

Title:

**The language transformations of facilitation experts in a Community of
Philosophical Inquiry**

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- **Research Overview**

The objective of this presentation is to elucidate the characteristics of facilitation skill expertise in classroom settings. The following investigation will examine language usage by facilitation experts, especially in the Community of Philosophical Inquiry. A detailed analysis of language usage may offer insight into the genuine nature of facilitation skills.

- **Purpose of Study**

The purpose of our study is to examine the characteristics of facilitation skills by analyzing the language usage that is unique to facilitators.

[Background]

In contemporary society, educators assume a variety of roles. Conventional "chalk-and-talk" pedagogical methods are inadequate to encompass the comprehensive scope of a teacher's responsibilities. For instance, in the OECD's Teaching Compass, educators are expected to "inspire, guide, and empower each learner to develop" (OECD 2025: 25). In such circumstances, it is reasonable to hypothesize that teachers will be required to develop facilitation skills. The question of whether teachers should assume a facilitative role in all aspects of the educational process remains a subject of controversy. For example, Grasha (1994) has conducted a comprehensive review of various teaching styles. Nevertheless, it is imperative for educators to cultivate facilitation skills and employ them. However, the facilitation of learning, like other pedagogical competencies, is a multifaceted and complex skill. Consequently, elucidating the characteristics of expertise in facilitation skills

constitutes a pivotal area of study in contemporary school education.

- **Research Methods**

The present study will focus on a "Communities of Philosophical Inquiry" and examine the unique languages of their facilitators based on the narratives of facilitation experts. The present study is predicated on philosophical analysis, extant interview surveys, and reviews of pertinent literature.

The role of the teacher within a community of philosophical inquiry is multifaceted. The "Community of Philosophical Inquiry" is an offshoot of "Philosophy for Children," a pedagogical approach developed by Lipman and Sharp in the 1970s. This approach has been disseminated globally and has undergone various enhancements over time. In t Philosophy for Children, children engage in inquiry by discussing their own questions within "Community of Philosophical Inquiry." Teachers are obligated to facilitate this process. According to Lipman, the point is to "follow the argument where it leads" (Lipman 2003: 84). Jackson highlights the significance of "intellectual safety" within the community: *"All participants in the community are free to ask virtually any question or state any view so long as respect for all is honored"* (Jackson 2013: 102 . (Emphasis in original)). In her paper, Gardner gives a subtitle "facilitation of inquiry is hard work!" and advocates for the necessity of "explicit intervention by the facilitator" (Gardner 1995: 42). In essence, educators are expected to demonstrate a comprehensive array of facilitation competencies, including caring for children's philosophical wonder, facilitating discussions toward philosophical directions, and protecting intellectual safety

In order to address this complexity, the present study makes particular reference

to the insights of Vigani (2021) and Ikuta (1987, 1990). Vigani's research indicates that advanced skill-acquirers have been observed to employ a distinct language that is unique to them. Ikuta, a Japanese philosopher of education, termed this kind of language "waza" language. Through in-depth interviews with practitioners of traditional performing arts and athletes, she has sought to reveal its characteristics.

- **Results and Discussion**

The results of this study reveal the focal points and values of expert facilitators in communities of philosophical inquiry, emphasizing the importance of comprehending the progression of discussion and their engagement with communities. The objective of this study is to elucidate the fundamental competencies that facilitate experts possess. This research is also expected to shed light on the nature of the complex actions performed by teachers—beyond so-called facilitation—and the skills that support them.

(Note: In this presentation, the term “skill” refers to qualities that support flexible action in highly complex situations. We do NOT use this term to refer to a linear, simple technique. Annas use the term “skill” in a similar sense to this presentation. Annas is known for a skill analogy to virtue (Annas 1995, Annas 2011). Furthermore, in the field of education, Teaching Compass conceptualizes skills in a way that goes beyond the linear, simple techniques (OECD 2025: 26))

- **Keywords (maximum five)**

Facilitation, Community of Philosophical Inquiry, Skills, Waza

- **Reference**

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