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Nota di contenuto	Preliminary Material / Ching-Ching Lin and Lavina Sequeira -- Intercultural Philosophy And The Community Of Philosophical Inquiry As The Embryonic Cosmopolitan Community / Stefano Oliverio -- The Transcultural Discourse of Affect in Philosophical Inquiry / Marta Pires -- Negotiating Intersectional Identities in a Classroom Community of Inquiry / Lavina Sequeira -- The Elephant in the Room / Darren Chetty -- Making Peace Education Everyone's Business / Simone Thornton and Gilbert Burgh -- Philosophy with Children as Enabling Community of Multi-Narratives / Arie Kizel -- Diversity and Inclusion / Ching-Ching Lin -- Philosophy for Children Hawai'i / Amber Strong Makaiau -- The UNESCO Chair Practice of Philosophy with Children / Edwige Chirouter and Marie-Paule Vannier -- About the Contributors / Ching-Ching Lin and Lavina Sequeira.
Sommario/riassunto	The ever-shifting cultural and linguistic landscapes in contemporary societies create new urgency for an intersectional thematic study of diversity, philosophy, and education. As educators, how do we transform the vision of cultural and linguistic diversity into a wealth of resources for learning? How do we actively engage cultural and linguistic diversities in philosophical inquiry with young people? How do we translate the philosophical notion of cultural and linguistic diversity into pedagogical practices? The chapters in this book respond to the task of teaching philosophy in the context of increased mobility in the new global reality. By complicating the situated and fluid nature

of contemporary classrooms, this book challenges the normalizing tendency often associated with philosophy education. Each chapter offers a unique perspective in understanding the profound embeddedness of philosophy education in broader sociocultural contexts and prioritizes diversity in the classroom community of inquiry. By carefully incorporating a broad range of theoretical perspectives and empirical research, this book provides a rich resource for school teachers and educators who wish to engage diverse learners in philosophical inquiry. In doing so, it reaffirms the value of philosophy education as a proactive approach to democratic education.
