

Editor's Welcome

This issue of *AT&PP* (Vol. 45) includes three articles, and two 'fieldnotes,' that provide practical advice for implementing different learning activities informed by Philosophy for/with Children (P4wC) pedagogy. Three of the contributions come from individuals who participated in the highly successful NAACI-Brila conference on Creative Engagement in P4wC, held at the University of Montreal in August, 2025.

The first article by Rogelio Miranda-Vilchis, "Improving Teaching and Learning in Philosophy through Process-Oriented Feedback," provides a thoughtful overview of various forms of teacher feedback commonly used by philosophy instructors. Although offering feedback is generally helpful, Miranda-Vilchis demonstrates that scaffolding this feedback at regular intervals across multiple assignments, and explaining the rationale behind this process to students, is much more effective at improving both teaching and learning.

The second article by Susan Gardner and Wayne Henry, "How Grace, Forgiveness and Charity Can Be Reinvigorated Through Promoting Objective Reasoning," challenges the idea that critical reasoning is incompatible with emotional sensitivity and desire for shared (empathetic) understanding. They argue that admitting one's own fallibility is a core component of reasoning objectively, which provides a bridge for the consideration of other points of view and is crucial in combatting our current culture of narcissism.

The third article by Lise De Souter and Bruce Maxwell, "How Can We Promote the Treatment of Philosophical Questions in Primary School? The Perspective of Experienced Teachers" is translated from French (the original text is also provided) and explores the experience of six different elementary school teachers and discusses some common challenges they have encountered implementing Philosophy for/with Children in their classrooms. Combining the insights of these seasoned P4wC teachers and research on pedagogy developed in France, the authors argue for a wholistic and relational teaching model that identifies five key elements of effective teaching practice to promote P4wC in the classroom.

The fourth article by Mohammad Reza Vaez Shahresani "Integrating AI Ethics in Philosophy for Children" follows our 'fieldnotes' approach and provides a clear lesson plan that instructors can implement designed to introduce children to some of the challenges with AI, especially related to privacy.

Finally, the fieldnote article by Sophie Chappel "From Artistic Gesture to Philosophical Thought" is translated from French (original text is provided) and provides an innovative example of how to unite music and musical performance with philosophical inquiry. Bringing together a variety of activities that focus on vocal and bodily expression, Chappel invites us to consider the creativity of philosophical inquiry as students work collaboratively to express concepts without directly discussing them through language.

As always, I hope this issue finds you well.
Pax et Bonum,

Jason Howard

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