# **2018 FAPSA Conference Program**

## UNDA Fremantle

## 9-11 July, 2018

### **Keynotes**

**Sandra Lynch,** The Institute for Ethics and Society, UNDA Sydney

The Future of Philosophical Ethics in Schools: Plan and Paradox

This paper approaches the future of philosophy and in particular of philosophical ethics in schools, to argue that the future of the teaching of philosophy relies on the development and articulation of three features of good practice in any educational enterprise. Firstly, if the future of philosophy in schools is to be secure then those involved in its teaching and marketing must develop and articulate to the broader community a clear understanding of our aims and purposes. What are we in fact attempting to do in the philosophy classroom? What suppositions do we bring to the philosophy classroom and what effect do those suppositions have on the sustainability of philosophy in schools as an educational enterprise? Secondly, we must explain how our aims might best be met within current contexts, and what pedagogical methods and curriculum materials are most conducive to our aims, given our experience in the field. Thirdly, we must convince educational administrators as well as the broader community to interrogate the various possible options available for the training of those who undertake the teaching of philosophy in schools. The variety of approaches being taken to the teaching of philosophical ethics in schools in Australia suggests the need for greater clarity of purpose in this domain.

**Michael Hand,** University of Birmingham, UK

Moral Education in the Community of Inquiry

In recent work I have argued that moral inquiry is central to an adequate conception of moral education (Hand, 2018a), and that the importance of engaging children in moral inquiry is a compelling reason for making philosophy a compulsory school subject (Hand, 2018b). By moral inquiry I mean inquiry into the content and justification of morality, and it is clear that inquiry of this kind has its disciplinary home in philosophy. The question I will ask here is whether the community of inquiry method for doing philosophy with children (Lipman, 2003; Lipman, Sharp and Oscanyan, 1980) is an appropriate pedagogy for moral inquiry. In the case of *nondirective* moral inquiry – which aims at enabling children to form their own considered views on controversial moral standards – the community of inquiry method looks like a very good fit. But in the case of *directive* moral inquiry – which aims at persuading children that some moral standards are soundly justified (or demonstrably unjustified) – the fit is less obvious. Is there room for persuasive moral teaching in the community of inquiry?

References

Hand, M. (2018a) *A Theory of Moral Education*, London: Routledge.

Hand, M. (2018b) ‘On the distinctive educational value of philosophy’, *Journal of Philosophy in Schools* 5 (1).

Lipman, M. (2003) *Thinking in Education* (Second Edition), Cambridge: Cambridge University Press.

Lipman, M., Sharp, A.M. and Oscanyan, F.S. (1980) *Philosophy in the Classroom*, Philadelphia: Temple University Press.

### **In Action Day**

Hale School, Wembley Downs, WA. Expert Practitioner: **Peter Worley,** The Philosophy Foundation, UK.

This day includes philosophy sessions with students facilitated by expert teachers and our featured practitioner expert, Peter Worley from The Philosophy Foundation, UK. After each session there will be the opportunity to discuss what was seen and modelled. Pete will also run a professional development session for attendees. This event is suitable for teachers of all school-age levels.

### **Workshops**

Phil Cam, University of NSW

The Norms of Collaborative Inquiry

Amy Eberhardt and Teagan Baumgart, Hillbrook School, Brisbane

Thinking Adolescents: Engaging Adolescents in Philosophical Inquiry - A Whole School Approach

Louise Gusterson, Crofton Downs Primary School, Wellington, NZ

Enhancing and Practising Philosophical Thinking throughout the Curriculum

Vanya Kovach, University of Auckland, NZ

“It depends", "Who decides?" and "It's subjective": Responding to 'the relative' in the classroom

Rob Wilson and Karen Bland, La Trobe University

Philosophy Out of School

Alison Freeman, UNDA and Geographe Primary School and Sandy Heldsinger, Brightpath.

Assessing Development in Students’ Philosophical Thinking: a Round Table Discussion

### **Papers**

Peter Dam, Melba Copeland Secondary School, ACT

Of a Larger Reality: Introducing Senior Secondary Philosophy in the Australian Capital Territory

Laura D’Olimpio, The Institute for Ethics and Society, UNDA Fremantle

Media, Technology and Moral Education in the P4C Classroom

Ray Driehuis and Alan Tapper, Perth Modern School and John Curtin Institute of Public Policy

On the Relation between Collaborative Philosophical Inquiry and Critical Thinking in Secondary Schooling

Christian Espano, University of the Philippines

Hannah Arendt on Thinking with Children

Harry Galatis, University of Melbourne

Questioning Typologies

Terje Halvorsen, Nord University, Norway

An Alternative Variant of Philosophy for Children

Simon Kidd and Alan Tapper, UNDA Fremantle and John Curtin Institute of Public Policy

Matthew Arnold and Philosophy in the English-language School Curriculum

Ben Kilby, Melbourne

Responsive Ways of Dealing with Epistemic Injustice in Education

Nick Kopitschinski, Emmanuel College, Victoria

Why the Future of Philosophy is in the Past

Hayley Lewkovicz, Mentone Grammar, Victoria

Philosophical Enquiry with Highly Able Students

Marina Lundkvist, Camilla Kronqvist and Birgit Schaffar-Kronqvist, University of Helsinki, Finland

The Difficulty of Thinking: Listening to the Voices of Kindergarten Teachers to Be

Marella Mancenido-Bolanas, University of Santo Tomas, Phillipines

Why Philosophy in Schools cannot be Practiced in Primary and Secondary Schools: Matthew Lipman’s Critique of the Traditional Education and the Case of Philosophy in the Teacher Education Program in the Philippines

Leander Marquez, University of the Philippines

Philosophy for and with Children (P4wC) in the Philippines: Application and Reflection

Nathan Pickels, University of Queensland

The Virtue of the In-between: Irigaray, Nancy and How the ‘Wisdom of Love’ Might Guide Ethical Educational Practice

Annette Pierziwol, UNDA, Sydney

Three Kinds of Ethics Education: Moral Inquiry, Moral Understanding, and Moral Formation

Janette Poulton, Victoria

Philosophical Progress Maps

Michelle Sowey, Philosophy Club, Melbourne

Arrested Development: Where Epistemological Understanding Stalls

Deborah Stevens, NZ Centre for Science and Citizenship

What do we Mean by Philosophy, and What Does It Do?

John Topliss, St Anthony's School, Wanneroo, WA

Is Wisdom more Important than Knowledge in the Catholic Tradition? -- How an Understanding of How to Teach Philosophy can Assist Early Career Teachers to Teach more Effectively within a System Mentoring Framework

Tace Vigliante, Charles Sturt University

Developing Understandings of Social Justice and Equal Human Worth: An Intervention Study within Initial Teacher Education

Jessica Ching-Sze Wang, National Chiayi University, Taiwan

Can Philosophy for Children be A Viable Form of Moral Education?: A Longitudinal Case Study in Taiwan

Emma Worley, Philosophy Foundation, UK

Teaching Critical Thinking through Philosophical Enquiry

Pete Worley, Philosophy Foundation, UK

Metacognition and philosophy in schools

Luke Zaphir, University of Queensland

Complete integration of philosophy in F-10: the future lies across all curricula

### **Reports**

TBC, Singapore Regional Report

Sarah Chan and Daniel Bernal, Hong Kong Regional Report

Matthew Wills, Philosothon Project Report

Laura D’Olimpio, FAPSA President’s Report