

Newsletter

PHILOSOPHY OF EDUCATION SOCIETY OF AUSTRALASIA

DECEMBER 2022

LETTER FROM THE PRESIDENT

Dear Colleagues, Kia ora koutou,

I am looking forward to seeing many of you at the upcoming 50th PESA Conference in Sydney! PESA executive conference organisers Sonja Arndt, Rachel Buchanan, Sarah Gurr, Carl Mika and Andrew Madjar prepared an exciting programme with very special keynotes and panels. Furthermore, this conference will be a wonderful opportunity to reconnect and to celebrate 50 years of PESA. This will be our first meeting since Rotorua 2018! My thanks to the organising team for their hard work and great ideas!

If you are coming to the conference, make sure that you are registered for the conference dinner. This will be a chance to share time with one another and recognise our members. For the dinner, PESA Fellow Andrew Gibbons is preparing a quiz about the history of PESA from our archives. Don't miss out!

If you are arriving on the day before the conference, make sure that you register for the special interactive seminar led by Daniella Forster on Wednesday, 7 December 2022. This is a free event just around the corner from the conference venue. Daniella will be leading us through a case study that explores practical ethics in schooling. See the newsletter for details on how to register.

Safe travels and see you next week,



Ngā mihi

Professor Marek Tesar
President, Philosophy of
Education Society of Australasia

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PESA CONFERENCE 2022

As you know, we're only days away from the 50th PESA Conference! Whether you're attending in person or virtually, there's a lot to look forward to.

PESA Vision

To acknowledge 50 years of PESA and moving forward, we will be engaging PESA members to develop a vision statement for PESA. The first step of this process is to gather our ideas about the values and goals that should be included in the PESA vision.

You can share your ideas by posting on our PESA Vision Board (<https://padlet.com/secretary106/np28turw4lbo3lp>), as well as read and like the posts of others.

The PESA Vision Board will be open until the end of the conference (Saturday 10-Dec).



PESA Dinner

If you are attending the PESA Conference in person, make sure that you are registered for the conference dinner on **Saturday 10 December**. The dinner will be a chance to reconnect after several years of not being able to get together in person. Furthermore, the dinner will be a chance for us to celebrate 50 years of PESA. There will be awards, recognitions of members, as well as entertainment. It will be a great night and we would love to see all of you there!

If you have not already RSVP'd for the dinner, please register immediately, or by 4-Dec, using this link: [PESA Dinner](#)



KEYNOTES

We have a delightful line up of both virtual and in-person keynotes.
As a bit of a teaser, here are some of the keynote abstracts:



CHASING THE ABORIGINAL EDUCATION 'HOLY GRAIL' BUT STILL FALLING SHORT – TELLING IT AS IT IS, THROUGH OVER 40YR OLD EYES OF ABORIGINAL EDUCATION LEADERSHIP IN AUSTRALIA

John Lester

Unfortunately, this old educational warrior will inevitably go to his grave, having failed to deliver, after a lifetime of struggle, educational equity for my Aboriginal peoples and their children. Our Aboriginal children continue to be failed by the educational system of this country. Aboriginal voices have articulated 1st world Aboriginal policy & philosophy, but systems have only achieved 3rd world outcomes. Through lived lifelong educational career leadership experiences at local, regional, state, national and international exposure - at all levels of Aboriginal education from early childhood through schooling, technical and tertiary education, I share my broad findings. I explore magic panacea's, dead end pursuits, emerging educational philosophical and policy; and most striking systemic approach of 'All care but no responsibility'. My conclusions based on my research and leadership experiences in the field, lead me to expose that success is possible and it isn't 'Rocket Science' that will engage the vast majority of Aboriginal kids.



KNOCKING PHILOSOPHY

Simon Blackburn

VIRTUAL

Philosophers are used to cheap jibes about our subject. It is disappointing when serious public figures join in, since in these days of fake news and wildfire conspiracy theories it is needed more than ever. Elementary understanding of epistemology, or scientific methods, of the dynamics of belief, is not a panacea for civilization's problems, but it can go a long way towards inoculating populations against some of our most depressing problems. In this address I want to give several illustrations of just how integrating philosophy into education can play a vital role.

***THE PRACTICES AND PARADOXES OF EDUCATIONAL
RESEARCH: MAGIC LANTERNS AND EQUITABLE
FUTURES THAT EXCLUDE***

Thomas Popkewitz

The folk wisdom of educational researchers (backed up with research!) is that teachers don't use research. The idea is that research "tells" the truth about what works through empirical evidence. And better, more useful research requires methods to erase doubts.

This non-use prevents school improvement and the broader aspirations of future prosperity and happiness brought by education. But what if this wisdom is wrong.

Research does matter! Teacher do use it! But how research matters is not what it seems, but is something else. It is that something else of educational research that I want to explore to understand the cultural politics of educational knowledge. This entails: First, the sciences of school improvement are not descriptions of what is. School assessments and research are modes of reasoning that generate patterns of recognition and expectations of experience about social and people. Second, the calculations of research "act" like the rear projections of the 18th century magic lanterns. They are projections about the potentialities of kinds of people. These people are named, e.g., a the professional, expert teacher, the well-being and literate student, and the unengaged child. Third, the projections are phantasmagrams; illusory images and narratives of people that are taken as real and GPS system to compare kinds of people. The comparisons are double gestures; gestures to philosophical ideals about human potentialities connected with fears of the dangers and dangerous populations that threaten the future. The equitable future excludes and abjects! The recognitions, expectations, and double gestures are not just science.



Vanessa Andreotti

VIRTUAL

TBC

Rosi Braidotti

VIRTUAL

TBC



CONFERENCE EVENTS

Here are some of the highlights for the conference. If you'd like to see the full program, you can find it [here](#).



The Looking Back Panel

This year's conference is PESA's 50th, so we're taking the opportunity to look back on how philosophy of education has changed over the years through the Looking Back Panel where early members Felicity Haynes, Nesta Devine, Bruce Haynes, and John Ozolins will share their wisdom and insights with us. Get a sneak peek at what we have in store by watching these Looking Back Interviews on [YouTube](#).

PESA AGM

Date: 10-December at 1:00pm-2:30pm AEDT

Location: Rydges Sydney Central and Online

For members attending online, the meeting will be accessed via our online conference portal. This will require you to be registered for the conference.

IMPORTANT INFORMATION FOR ONLINE ATTENDEES: For our elections, we will be unable to process votes through the online portal. If you are not attending the meeting in person and intend to vote in our elections, you can either:

- (a) Appoint a proxy who is attending in person to vote on your behalf

OR

- (b) Appoint Andrew Madjar (Secretary) as your proxy.

For both these options, please contact the Secretary of PESA (secretary@pesa.org.au) for a "Appointment of Proxy to Vote" form. You will need to return this form to the secretary no later than Wednesday 30 November 2022.

Educators, Let's Talk: ethics, public schooling & private sponsorship

FREE PUBLIC SEMINAR

This is a free event that brings educators together to talk about practical ethics in Australian schooling. We will be discussing a new case study about a high school principal who is seeking community input on a sponsorship arrangement with the local coal mining company. He is faced with the problem of how he should lead his school through the sponsorship evaluation process while respecting community stakeholders' fears and also responding to students' climate future concerns. Through a facilitated conversation you will be invited to wrestle with the ethical implications of aligning a public school with an industry implicated in the climate crisis and the desecration of Country whilst at the same time seeking both recompense and much-needed provisions for the educational needs of regional students. This is a case that raises challenging issues for public schooling, private sponsorship and the ethics of community engagement; and whilst it is fictional, it is based on rigorous research and published with Harvard University.



The seminar is the night before the PESA 2022 Conference, and is a short 2 min walk from the conference venue (Rydges Sydney Central).

*Wednesday, 7 December 2022 from 5.15pm-7pm
at NSW Teachers Federation, Surry Hills, NSW, Australia.*

You can register free tickets at the below Eventbrite link and access the case study too.

<https://www.eventbrite.com.au/e/educators-lets-talk-ethics-public-schooling-private-sponsorship-tickets-443038148027>

We would be delighted if you would share this invitation widely. Places are limited and light refreshments will be available.

Book Awards/Publication Celebration & PESA Pub

On Thursday 8th December from 6.30pm, you are invited to a celebration of the 2022 book award, and of publications by conference participants.

If you would like to present a book or publication to the attendees please bring it along! All styles of publication are welcome!

This event will be held in the downstairs bar at the Rydges Hotel. Afterwards, members are invited to shuffle/shimmy on to the inaugural hosting of PESA Pub IRL.



Postgraduate & Early Career Session

Date & Time: December 9th at 7.30pm

**Where: The Crown Room
Facilitators: Carl Mika and Ruth Irwin**

**Post meeting gathering:
Tio's Cerveceria,
4/14 Foster St, Surry Hills
NSW 2010**

Whether you are a postgraduate student, an early career researcher, or an established research come and join the conversation and share experiences, triumphs and challenges in the navigation of philosophy of education, academia and publishing!

CELEBRATING THE 30 YEAR ANNIVERSARY OF FAPSA: COMMUNITIES OF INQUIRY: SIGNIFICANCE, CULTURAL CHANGE AND THE RELATIONSHIP TO P4C

Journal of Philosophy in Schools
Deadline: December 14, 2022

The Journal of Philosophy in Schools (JPS) is seeking articles for inclusion in a special issue entitled: “Celebrating the 30 year anniversary of FAPSA. Communities of Inquiry: Significance, Cultural Change and the Relationship to P4C.”.

The JPS is a fully peer-reviewed, open-access online journal dedicated to research in philosophy with school-aged children. It is the official journal of The Federation of Asia-Pacific Philosophy in Schools Associations (FAPSA).

“It is a significant milestone for FAPSA to acknowledge the need for beginning dialogue on Aboriginal ways of knowing, being and doing, which have developed over tens of thousands of years of observation and interaction as custodians of the land. It is my hope that everyone who seeks to introduce philosophy into schools will collaborate with local Indigenous communities and scholars on future projects and developing curriculum.”
(Gil Burgh, October 2022)

We encourage submissions that consider the questions that explore themes such as:

- How are the concepts of ‘Community of Inquiry’ and ‘Philosophy for/with Children’ related? How ought this relationship be understood and how should it influence our practices?
- In what ways and to what extent is community important to the practice of philosophical inquiry?
- How ought we to understand “community”? What are the implications for what constitutes a community of inquiry in both real world and virtual settings?
- How do cultural and community experiences, particularly of non-Western P4C practitioners, inform the practices that have arisen within P4wC? Do they lead us to rethink the balance (or ‘relationship’) between the individual and the community?
- What constitutes an authentic Community of Inquiry, and what are the challenges to its implementation?
- How can we meaningfully assess communities and groups? What are the consequences for how we identify cognitive action within groups? How can this be negotiated in a culture of standardised testing? The role of developmental assessment.
- Discuss theoretical connections between pragmatism and Indigenous epistemologies. What are theoretical obstacles to dialogue between the IAPC based practices and Indigenous traditions and practices?
- Report on current practical efforts to introduce Indigenous ideas into CoI, and the CoI into indigenous educational practices.

Submission Instructions

Please send abstracts (max 200 words) for consideration to the editors:
Dr Janette Poulton (Guest) jpoulton@unimelb.edu.au
Prof Andrew Peterson a.peterson@bham.ac.uk
Abstracts due Monday December 14, 2022

CALL FOR ABSTRACTS

EDUCATION AND THE SOCIAL CONTRACT

Educational Philosophy and Theory

Deadline: December 15, 2022

Both historically as well as conceptually, the idea of the 'social contract' represents one of the central metaphors of political theory: we can find it both in some of the 'classics' of the political tradition, e.g. with Grotius, Hobbes, Locke, von Pufendorf, Rousseau and Kant as well as with some of the most important contemporary authors including John Rawls, Carole Pateman, Charles W. Mills, David Gauthier, etc. In fact, the idea of the social contract remains an integral part of some of the central discussions in contemporary academic research, e.g. distributive justice, the minimal state, gender equality, racism, environmental justice etc. Interestingly enough, the revitalization of contemporary political philosophy initiated by John Rawls with his theoretical endeavor of 'justice as fairness' has been framed under the umbrella of the social contract.

This journal special issue of Educational Philosophy and Theory [entitled Education and the Social Contract] aims to bring together a set of contributions discussing the role of education in the social contract tradition, the mutual advantage conception of societal transformation and the importance of education as a common good.

Submission Instructions

If you are interested in contributing to this Special Issue, please send your abstract as a PDF or Word document to Dr. Mitja Sardoc (mitja.sardoc@guest.arnes.si) and Professor Tomaž Deželan (dezelant@fdv.uni-lj.si) by December 15, 2022. Your abstract should be up to 500 words and describe previously unpublished work.

The document should also include:

- the name and institution of the corresponding author;
- names and institutions of other authors;
- 50-word biographical statement of all authors;
- email address for the corresponding author;
- draft title for the article; and
- a draft abstract of up to 500 words.

If abstracts are accepted, we will invite authors to submit full-length articles for peer review. Up to eight abstracts will be selected for development into an article for the special issue. Papers should be approximately 6,000 words in length, including references, tables and appendices. Final acceptance of manuscripts will be subject to peer review.

Timeframe

Abstract submission (up to 500 words): by 15 December 2022

Notification of acceptance: no later than 5 January 2023

Submission of full paper for review: by 31 June 2023

If you have any queries regarding this Special Issue of Educational Philosophy and Theory, please contact the Special Issue Editors, Dr. Mitja Sardoc (mitja.sardoc@guest.arnes.si) and Professor Tomaž Deželan (dezelant@fdv.uni-lj.si).

Website: https://bit.ly/_Educational_Philosophy

Contact: mitja.sardoc@guest.arnes.si

CALL FOR ABSTRACTS

SYMPOSIUM ON HIGHER EDUCATION AS A PUBLIC GOOD

Educational Philosophy and Theory &
Philosophy and Theory in Higher Education

Deadline: December 31, 2022

In a now classic explication of public goods, Paul Samuelson (1947, 1954) distinguishes between private consumption goods and collective consumption goods. Samuelson's basic definition is that a public good is one that – having been produced for a given individual or group of individuals – can be consumed by more than those for whom it was initially intended at no extra cost. This is also known as being non-rivalrous. Another traditional characteristic of a public good is that it is non-excludable; anyone can receive its benefits. The two primary characteristics of public goods make them unamenable to market production or, at least, quite difficult to deal with through market processes.

How should we re-examine this theory, especially as it applies to education? How can we rethink the public generally and public goods specifically and how have these notions changed over the last half century? Do we need to reconsider them in late capitalism? Universities, as traditionally viewed as connected to the idea of the public good, are navigating between various expectations of knowledge production, impact, and societal partnership – not all purely linked to the notion of public goods. Universities and higher education programmes have been accused of consumerism, protectionism, extractivism and neo-nationalism. Does the idea of the university as a societal and cultural institution need to be re-enacted and perhaps even re-thought? How can thinking about higher education or the university as a public good inform such re-enactment?

Submission Instructions

Proposals should not exceed 600 words

Proposals can be submitted directly to ssbe@edu.au.dk with “Public Goods” in the subject line.

Proposals should have a separate cover page including author name(s), affiliations, email address, and time zone.

Proposals will be considered by the organizers and authors will receive notification of acceptance or rejection for presentation in the symposium.

A limited number of authors accepted to present will subsequently be invited to develop their presentations into articles. Invitation does not guarantee final acceptance as all articles will go through a double-blind review process.

The organizers assume sole authority to assign an article to one of the two journals.

Timeframe

The proposal deadline is December 31, 2022.

Authors will be informed of acceptance/rejection into the symposium by February 1, 2023.

The symposium will be held on March 28, 2023.

Invitation to develop the presentation into an article by April 11, 2023.

Authors will then be contacted by the Editor of the journal to which their article was assigned for a specific submission-to-publication timeline.

The editors will provide a minimum of four months for article submission.

CALL FOR ABSTRACTS

SOLIDARITY AND THE UNIVERSITY

5th Annual Philosophy and Theory of Higher Education Conference

13-15th June 2023

University of Gdańsk, Poland

Deadline: February 20, 2023

There are many ways in which university is conceived of today. One of the most common discourses revolve around performativity, measurable accountability, excellence, learning outcomes and commodification of knowledge. The other path leads to variously understood innovations treated as an imperative of the desired changes in higher education sector that should prepare young people to ever-changing reality. Yet, another perspective relates to the critique of traditional, semi-feudal and anti-egalitarian culture of university as an institution. All these images of the university pertain to a monochromatic and exhaustive imaginary of the university. But universitas is practiced in many ways, and in numerous contexts, concerning radically different objects of study.

During this year's conference we offer to focus on the universal of the university that is created within the multitude of diverse academic practices. We would like to address questions regarding the commonality of the university emerging in diverse contexts and practices.

- Are we in solidarity with each other as academics?
- Is the university a place of emergence of solidarity? And if so, then how do we understand this solidarity?
- With whom and/or with what we are in solidarity as academics, researchers, scientists?

We would like to invite the conference attendees, to both – submit ideas for different forms of contributions (details below) – as well as to take part in an attempt to grasp the ways in which the commonality of university is built in various places.

Submission Instructions

The call for papers invites the participants to submit an abstract up to 500 words to one of two possible forms of presentations:

The first possibility for presentation – working papers, research reports and analyses or developed arguments related to the central issues of the conference:

- The emergence of academic communities
- Building solidarity in academic world
- Policies enabling/enhancing academic solidarity
- University in solidarity with whom/what?
- Communalities, universality, and the variety of university practices, disciplines, cultures

The second option for the presentation is the submission of the fragments of (auto)ethnographic journals, relating to the academics' experiences of academic practices that make universitas happen.

Timeframe

The abstract deadline is February 20, 2023.

Authors will be informed of acceptance/rejection into the conference by April 1, 2023.

The conference will be held June 13-15, 2023.

CALL FOR ABSTRACTS

MEMBER MONDAY FEATURES

You may have noticed that we started featuring members on Facebook and Twitter. If you're interested in a feature, email me (socialmedia@pesa.org.au). Here are all the members we've featured since our last newsletter.



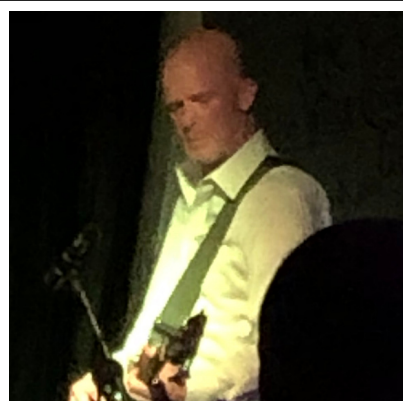
Liz Jackson is Professor and Head of the Department of International Education at the Education University of Hong Kong. She is the former Director of the Comparative Education Research Centre at the University of Hong Kong. Liz has conducted research on education all around the world and cannot wait to travel to Sydney for #pesaconference2022 this December. Her next book comes out soon, *Race and Racism in Education: An Educational Philosophy and Theory Reader* (co-edited with Michael A. Peters).

Ka Ya Lee's a PhD candidate at the Harvard Graduate School of Education. She is a philosopher of education and scholar of educational justice interested in the metrics of educational justice: what should be the informational basis of socially just educational practice and policy? Her work concerns the metrics of educational justice: if one is to understand to what extent educational justice is realized within schools/districts, what should be measured & why?



Ruyun Hung is Distinguished Professor of Philosophy of Education, Department of Education, National Chiayi University, Taiwan. Her research areas include ecopedagogy, educational ethics and aesthetics, with special approaches in deconstruction, phenomenology, and intercultural comparative studies. Her next edited book *"Nature, Art, and Education in East Asia: Philosophical connections"* comes out December 30th.

Andrew Gibbons is involved in a few projects at the moment that all work around the theme of wellbeing in early childhood education. He's particularly interested in the problems and anxieties of predictability present in the minds and bodies of early childhood teachers as they engage in curriculum with children in the early years.





Ruth Irwin is interested in climate change, environmental education, educational futures, and cultural futures. She is working on a new book called "Economic Futures: Climate Change and Modernity," which engages with new materialism, thermodynamic economics, ecofeminism, and indigenous philosophy. The research follows up her earlier books "Heidegger, Modernity and Climate Change" (2008), "Climate Change and Philosophy" (2010) and "Beyond the Free Market" (2014).

Amy Sojot is a PhD candidate in the Department of Educational Foundations at the University of Hawai'i at Mānoa. Her work has appeared in *Childhood*, *Science Fiction*, and *Pedagogy: Children Ex Machina* (David W. Kupferman and Andrew Gibbons, editors), *Policy Futures in Education*, *Educational Philosophy and Theory*, and *Review of Education, Pedagogy, and Cultural Studies*. She co-hosts *Collective Intellectualities* with Alex Means, a series on PESA Agora and all major platforms.



Joff Bradley's perspective on his scholarship is "My passion as a "native stranger" to Japan is to understand this country's magnificent complexities. Aside from that I consider myself a "native stranger" in continental philosophy and marvel at the equally magnificent complexities of that tradition. If I can in any small way overcome my strangeness by the time I retire I shall be a happy man." His book, "Deleuze, Guattari and the Schizoanalysis of Postmedia," will also come out in January.

Taylor Webb's research interests lie with Continental philosophy and different conceptions and practices of educational governance and policy. He examines international formations of power and control and how these global and networked formations influence educational practice. His research is directed towards ideas of political subjectivities, educational governance, biopolitics (race and racilogies), and recently, 'fourth industrial' technologies, particularly algorithms, bioinformatics, and artificial intelligence.

