



Classical Learning for All Students

with Dr. Amy Richards

Lecture 2: *Classical Education for All Learners*

Outline:

Classical Education for All Learners

- Train the next generation of students to understand this anthropology and to live their private and public lives in light of that truth.
- Our education needs to take our anthropology both as its starting point and as its telos.
 - “We are not yet what we already are.” (Josef Pieper)
- Classical education is about how we become more human, and therefore more free. (Stratford Caldecott).
- Too often we have not been educating our humanity, we have been educating for doing rather than being.
- When we find these seeds of the liberal arts tradition baptized with a Christian understanding of our being. We can see that the overall wisdom and logic of an education toward being can come to flower when grafted onto the wisdom of Jerusalem by the Church.

Three Important Implications of Christian Relational Anthropology for Classical Educators

- It makes a claim regarding what we teach.
 - We train students to see Truth, Goodness, and Beauty in the forms of word and number.
 - We must supervise the storytellers.
 - Crucial to an education will be stories that train our hearts to be tender towards the most vulnerable and that direct us to look for the beauty of difference.
- It makes a claim regarding who we teach.
 - As we claim that all persons are made in the image of God, and for communion with Him and one another, we therefore need to treat all children as befits this understanding of their being.
 - The content of curricula offered in certain special education programs takes the focus on doing to the neglect of being to its logical extreme.
 - “Regardless of his challenges, any child is called to do more than receive services. He is called to love and serve his neighbor.” (Swope)
- It makes a claim regarding how we teach.



- The least restrictive environment: We need to provide the least restrictive environment in which the child is still making progress to developing crucial skills.
- Even language of inclusion does not fully capture the educational model towards which we are striving (still suggests “us” and “them”).
- Classical schools often take one of two approaches to accepting children with disabilities and learning differences:
 - Sink or swim model
 - Not admitting students with disabilities and learning disabilities at all
- **Part of treating children as befits their dignity demands that we offer them an education that attends carefully to their individual needs.**
- Education towards virtue trains the kind of attentiveness to the other required to offer a classical education to all students.