Philosophy goes to school in Australia: A history 1982-2016
Gilbert Burgh, Simone Thornton

Abstract

This paper is an attempt to highlight significant developments in the history of philosophy in schools in Australia.[1] We commence by looking at the early years when Laurance Splitter visited the Institute for the Advancement for Philosophy for Children (IAPC). Then we offer an account of the events that led to the formation of what is now the Federation of Australasian Philosophy in Schools Associations (FAPSA), the development and production of a diverse range of curriculum and supporting materials for philosophy in schools, the making of the Australasian journal, and more recent events. Our purpose is to create further interest in exploring this complex and rich history. This will achieve a better understanding of the possible future directions for classroom practice and research.

[1] An earlier draft of this paper was presented at the 45th Annual Conference of the Philosophy of Education Society of Australasia (see Burgh & Thornton 2016).

Full Text:

PDF

DOI: http://dx.doi.org/10.21913/JPS.v3i1.1300

Refbacks

- There are currently no refbacks.

This work is licensed under a Creative Commons Attribution 4.0 International License (CC-BY 4.0) - http://creativecommons.org/licenses/by/4.0/.

Philosophy Goes To School.

Matthew Lipman. Copyright Date: 1988. Going beyond his earlier work to describe the contribution that training in philosophy can make in the teaching of values, he shows the applications of ethics in civics education and the ways in which aesthetics can be incorporated into areas of the curriculum related to the development of creativity. Making reference to the contemporary educational scene, Lipman compares the K-12 Philosophy for Children curriculum to the many unsatisfactory solutions being offered in our current drive for educational excellence. Early in 1982 I decided I needed some firsthand experience in the teaching of Pixie. Pixie had been published the previous year and was already in use in several school districts. Philosophy Goes To School. Article - January 1988 with 181 Reads. Cite this publication. The story should respond to philosophical concepts and processes, thus to the philosophical tradition, as well as to the daily experience (thematicallyzed reality) of the fictional child characters, of common problems of children, so that philosophical examination develops and mediates a dynamic view of the world. 3. A philosophical story may focus on one philosophical aspect but should include as many philosophical of dimensions as possible (ethical, logical, aesthetic, epistemological, metaphysical etc., Lipman, 1988).