



Classical Education:

What It Is

Why We Need It

And

How It's Changing Australia

Presented by the Australian Classical Education Society (ACES)



Outline of Presentation

- ***What is classical education?*** An overview of the philosophy behind this pedagogy and its essential elements.
- ***How does classical education look in the classroom?*** An examination of how classical schools function.
- ***What is happening in Australia?*** A brief account of the growing movement in this country and beyond.
- ***Q&A.***

Classical Education: Unity in Diversity

- Has existed since at least the Ancient Greeks, c. 4th century BC.
- Flourished during the Greco-Roman period, in the schools and universities of medieval Christendom in the West and continued in the East (Byzantine); remained the cornerstone of education until the 19th century.
- Produced some of the greatest minds in human history, including Plato, Aristotle, Euclid, Augustine, Aquinas, Galileo, Pascal and Newton.
- Replaced in the West primarily by “progressive education”, influenced by Rousseau, Dewey and others.
- Sought to educate children to be 20th century citizens with skills and knowledge for a post-industrial, technologically-focused economy. Failed in implementation and came under the direction of bureaucratic educationalists.
- Progressive education today has mostly become utilitarian, eschewing the spiritual and ethical (for the most part), favouring pragmatism over truth and economically-driven (e.g. the growing popularity of STEM).



Aristotle's "Four Causes"



Material cause: the constituent stuff of a thing, e.g. bricks and wood.



Efficient cause: the agent causing something to change, e.g. builders.



Teleological cause: the final reason for a series of change, e.g. to live in a house.

Formal cause: the structural principle of change, e.g. blueprints.



Aristotle's "Four Causes"



Cause	Modern Education	Classical Education
<i>Material – what something's made of</i>	Heavy reliance on textbooks and secondary source material; subjects and content must be "up-to-date"; curricula are set according to socio-economic and political priorities; tendency to indirectly address ethics.	Heavy reliance on primary texts; subjects and content are time-tested (Greek <i>paideia</i> curriculum) and considered worthy; curricula are set according to traditional ethical and epistemological values; deliberate inculcation of virtue.
<i>Formal – the structure or form of something</i>	Curricula are incredibly prescriptive, with precise skills and knowledge to be taught; subjects are individualised and isolated from one another; assessment based on standardised tests and passive learning.	Curricula can be flexible, with a focus on skills and knowledge but equally on ethics and other dimensions of the human person; subjects are integrated and converse with one another; assessment on both passive and active learning (discussion and debate)
<i>Efficient – the agent of change</i>	Pedagogy is considered a science, changing according to the most recent research and case studies; "educational experts"; teachers are seen as facilitators of learning; student-centred learning.	Pedagogy is considered an art and under the creative authority of the teacher, who are masters of their craft, with a depth of knowledge and wisdom; teacher-directed learning.
<i>Teleological – the final reason</i>	Functioning citizens, employees and graduates for higher education.	Fully flourishing human beings.

Three Senses of Classical Education

- **Its pedagogy (*how it is taught*)** – methods from Greco-Roman antiquity (e.g. Socratic dialogues, elenchus, mimetic instruction and repetition, debates, reflection and contemplation), time-honoured practice.
- **Its subject matter (*what is taught*)** – drawing content from the Greco-Roman and medieval world (especially philosophy) but also that which is enduring and seen of value in our (Western) tradition, that raises the human spirit.
- **Its ethos (*why it is taught*)** – conforms to a rationale from the ancients: human flourishing, in addition to Christian influence (the Transcendentals: to know the true, good and beautiful).

Seeking a Definition

*Classical education is a traditional education, commenced by the Greeks and Romans, extended during the Christian centuries... grounded in **piety**... governed by **theology**... it involved the deep study of the seven **liberal arts** and it gave access therefore to the **great books** that had been written and it was designed to cultivate the humanity of men and women that they might be characterised by **wisdom, virtue and eloquence.***

Dr Christopher Perrin for *Classical Academic Press*,
<https://www.youtube.com/watch?v=afE9aaudRy0>



Seeking a Definition

*Christian classical educational tradition embodies... the kind of **holistic** and fully **integrated** curriculum that a thoroughly Christian understanding of human nature demands. It does so... only when the seven **liberal arts** are taken as part of a larger model consisting of what we here term **piety, gymnastic, music, liberal arts, philosophy, and theology**. This full-orbed education aims at cultivating fully integrated human beings, whose bodies, hearts, and minds are formed respectively by gymnastic, music, and the liberal arts; whose relationships with God, neighbour, and community are marked by piety...*

Kevin Clark and Ravi Scott Jain, *The Liberal Arts Tradition: A Philosophy of Christian Classical Education*, pp. 2-3



Seeking a Definition

*The [medieval] syllabus was divided into two parts: the **Trivium** and **Quadrivium**... It [the Trivium] consisted of three parts: Grammar, Dialectic, and Rhetoric, in that order. Now the first thing we notice is that... [they] are not what we should call “subjects” at all: they are only methods of dealing with subjects... Taken by and large, the great difference of emphasis between the two conceptions holds good: modern education concentrates on teaching subjects, leaving the method of thinking, arguing, and expressing one’s conclusions to be picked up by the scholar as he goes along; medieval education concentrated on first forging and learning to handle the tools of learning, using whatever subject came handy as a piece of material on which to doodle until the use of the tool became second nature.*

Dorothy L. Sayers, “The Lost Tools of Learning,” pp. 6-8

Seeking a Definition

*Liberal and classical education emphasises the joy of learning for the sake of understanding what is **True, what is Beautiful and what is Good**. It is an education which is formation for life, rather than formation for work... A “**liberal**” education is the defining formation in educators and great minds who have shaped western education in the preceding centuries... The twin pillars of **philosophy and theology** frame the other subjects and provide the context for a **holistic** education where the **work of God** the Creator pervades every aspect of human life; **language, science, culture and the arts**.*

Mater Dei Academy, “Junior Cycle Curriculum”, p. 2

Seeking a Definition

- The trivium and quadrivium.
- Liberal arts and philosophy.
- Piety and theology (the Transcendentals: the true, good and beautiful).
- Virtue.
- Great books.
- Integrated.
- Holistic.



The Trivium

- Latin for “the three ways”, they are stages of learning to develop mastery as a student.
- A medieval mnemonic: “*Gram loquitur, Dia verba docet, Rhet verba colorat*” - “Grammar speaks, dialectic teaches words, rhetoric colours words.”
- Grammar teaches the understanding of languages throughout subjects; dialectic/logic, applying reasoning to those languages; and rhetoric, creating new compositions with those languages.
- For most of the ancients, like Quintilian (*Institutiones*), grammar and rhetoric were foundational; however, by the early Middle Ages, Cassiodorus (6th century) and Alcuin (9th century) had firmly established the trivium as basic education.



Grammar

- *“Grammar is not a set of rules; it is something inherent in the language, and language cannot exist without it. It can be discovered, but not invented.”* Christian Laird.
- Crawling before walking (grades P-4).
- Grammar must involve new languages (Ancient Greek and Latin).
- There is a grammar to every subject that must be mastered first: English or Greek, maths or the physical sciences, history or physical education.
- The grammar stage teaches: how to meaningfully recognise, copy and interpret (understand) basic units; new conceptual ways of thinking; memorisation of information and observation; relationships between parts and wholes (analysis); and gives structure and order to thinking.

Dialectic/Logic

- *“And when the eye of the soul is really buried in a barbaric bog, dialectic gently draws it forth and leads it up above...”* Plato.
- Walking before running (grades 5-8).
- Logic is the stage where students are primarily taught how to think well – taking language foundations from grammar to express coherent ideas, form cogent arguments or develop new constructions.
- The dialectic stage teaches: how to validly connect individual components to form a greater whole; how to understand and evaluate contradictory theses and antitheses, deriving syntheses from them; the art of asking good questions (ordered inquisitiveness); how to develop clearer definitions and understandings; critical thinking; and inculcates attentiveness and precision in thinking and using language (to avoid sloppiness).

Rhetoric

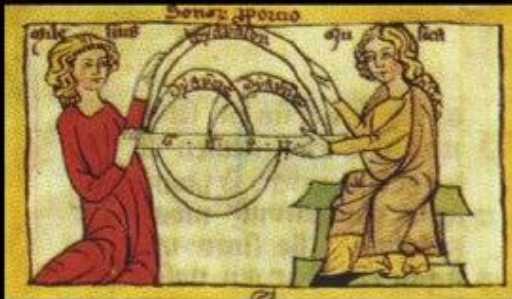
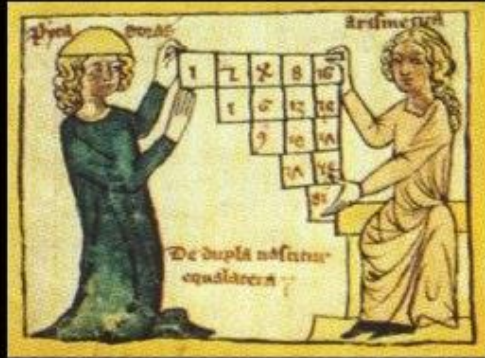


- *“Rhetoric is useful because truth and justice are in their nature stronger than their opposites; so that if decisions be made, not in conformity to the rule of propriety, it must have been that they have been got the better of through fault of the advocates themselves...”* Aristotle.
- Running! (9-12)
- In the rhetoric stage, students are taught to build on good thinking (dialectic) and develop effective creativity and communication through new compositions.
- The rhetoric stage teaches: how to express oneself effectively; it encourages creativity; engenders confidence and the ability to integrate one’s will and abilities before an audience; promotes self-reflection as a tool for educational development; and puts learning in a communal context.

The Trivium of Classical Education

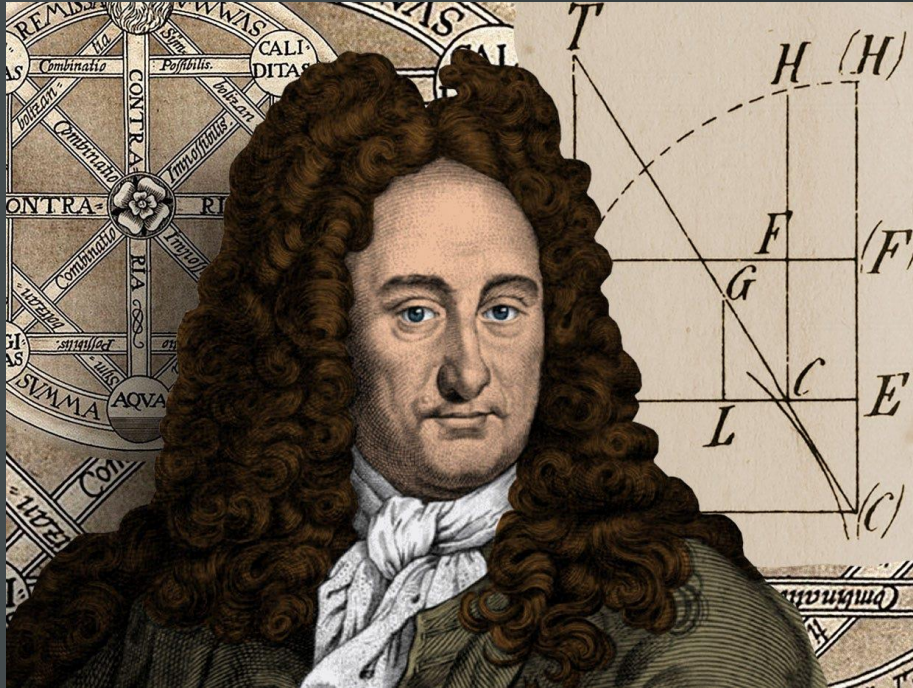
	Grammar Stage	Logic Stage	Rhetoric Stage
Corresponding Grade	K-4th	5th-8th	9th-12th
Purpose of Stage	Accumulate facts	Develop critical reasoning skills	Eloquent written and spoken expression
Domain	Information	Principles	Application
			
Primary Mental Act	Memorization	Analysis	Synthesis & Integration
Hallmark Practice	Recitation	Debate	Thesis Defense
Pedagogy	Repetition, songs, chants, telling, showing	Coaching, argument, discussion, debate	Socratic questioning, speeches, imitation
Divine Attribute	TRUTH (Is it true?)	GOODNESS (Is it right?)	BEAUTY (How does this stir the intellect and heart?)
Biblical Parallel	Knowledge	Understanding	Wisdom

The Quadrivium



- More like individual subjects.
- All related to mathematics.
- Although they need the most adaption to today's curriculum, we can see a conceptual understanding of numbers that can be – and perhaps *should be* – explicitly associated with other learning areas.

Arithmetic



- Learning a deep understanding of numbers, their meaning and relations, and a wondrous appreciation of their role throughout God's cosmos.
- Involves all the branches of mathematics.
- Avoiding a utilitarian or strictly practical conception of numbers and mathematics.

Geometry

- Plato's Academy: "Let none but Geometers enter here!"
- Traditionally, based on Euclidean geometry.
- Learning how numbers take form and occupy space (points and shapes).
- A leap of discovery into our world and God's creation.



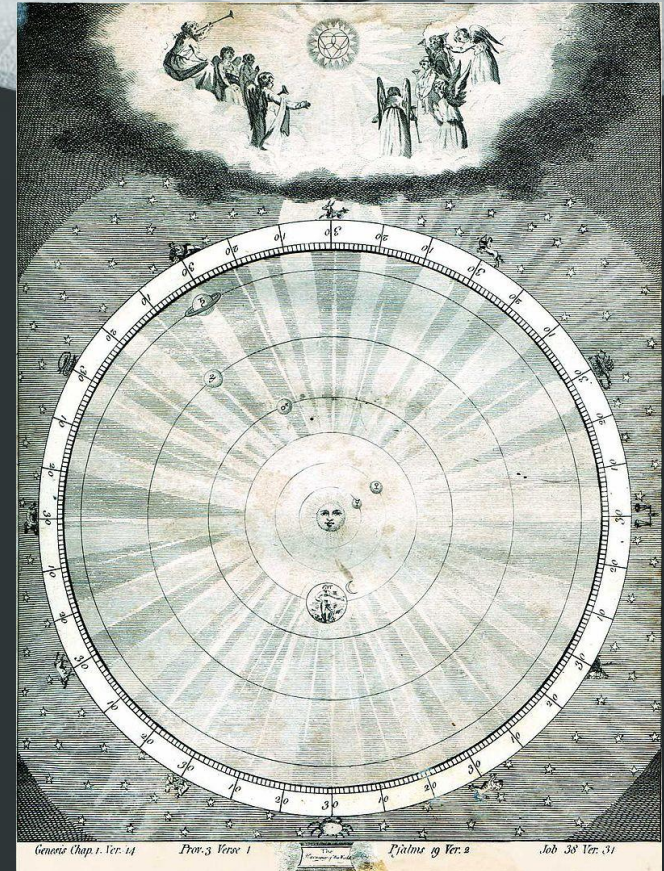
Astronomy

- Astronomy involves the application of arithmetic and geometry to the physical world (specifically, the relations between the heavenly bodies).
- It combines empiricism (observational data) with rationalism (reasoned truth from mathematics).
- For contemporary schooling, astronomy subsumes the physical sciences.



Music

- Music harmonises the other three disciplines in the quadrivium.
- It is epitomised in the ancient/medieval concept of the “music (or harmony) of the spheres”: that the heavenly bodies created a music (audible or inaudible) that, as part God’s design, brought order to the created world (thus linked somewhat with astrology).
- *Musica instrumentalis* (reflected this music through instrumental and choral harmony, melody and rhythm); *musica mundana/universalis* (reflected this music through worldly objects and bodies); and *musica humana* (reflected this music through social relations and order).



Liberal Arts

- Trivium and quadrivium traditionally formed the “seven liberal arts”.
- “Liberal” education frees the human soul by learning for the sake of the true, good and beauty, rather than for utility (servile arts).
- Such subjects today are often viewed with derision because their economic benefit appears meagre.
- History focuses on the human story and how God is working within it. It also has a didactic function.
- Philosophy, “handmaid of the sciences”, necessarily informs the liberal arts but has a place for direct instruction.



Theology

- “The queen of the sciences” that applies reason and experience to divine revelation.
- The centrality of the Bible throughout all years of schooling.
- Accompanied by magisterial documents, Church Fathers and other theological texts.
- Involves both doctrinal teaching and lived experience.
- Aim to develop an awareness and love for the Transcendentals: Good, Truth and Beauty.
- Theology informs the curriculum at all levels.
- *“Theology unifies the curriculum; it provides a framework for the liberal arts and sciences, and the philosophies that unify them. In fact, the very notion of unity itself is derived from theology: all things were created by God and by Him all things continue to exist... theology is the telos of the Christian classical curriculum – its end, not merely its culmination.”* (Clark and Jain, *The Liberal Arts Tradition*, pp. 138-139)



Piety

- *Pietas* is the fulfillment of duty towards the state, family and God.
- *“As by the virtue of piety man pays duty and worship not only to his father in the flesh, but also to all his kindred on account of their being related to his father, so by the gift of piety he pays worship and duty not only to God, but also to all men on account of their relationship with God.”* (Aquinas, ST I:II Q.57)
- Piety is not a subject but an enculturation, a form of *paideia* education.
- Involves what is learned inside and outside the classroom, in addition to the school environment and ritual life of the community.
- Instils discipline and good student behaviour.
- How to build piety? (i) Regular rituals (prayer, scriptural reading and reflection, liturgy, etc.). (ii) Discipline (teaching manners, punishing wrongdoing, fasting and other mortifying practices). (iii) Affection (inculcation of love for others through example – staff, other students – and emulation – content of teaching, theology).



An Education in Virtue

- A primary aim of classical education is to mould virtuous students.
- *“Virtues are a disposition of character learned through instruction, imitation, and practice. They incline a person more willingly and ably to do good and to avoid evil.”* Paul Morrissey, President of Campion College.
- The cardinal virtues: justice, fortitude, temperance and prudence, and the theological virtues: faith, hope and charity.
- Virtues are inculcated inside and outside the classroom, and the modelled behaviour demonstrated by teachers should not be underestimated.
- Overtly taught through curriculum (e.g. examples from the Bible or lives of the saints, wisdom learned from philosophy, the perseverance of scientific experimentation, etc.) but more often than not they are absorbed and habituated by the ethos of the school community: its rituals and disciplinary practices, environment, staff and students.





Integrated and Holistic Education

- ***Classical education is inherently integrated:***
 - subjects converse and reflect a consistent, overt and unifying (Christian) worldview;
 - a shared pedagogy is applied throughout the learning; and
 - texts and themes cross subject boundaries.
- ***Classical education is inherently holistic:***
 - trains students to transform facts into knowledge, informing the self;
 - trains students to transform skills into habits;
 - trains students to transform moral reasoning and experience into virtue;
 - trains students to transform aesthetic appreciation into a love for beauty; and
 - trains students to transform religion and theology into a profound relationship with God and the Church.



The Great Books

- Help the human spirit to flourish; contain challenging ideas, themes and questions; cultivate wisdom and virtue; allow for polyvalent interpretations; and always interesting!
- We stand on the shoulders of giants.
- The “great books”:
 - are not always books but also art and music;
 - can be sourced from any nation and generation;
 - are of enormous moral value; and
 - are of abiding literary and artistic value.
- Some examples: the Bible, Aesop’s *Fables*, Grimm’s *Fairy Tales*, C.S. Lewis’s *Chronicles of Narnia*; Homer’s *Iliad* and *Odyssey*; historical works by Herodotus, Thucydides, Livy and Plutarch; St Augustine’s *Confessions*; Shakespeare’s plays and Dante’s poetry; the philosophy of Plato and Aristotle; Cervantes’s *Don Quixote*; and practically anything by Dostoyevsky.

Summing Up...

Dr Christopher Perrin:

“Classical education is a traditional education, commenced by the Greeks and Romans, extended during the Christian centuries... grounded in piety... governed by theology... it involved the deep study of the seven liberal arts and it gave access therefore to the great books that had been written and it was designed to cultivate the humanity of men and women that they might be characterised by wisdom, virtue and eloquence.”

- Traditional, Greco-Roman and Christian in inspiration and substance;
- Piety and theology, a deep training in religion;
- The seven liberal arts (trivium and quadrivium);
- Studying the “great books”;
- To ultimately cultivate people in wisdom, virtue and eloquence.





Classical Education in Practice

- Classroom environment.
- Teaching styles and methods.
- Examples of student work (curriculum).
- Discipline.
- School culture.

The Classical Classroom Environment

Have:

- Desk formations that suit the type of learning, such as individual rows for teacher-directed learning or U-shaped/grouped tables for discussions.
- A big white/black board at the front of the room, with teacher's desk to the side.
- A beautiful and functional classroom: posters, maps, images, vocabulary, etc. that are related to the learning, in addition to Christian elements.
- Bookshelves.

Avoid:

- Reliance on computer and phone use.
- Distractions to learning, such as too many bright primary colours or overly decorated walls.
- Embellishment over simplicity, kitsch over beauty.



The Classical Classroom – Teaching Methods

These five teaching methods can be applied in any subject area:

- *Direct instruction* – teacher led and lecture in format, involves the teacher educating primarily through passing on information, with examples and elucidation.
- *Socratic questioning* – teacher led but dialogic in format, involves the teacher guiding students to discover truths through careful use of questioning.
- *Group discussion and debates* – teacher and student led, involves informed conversation and argumentation, reaching truths through reasoning and evidence.
- *Mimetic teaching* – teacher and student led, involves the learner engaged in imitation of the teacher to gradually discover truth.
- *Repetition and memorisation* – teacher and student led, involves a more basic form of imitation than mimesis to aid memorisation.

The Classical Classroom – Teaching Style

Dr Christopher Perrin's eight points on teaching style:

- (i) *Festina lente* – “make haste slowly”; when teaching, have the proper balance (moderation) between covering content in good time but not rushing it.
- (ii) *Multum non multa* – “much not many”; this goes along with the first methodological principle and means that it is better for students to master (truly learn) fewer things than have a basic understanding of many things.
- (iii) *Repetitio mater memoria* – “repetition is the mother of memory”; use practices that are repetitive to ingrain knowledge, like times table recitation, jingles, poems, etc.
- (iv) *Songs and chants* – connected with the previous principle, the good teacher understands that music and rhythm solidifies memorisation and learning.



The Classical Classroom – Teaching Style

Dr Christopher Perrin's eight points on teaching style:

(v) *Embodied learning* – the student learns through the example of the teacher; this principle focuses on teachers being explicit masters of their craft and of virtue for children to emulate.

(vi) *Educational virtues* – intellectual virtues are cultivated through each subject to become part of the learner, e.g. the carpentry student practising how to use a saw over time so that it becomes second nature.

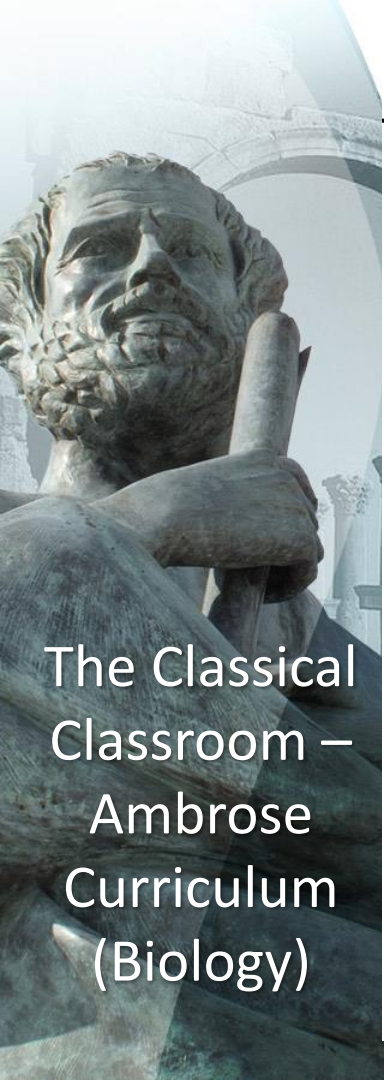
(vii) *Wonder and curiosity* – curriculum must contain content, texts, questions and learning activities that consciously inspire awe in students, prompting them to go further into their studies.

(viii) *Schole and contemplation* – “restful learning”; the student takes time to dwell with new content, to allow it to inhabit and stimulate her mind, to become an intimate friend of it.

The Classical Classroom – Examples of Work



- Learning the rudimentary elements of English and foreign languages (letters, syllables, grammar, conjugations, etc.).
- Learning verse and prose by heart, especially training the student's memory through storytelling.
- History is rich for storytelling and exploring biographies and moral questions, with a concentration on date memorisation.
- Early mathematics should inculcate the multiplication table, the recognition of shapes and their relations, and basic arithmetic.
- Learning basic argumentation (e.g. modus ponens); engaging students in the Socratic Method of asking perceptive questions (in any subject area) to learn deeper, more accurate truths.
- Music begins by memorising musical notes, notation, imitation of basic compositions, and a focus on appreciation of beauty.



The Classical
Classroom –
Ambrose
Curriculum
(Biology)

Primary Teaching Goals

Students will be able to:

1. understand God's creation and His intelligent design.
2. enhance scientific skills in the lab, and in scientific inquiry, writing, and presentation.
3. recite and understand the basic criteria for life.
4. describe the basic structure of bacteria, and describe their symbiotic relationship with humans.
5. describe the structure of protista and fungi and articulate their role in our ecosystems.
6. explain how the cell is the "basic unit of life," describe how plant and animal cells are ideal for their environments, and describe the parts and processes of the cell
7. articulate what happens during the processes of mitosis, meiosis, protein synthesis, as well as how cells pass on their genetic information.
8. describe Mendel's experiments and how he derived his postulates.
9. explain how genetic disorders arise, and articulate position on how these disorders should be addressed.
10. define, compare, and contrast micro and macro evolution.
11. explain how Darwin developed his hypothesis by reviewing his life and work.
12. articulate how studying evolution confirms the presence of a Creator.
13. explain how organisms impact their environment and why every other species affects one another.
14. become better stewards of the world around them and articulate why this is important for Christians.
15. develop better observation skills through nature journaling.

The Classical School

- A school that embodies consistent Christian ritual and liturgy.
- A school whose environment and architecture speak of Christian truth, goodness and beauty.
- A school in touch with the tradition of the Church.
- A school that involves parents and the faith community.
- A school where discipline is rigorous, just and an opportunity to grow in virtue.
- A school that actively promotes creation and engages students in the study and contemplation of nature.

Educational Outcomes



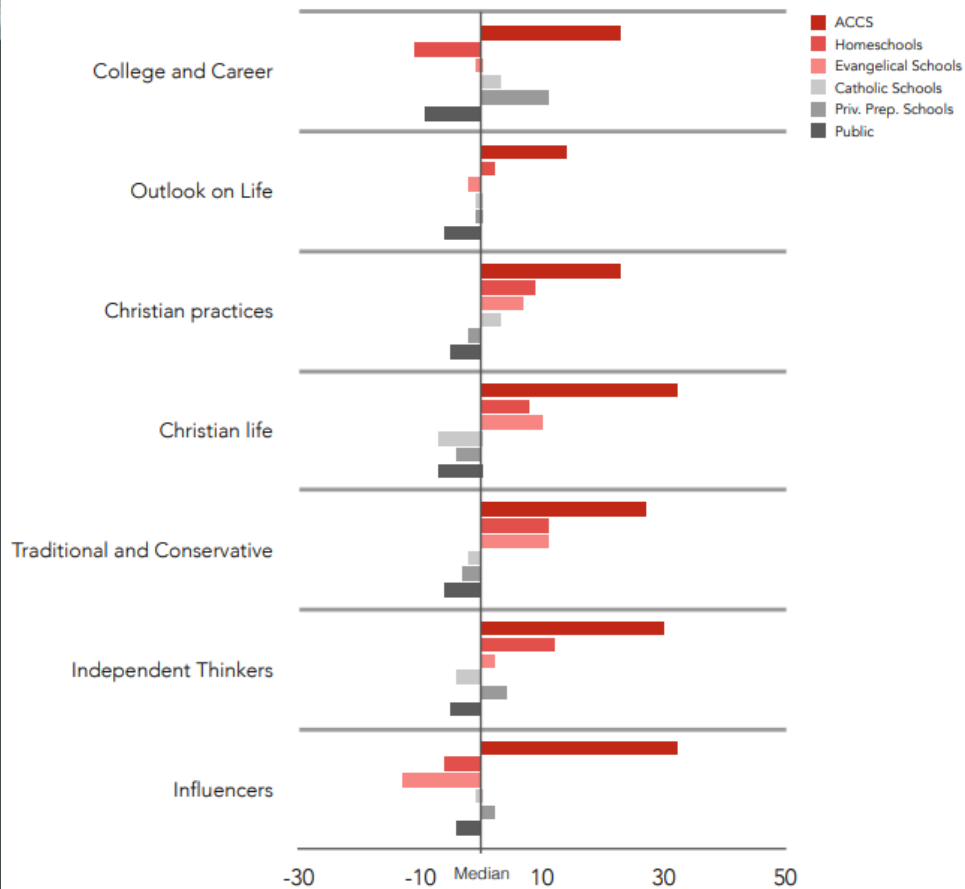
PUBLIC SCHOOL	<ul style="list-style-type: none"> About 90% of all students in America are educated in public schools, with about 15% of those in charter schools. About 43% of public school parents are college educated. <p>Those surveyed by Cardus were from the general population, with corrective measures applied to equalize the family-specific influence.</p>	Total Students 47 Million
PRIVATE NON-RELIGIOUS	<ul style="list-style-type: none"> Private, non-religious account for about 25% of private school students. 82% of parents at these schools are college educated. Average tuition for these types of schools in 2009 was \$21,910 annually. <p>Nearly all non-religious private schools are preparatory schools.</p>	5.5 Million
CATHOLIC	<ul style="list-style-type: none"> About 41% of private school students graduate from Catholic schools. 65% of religious school parents hold a BA or higher. Data isolated to this segment on college educated parents is not available. Average tuition was \$7,020 annually. 	
EVANGELICAL CHRISTIAN (PROTESTANT)	<ul style="list-style-type: none"> About 24% of private school students graduate from these types of schools. 65% of religious school parents hold a BA or higher. Average tuition is estimated at \$8,850. <p>These numbers are adjusted to approximate "conservative Protestant schools" as on the NCES report, though this group is estimated because Cardus targets a subset of the NCES data.</p>	
RELIGIOUS HOMESCHOOL	<ul style="list-style-type: none"> About 23% of all non-public schooled children are homeschooled. 	1.7 Million
ACCS SCHOOLS	<ul style="list-style-type: none"> 1% of private school students attend ACCS schools. Annual tuition averages about \$7,900 annually. 	Inc. in Private

Data from *Good Soil: A Comparative Study of ACCS Alumni Life Outcomes* (2020).
 ACCS = Association of Classical Christian Schools.

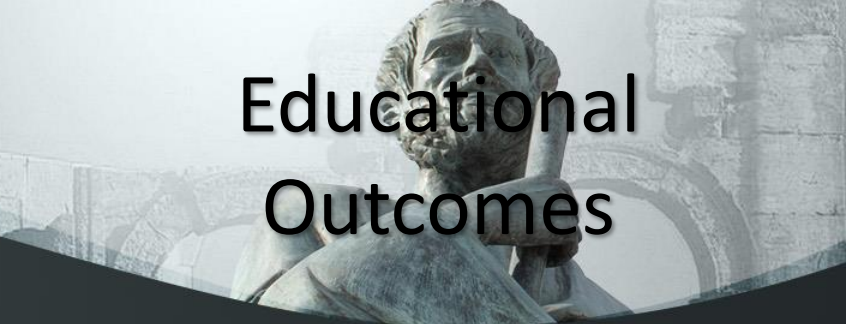
2,500 graduates between 1995-2012 were surveyed.

LIFE OUTCOME PROFILES

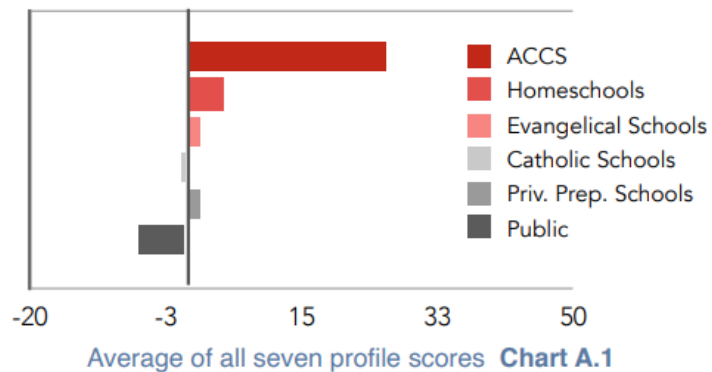
Alumni aged 23–44, School-related outcomes



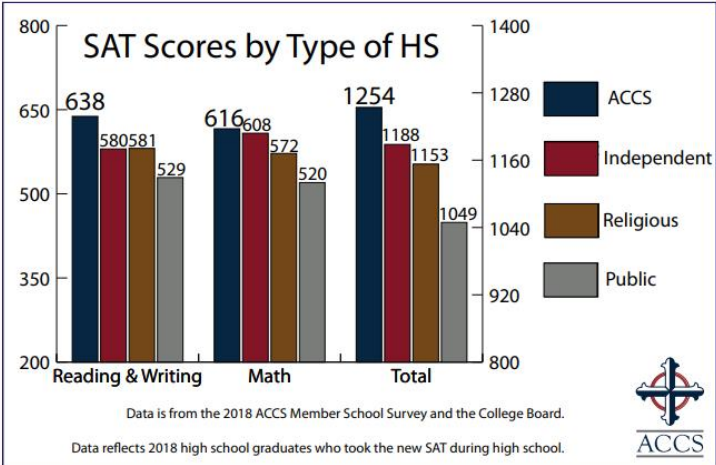
Educational Outcomes



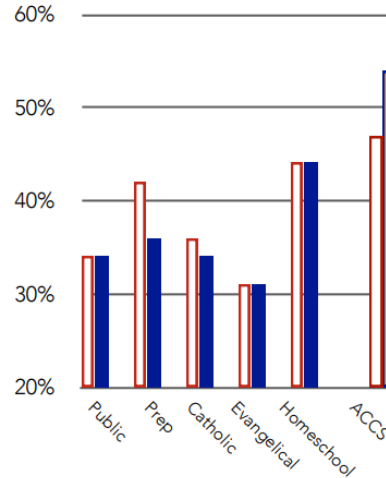
LIFE OUTCOME COMPOSITE PROFILE



Educational Outcomes



EARNED A'S OR MOSTLY A'S IN COLLEGE



Percent of respondents answering "A's or Mostly A's" **Chart 1.3**

EARNED A BA OR HIGHER IN COLLEGE

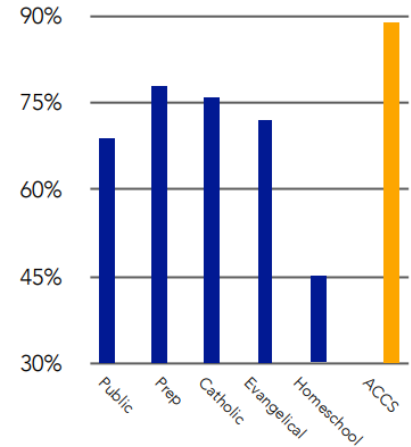
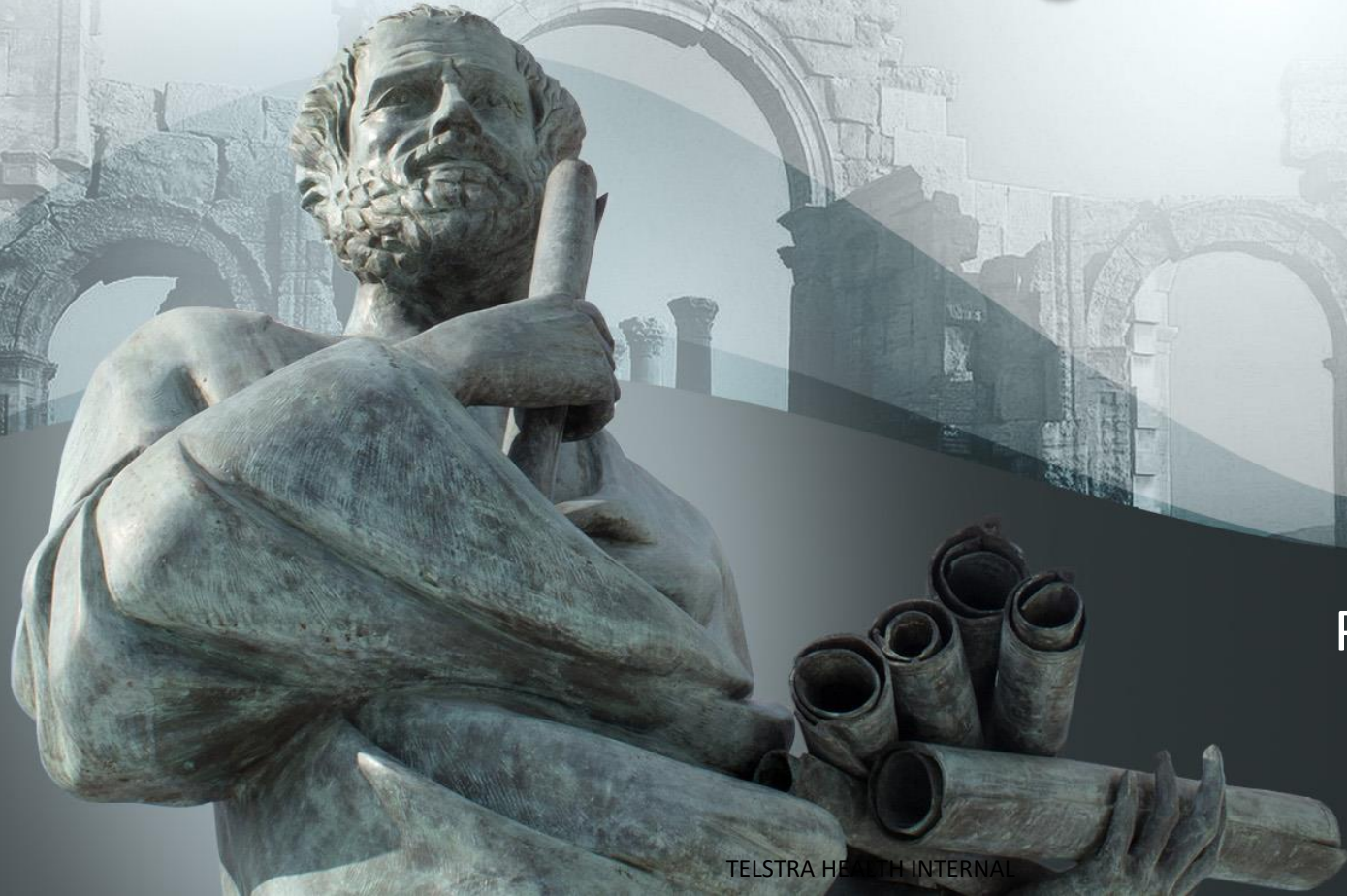


Chart 1.4

SAT = Scholastic Aptitude Test, the standard test used for college admissions in the United States.

What is happening in Australia?



Projects, schools
and resources.

Australian Classical Education Society (ACES)

- ACES was formed in 2021.
- It consists of teachers, academics, parents who wish to promote classical education across Australia.
- It is run by volunteers.
- It has an Executive Committee.
- It is apolitical.
- <https://classicaleducation.org.au/>





Achievements so far...

- Run a website and popular Facebook page with many national and international visitors.
- Online monthly newsletter with over 100 blogs.
- Online Professional Development seminars with leading Classical educators from the US.
- Online book clubs.
- Online conferences with the CiRCE Institute (USA).
- Letters to the media (lobbying).
- Beginning to create a classical P-10 curriculum.



Achievements so far...

- Social media platforms: Facebook, Instagram, LinkedIn.
- Created informative YouTube videos.
- Presence in conferences such as the “Benedict Conference” in 2023.
- Interviews on podcasts (national and international).
- Networking – Christopher Dawson Centre.
- Created information flyers/brochures.



Future goals of ACES

- Stage seminars/information sessions in each capital city for parents and teachers interested in classical education.
- Offer online professional development that is accredited by educational bodies across Australia.
- Invite international speakers to ACES conferences.
- Create a curriculum that will be accredited by the educational authorities in each state/territory and can be implemented in any school aspiring to become classical.
- Organise study tours in the US for Australian teachers.
- Collaborate with schools and educational institutions by conducting workshops, seminars, or training programs.



Future goals of ACES

- Develop a comprehensive marketing campaign that outlines goals, target audience, messaging and tactics to promote ACES.
- Collaborate with influencers and experts to host webinars, guest blog posts or interviews to leverage their reach and credibility.
- Further networking and partnerships – attend relevant conferences, educational fairs and events to network with educators, parents and other stakeholders, for example, annual National Educational Summit in Melbourne.



Future goals of ACES

- Targeted advertising – develop compelling ad campaigns that highlight the unique benefits of ACES and encourage membership sign-ups and utilise online advertising platforms like Google Ads.
- Content marketing- generate high quality content such as blog posts, articles, and educational resources related to classical education. Share this content on our website and relevant online communities to position ACES as a thought leader.
- **CHANGE** the mindset of teachers, parents and students about what we mean by TRUE education!!!



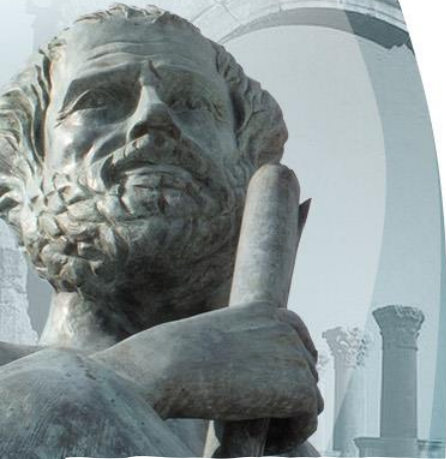
Classical schools in Australia

Toowoomba Christian College, Queensland

- A Christian School in the Liberal Arts Tradition.
- *“As a Christian school in the Liberal Arts tradition, our unique Prep – 12 curriculum provides opportunities for students to grow in knowledge and Godly wisdom.”*
- As a Christian School in the Liberal Arts Tradition, we seek to form in our students early on, an understanding of what is good, true and beautiful. Through teacher-led instruction our students are engaged in rich learning that enables them to gain a greater understanding of God’s world, how it works and how we should interact with it, with others and with God.



St Philomena School, Queensland



- At St Philomena School, we value education for education's sake, and not merely as a means to something else. A true education includes so much more than mere knowledge and includes the formation of a child's character.
- The most important part of education is the formation of character. Someone who has character lives by principles. They are responsible. They fulfil their duty with the proper diligence. They have a good work ethic. They have the courage to refuse to go along with what they know to be wrong while standing up for what they know is right. They choose the good; they reject the bad.



St John of Kronstadt Academy, Brisbane

- To provide a traditional Orthodox classical education in order to develop true Christian wisdom and virtue, to nourish the soul and mind of the person, to develop lifelong learners and thinkers who contribute to church and society and who love God with their whole being.
- The Academy will serve *Orthodox families and the broader Christian community of the Brisbane region* through a classical Christian curriculum from Preparatory to year 12 with a focus on the liberal arts, the great books, the study of Latin and Greek, instruction in the Orthodox Christian faith and liturgical services.



The Classical School , Perth, WA



- A K-10 hybrid school alternative offering a Christian Liberal Arts education. Training children in the way they should go.
- With smaller classes, dedicated tutors, likeminded children from Christian families and a rigorous, academically rewarding program - we can achieve a lot in only three days.




Hartford
College

Hartford College in Sydney, NSW

- Hartford College is Australia's first Catholic high school in the liberal arts tradition. It has an engaging and rich curriculum, designed to impart well-rounded knowledge across multiple disciplines and develop critical and independent thinking skills.
- The liberal arts tradition has foundations in classical Greek antiquity, with great writers and thinkers such as Plato, Socrates, Aristotle, Pythagoras, and Homer. This tradition was carried on and developed through the ages, with Cicero, Virgil, Ovid, Augustine, Thomas Aquinas, Chaucer, Milton, Tolstoy, Shakespeare, Newman, Tolkien, Lewis and more.
- Hartford's approach to learning is focussed on integration - exploring how different subjects relate and intertwine with others.
- We teach lessons that help students make connections across curricula, demonstrating that learning is never isolated, but symbiotic.

Year 5 Snapshot

Subject	Term 1 Prehistory / Aboriginal History	Term 2 Ancient History - Greece & Rome	Term 3 Middle Ages	Term 4 Modern History
English	Theme: <i>Prehistory Times / Australian Aboriginal History / Origins / Journeys</i> Writing – <i>Imaginative texts</i>	Theme: <i>Ancient History / Greece & Rome / New Beginnings</i> Writing – <i>Persuasive texts</i>	Theme: <i>Middle Ages</i> Writing – <i>Informative texts</i>	Theme: <i>Modern History / The Future</i> Writing – <i>Poetry</i>
Maths	Whole Number: Addition / Subtraction / Multiplication / Division	Length / Area / Volume / 3D Space / Data	Fractions / Decimals Patterns / Algebra Mass	Time / 2D Space/ Angles / Position / Chance
Science	Living World	Earth and Space Digital Technology	Physical World	Material World
History	The Australian Colonies <i>What do we know about the lives of people in Australia's colonial past and how do we know it?</i>	The Australian Colonies <i>How did an Australian colony develop over time and why?</i>	The Australian Colonies <i>How did colonial settlement change the environment?</i>	The Australian Colonies <i>What were the significant events and who were the significant people that shaped Australian colonies?</i>
Liberal Arts World History	The History of the world - timelines and summaries <i>Prehistory</i>	The History of the world - timelines and summaries <i>Ancient History</i>	The History of the world – timelines and summaries <i>Post Classical History</i>	The History of the world – timelines and summaries <i>Modern History</i>
Geography	A Diverse and Connected World <i>How do places, people and cultures differ across the world?</i>	A Diverse and Connected World <i>How do places, people and cultures differ across the world?</i>	A Diverse and Connected World <i>What are Australia's global connections?</i>	A Diverse and Connected World <i>How do people's connections to places affect their perception of them?</i>
PDH	Health, Wellbeing and Relationships Unit Title: <i>Relationships Virtue: Temperance</i> Motto Themes: <i>Self-Mastery, Order, and Moderation.</i>	Health, Wellbeing and Relationships Unit Title: <i>Relationships Virtue: Justice</i> Motto Themes: <i>Sound Judgement, Sportsmanship, Fairness, Humility</i>	Healthy Safe and Active Lifestyles Unit Title: <i>Healthy and Active Virtue: Prudence</i> Motto Themes: <i>Improvement, Respect, Goal Setting, Being trustworthy</i>	Healthy Safe and Active Lifestyles Unit Title: <i>Healthy and Active Virtue: Fortitude</i> Motto Themes: <i>Self-Mastery, and Refinement, Perseverance</i>
PE	Movement skill and performance Practical Component: <i>Athletics field events / Strength and Conditioning</i>	Movement skill and performance Practical Component: <i>Team Sport – touch football/basketball</i>	Movement skill and performance Practical Component: <i>Cricket/Baseball – Throwing, batting, bowling, catching</i>	Movement skill and performance Practical Component: <i>Beach safety, Beach regeneration and conservation, Surfing</i>
Visual Arts	Aboriginal Art	The Art of Drawing Art of Ancient History	Art of the Middle Ages	Modern Art
Music	3/4 Time & D.C. al Fine, Singing and Moving	Singing and Moving 5.2, Low D and recorder	World Music	Singing & Moving 5.4. C and the Dotted Crotchet. Playing Xylophones



Hartford
College,
Sydney

Augustine Academy, Sydney

- Aristotle said, "All men by nature desire to know." The chief aim of the Academy is to cultivate a love of learning. Students will see learning as an exciting pursuit of the Truth, not merely as a means to a job.

The Academy's secondary purpose is to give students a pathway into university. By studying the liberal arts at Augustine Academy, students will be formed in both their faith and education. This will equip students for further studies at secular universities.

- <https://augustineacademy.com.au/>



Campion College, Sydney



- Champion College is an independent institution of higher education located in Western Sydney. Our undergraduate liberal arts program provides students with an integrated understanding of the events, ideas, personalities and works which have shaped Western culture.
- Our undergraduate degree is based on the traditional liberal arts model, a proven educational structure that fosters the intellectual and personal development of students, uniquely preparing them for both work and life. It entails systematic and integrated study across the humanities, stimulating genuine freedom of thought by opening the mind to truth. This model emphasises the ability to think critically and argue rationally whilst developing the creative, analytical and research skills that are important in any career.



Melbourne...

- Melbourne also needs a classical school!
- Previous attempts were thwarted/blocked by the educational authorities (VRQUA) i.e., John Henry Newman Academy, Caulfield (2019) and Our Lady of Fatima Classical School, Ballarat (2019).



Via Classica Online homeschooling

- Offer online courses, tutoring and homeschooling support for families.
- *Via Classica* is committed to the cultivation of each student's unique identity through engaging with Christian tradition. We are committed to ensuring all students have a detailed understanding and appreciation of the wisdom that has been brought to the world through the literature, art, history and music of Western civilisation.
- Email: director@viaclassica.com.



Resources: *Logos Australis*

- <https://logosaustralis.com>
- Sarah O’Dea. Currently a teacher at Nambour Christian College on the Sunshine Coast Queensland. Sarah has Bachelor Arts, Science and a Graduate Diploma in Secondary Education. She has spent many years in the public education system and understands the challenges faced by educators, parents and students alike in a system ill-equipped to train and educate the whole person.
- Sarah developed a passion for Classical Education through tutoring home-school groups and has been retraining in this pedagogy over the past few years. Last year, she received a first class Honours in Psychology for her thesis on Human Flourishing and is particularly interested in how classical education can produce flourishing humans, enabled to fulfil their potential. Sarah is a mother of 5 children and is an avid gardener, musician and nature lover.



Classical Conversations Australia

- *Classical Conversations Australia* is a Christian homeschool support organization here to empower and encourage parents in Australia and globally to educate with confidence.
- Perth, WA; Gold Coast, QLD; Adelaide, SA.
- Contact person is Cheree Harvey:
charvey@classicalconversations.com
- Join *Classical Conversations* for a one-day practicum in Melbourne! This is a workshop where we practice the classical tools of learning with other like-minded parents. It is an opportunity to connect and learn, engage in thoughtful discussions and work towards raising up and empowering communities of classical, Christian families to know God and make Him known.

Useful websites

- CiRCE Institute
<https://circeinstitute.org/>
- Classical Academic Press
<https://classicalacademicpress.com/>
- Beautiful Teaching
<https://www.beautifulteaching.com/>
- ClassicalU
<https://classicalu.com/>
- The Institute for Catholic Liberal Education (ICLE)
<https://catholicliberaleducation.org/>
- Memoria Press
<https://www.memoriapress.com/>
- Association of Classical Christian Schools (US)
<https://classicalchristian.org/find-a-school/>



Useful Books to Read

- *Poetic Knowledge: The Recovery of Education* by James Taylor
- *The Liberal Arts Tradition: A Philosophy of Christian Classical Education* by Ravi Jain and Kevin Clark
- *Norms and Nobility: A Treatise on Education* by David Hicks
- *The Great Tradition: Classic Readings on What it Means to be an Educated Human Being* by Richard M Gamble
- *The Well-Trained Mind: A Guide to Classical Education at Home* by Susan W. Bauer and Jessie Wise
- *Beauty in the World: Rethinking the Foundations of Education* by Stratford Caldecott
- “The Lost Tools of Learning” by Dorothy L. Sayers
- *Recovering the Lost Tools of Learning* by Douglas Wilson
- *An Introduction to Classical Education* by Christopher Perrin