P4wC in the classroom, it is important when it comes to training other teachers.

Pieter Mostert’s contribution looks at the continuing challenge of assessing PFCs many different pedagogical effects on students. As Mostert points out, not only are there multiple levels involved in the successful implementation of a PFC programme in schools, but many different classroom activities fall under the purview of PFC interventions. Mostert concludes his analysis with a number perceptive suggestions on how to improve the effectiveness of our assessment of philosophy for children pedagogies.

The final article is a collaborative effort by Darren Chetty, Maughn Gregory and Megan Laverty who use the lens of picture books to explore the timely challenge of diversity within the pedagogy of PFC and its practitioners. Using the recent review of picture books co-authored by Turgeon and Wartenberg, Chetty, Gregory and Laverty argue there are a variety of complicated challenges that arise with picture books that need more nuanced and sensitive treatment, not least of which relates to the lack of racialized diversity within the PFC community.

Wendy Turgeon anchors our issue with her thoughtful review of Gregory’s and Laverty’s edited anthology, *Gareth Matthews: The Child’s Philosopher*. Skilfully highlighting what each author sees as Matthews’s contribution, Turgeon’s review provides an informative summary of an important book.

Pax et Bonum, Jason Howard

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