

Editorial

Welcome to another issue of the *Journal of Philosophy in Schools* (JPS). This issue contains seven research articles, a commentary article (our first!) and two book reviews. We hope this will be enough to keep you occupied over the Christmas holiday period while eating fruit mince pies.

We kick off with an article from Phil Cam, 'Continuity and change in Philosophy for Children'. Reflecting on the original Philosophy for Children (P4C) curriculum materials, that have now entered the digital commons, Cam analyses the history of theory and practice in P4C. Adopting a Deweyan lens, he has one eye on the past, while the other looks forward to the future, seeking inquiry and creative dialogue. Along with Lipman et al., they offer some good tips for both.

Next up, from Queens' University Belfast, Suzanne Whitten and Luke Strong reflect on the practice of philosophy in schools as encouraging 'critical civility' when taught in a citizenship programme in Northern Ireland. 'Philosophy in schools as practice in "critical" civility: A study in post-conflict Northern Ireland' demonstrates how philosophy works well in the citizenship classroom, with the context illuminating the significance and vital need for such pedagogy. Incidentally, if you have not yet watched the P4C documentary *Young Plato* (2021), starring Elvis-loving Belfastian head teacher Kevin McAreevey—do yourself a favour and seek it out immediately!

Travelling to the other side of the world over to Canada next, we have Ellen Fowler's article, 'Philosophy for Children in ethnoculturally diverse schools: Some opportunities and risks of learning about diversity through philosophical dialogue'. Reflecting on the role for P4C in the multicultural Quebec, Fowler considers the strengths and limitations of learning about diversity through dialogue and how P4C might be helpful when it comes to challenging cultural stereotypes.

Our fourth article is 'The role of philosophical inquiry in cultivating critical thinking among students: A scoping review' by Mohammed Looti and Marwa Abd-Alzim. This paper provides a review of the published literature on how and whether philosophical inquiry as it is practiced in P4C can cultivate critical thinking skills in students. In terms of seeking substantiated arguments to justify our positive claims that P4C and the CoI can promote critical thinking—this is exactly the kind of research that helps us to continue to advocate for the teaching of philosophy in schools. Policy makers: take note!

Our fifth contribution comes from Michael Quinn in Scotland. Drawing upon his research examining philosophical uses of film in the classroom, Quinn argues for the use of two films, *Ex Machina* and *Her*, to teach secondary school students about attention. Given we often hear people talk about how attention in young people and in the classroom is easily distracted, reflecting on what attention is in a way that prioritises the students' own experiences and understanding is valuable. In 'Teaching contested philosophical articulations of attention through *Ex Machina* and *Her*', Quinn makes the case for these filmic examples to be used pedagogically to encourage exploration of differing accounts of attention.

Next, we have Sofia Nikolidaki and colleagues critically engaging with the training programmes offered for facilitators of P4C. Their paper, 'When is a standard a 'standard'? An exploratory study on the standards used in the training of facilitators in Philosophy for/with Children' reflects on such training with respondents from all over the world. They identify some actual and ideal standards for establishing effective P4C facilitator training.

Our seventh research article is by Menno van Calcar, entitled 'Using 3D tools to teach relational reasoning'. This paper considers the deductive reasoning skill of relational reasoning, a form of reasoning that has to do with three-dimensional spaces, and how it might be taught to secondary school students. An argument is made for the 'embodied teaching' of this form of reasoning, and an example is provided if you want to give it a go in your own class.

Also included in this issue is our first commentary article. 'On the meaning of education holding hands with philosophy. A conversation along a walk to Pão de Açúcar (28 October 2023)' is a scripted dialogue between two P4C legends, Walter Omar Kohan and Maughn Rollins Gregory. These philosophical friends initially walk and talk in Rio de Janeiro, Brazil, and then subsequently pick up the conversation anew in Mendham, New Jersey, USA, two years later. They reflect on many themes that will be of interest to JPS readers: from teacher education to childhood, questioning, to counter-colonisation and reasoning. Reading this feels like you are walking alongside them, joining in the dialogue.

Finally, we have two book reviews. Arie Kizel has reviewed *Teaching Democracy in an Age of Uncertainty: Place-Responsive Learning* by Gilbert Burgh and Simone Thornton (Routledge 2022). And Ewelina Grądzka has reviewed *Matthew Lipman and Ann Margaret*

Sharp: Philosophy for Children's Educational Revolution by Roberto Franzini Tibaldeo (Springer 2023).

We hope you enjoy this truly international issue and we are pleased to bring you another issue of our fully open access online journal.

We continue to welcome proposals for special issues with particular themes and proposed special issue guest editors. In the new year, we look forward to bringing you two such special issues, one on 'philosophy and religious education', and the second on 'philosophy, civic identity, and national narratives in schools'.

Happy holidays!

Dr Laura D'Olimpio, Professor Michael Hand and Professor Andrew Peterson

Editors