

The Unique Value We Bring To Education

1. CHILD CENTRED EDUCATION
2. EDUCATOR FRIENDLY MATERIAL
3. OUR EDUCATIONAL “TRI-LOSOPHY”

Our paramount goal is to bring life to learning as we equip families and educators to raise children of good character.

Children who are fully empowered with
21st CENTURY SKILLS –
critical thinkers and problem solvers –
able to take their place in the world of today –
and of tomorrow.

Children who will mature into Godly men
and women of faith and love,
who seek justice and love mercy;
the hope-bearers committed and equipped
to create a better world,
a people set apart for God’s purposes!



CHILD CENTRED EDUCATION

Education tailored to fit the unique needs of your child, rather than the reverse.

I. Tailor To Your Child's Subject Needs And Interests – *We offer a modular subject selection*

At Love2Learn, we do not dictate your subject selection, rather we are here to guide you in your selection.

Our Curriculum is **MODULAR** in its design; consequently you are NOT required to order the full range of subjects we offer in our ***Disciplined Studies*** and ***Content Studies***.

The beauty of a modular curriculum is that you have the freedom to choose the subjects and ***tailor-make an education for your child.***

It is after all your child and your homeschool. Shouldn't it then also be your decision?

II. Teach In Your Child's Learning Language – *We cater for Auditory, Visual and Kinaesthetic learning styles*

We seek to engender a life-long love of learning via the inclusion of beautiful, full-colour, photo-rich, “living” books and the incorporation of hands-on activities as well as internet links, so that Visual, Auditory and Kinaesthetic learning styles are accommodated in a FUN way!

A child's learning style preference impacts how they assimilate and retain information.

Another word for learning style is LEARNING LANGUAGE.

The incorporation of material and activities that cater for Visual (“See it...”), Auditory (“Hear it...”) and Kinaesthetic (“Do it...”) learning preferences means that your child is able to cover the material in the “language” that they “speak”.



When you accommodate your child's unique learning style, you impact how they assimilate and retain information.

In essence, when you start talking "their language", you aid their ability to grasp and comprehend; and this naturally engenders in them feelings of success and in turn boosts their confidence!

From there it snowballs...!

Because then you find their **quality of work** improves...

And with that, so does their **self-esteem**.

They develop **self-knowledge** and **understand** how they learn, which further improves their study skills.

All this combined leads to an exponential growth in their **motivation** to learn!

And, all this is possible in the confines of intimate, nurturing educational environments that one typically finds in a homeschool and Cottage School.

- ❖ A **VISUAL** learner learns optimally through their sense of sight. They enjoy bright pictures and pictures that move, e.g. DVD's and movies.
- ❖ An **AUDITORY** learner learns optimally through their sense of hearing and speech. They enjoy listening, speaking, acting out, sounds, rhythm and music.
- ❖ A **KINAESTHETIC** learner learns optimally through movement. They enjoy making and building things with their hands, touching and moving around. They also enjoy acting out. Body motion is key.

**Learners
enjoy learning
and
teachers
(that's YOU!)
enjoy
teaching!**

At Love2Learn, we recognise that in every family, no two children are alike. In a homeschooling context, this often means that the approach one used with the elder child does not always work with the younger! In a family of three children, there may be one **KINAESTHETIC** Learner, one **VISUAL** Learner and one **AUDITORY** Learner. Love2Learn has tailored its Curriculum to accommodate all three learning modalities all at the same time!

➔ **THERE IS THUS NO NEED TO PURCHASE THREE SEPARATE CURRICULA!** ←

LOVE2LEARN AND KINAESTHETIC LEARNERS:

A **KINAESTHETIC** learner would prefer to make a volcano rather than learn about one out of a book. Love2Learn Curriculum ensures that every day, **KINAESTHETIC** learners, especially in the primary school years, are offered hands-on activities which are relevant, fun, simple to do and which tie in directly with the topic being studied.

These activities are simple to complete and are often introduced via step-by-step, full-colour photographs that make “doing” a pleasure!

A number of science experiments are prescribed right from Grade 0. In the earlier grades most of the apparatus required is found in the average home.

Hands-on activities are incorporated into subjects such as History, Geography, Botany and Zoology, Technology, Bible, Science, Human Anatomy, Microbiology, Ecology, Music, Practical Art, Computers and more.





LOVE2LEARN AND VISUAL LEARNERS:

VISUAL learners enjoy the beautifully illustrated and photograph-rich, full-colour, living books. Computer software is also supplied as an additional resource for a number of subjects. This software is visually very engaging. However, it is sometimes not enough for a visual learner to interact only with a vibrant, full colour picture.

They want the picture to MOVE! Video Footage and Virtual Tours: Movies and video clips in our Internet Enrichment Programme capture the imagination of these learners. For example, if they are learning about Volcanoes in Geography, they will watch a Volcanic Eruption on the Internet. If they are learning about Phases of Matter in Physics, they watch an animated movie which visually demonstrates how a solid changes to a liquid and then to a gas, at a molecular level.

LOVE2LEARN AND AUDITORY LEARNERS:

AUDITORY Learners are captivated by the numerous discussions and read-aloud sections every day. They too respond very well to the auditory component of our Internet Enrichment Programme. For example, if they are learning about World War I, they will listen to an original audio interview with a World War I Nurse who worked on the field, or a soldier's experiences in the trenches.



III. Children Own Their Learning Process – They become independent learners

For education to be truly effective, our children must ultimately become
INDEPENDENT LEARNERS.

And therein we believe lies a vital key to the **difference** between “HOME-schooling” and doing “SCHOOL-at-home”.

“HOME-schooling” is not so much about us as parents “teaching”, in the traditional sense of the word; rather, we need to be encouraged to see our role more as **FACILITATORS TO LEARNING.**

Following is a SIMPLE illustration of what we mean...

Picture three distinct elements in the education process:

1) Resource Material



2) Educator



3) Student



SCENARIO 1:

Using a “good” and “bad” Maths teacher example...

Step 1: The **Educator** interacts with and digests the **Resource Material**; and then the **Educator** prepares the lesson...



Step 2: With greater or lesser degrees of competence, the **Educator** then imparts her knowledge and “teaches” the **Student**.



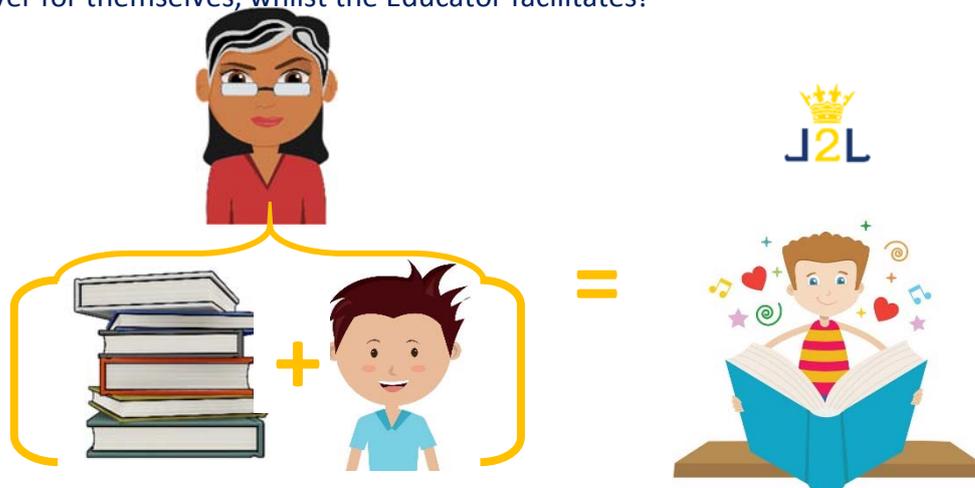
Broadly speaking this is the modus operandi in mainstream schools; and in many respects, depicts a typical “SCHOOL-at-home” approach.

The nett result is that the student’s grasp of the material is heavily dependent on the Educator’s ability to interpret the material and “teach” it to the student (child). Hence we can all relate to the typical comments like, “I did well in Grade 5 in Maths because I had a “good” teacher, but I almost failed Maths in Grade 7 because I had a bad teacher”

SCENARIO 2:

Apply the mind-set that the Educator (**Parent / Teacher**) is there to *facilitate learning*...

Step 1: The **Student** is put in direct contact with the **Resource Material**, and encouraged to discover for themselves, whilst the Educator facilitates!



Now you start to see what we call “HOME-schooling” emerging!

In **Scenario 2**, where we as the Educator act more as a facilitator, this affords our children more chance for self-discovery! It is an enabling focus which encourages more two-way discussion and interaction!

The Net Result:

A “HOME-schooling” approach to education is both reassuring and liberating for parents; not to mention, also being a great catalyst for birthing independent learners in our children!

Be encouraged Moms and Dads as you homeschool; you are busy with a task that will impact generations!

Given all of the above then, you may well ask, “What does “HOME-schooling” with a view to creating independent learners, look like at a practical level?”

We would suggest that it should include – but by no means be limited to:

- A recognition that all of life is homeschooling. After all, why would we think we can separate learning from everyday life? Why would we even want to?
- Encouraging learning – and by this I mean REAL comprehension and understanding; and not just parrot-fashion memorisation.
- Exposing our children to great literature and, well-written literature. There can be little doubt that what you feed the mind, i.e. that which you put into it; you can expect to be evident in the fruit. E.g. exposing them to great and well-written literature will equip them to speak and express themselves well and eloquently; and in turn this will permeate through to their written communication too.

If, as we “**HOME-school**” our children, we can encourage them to become **independent learners**, it is not much of a stretch to expect that they will, in the process, acquire a **life-long love of learning...**

And if we can engender this in our children, then the “battle” is all but won, because everything else flows from there!

Having the goal of "excellence in home education", does not imply the need to be the best, or to create, "experts"; rather it implies the need for diligence, commitment and perseverance!

The former is a recipe for self-induced stress, whereas the latter engenders God-honouring character; and surely it is this that should be our overriding goal as we seek to educate our children?

“ *Let children alone...
the education of habit is successful in so far as it enables the mother to let her children alone, not teasing them with perpetual commands and directions – a running fire of Do and Don't; but letting them go their own way and grow, having first secured that they will go the right way and grow to fruitful purpose.* ”

— Charlotte Mason

IV. Eliminate Stressful Examination Overload – *Narration: An innovative assessment tool*

We often get asked the question,

“How will I know if my child is ready to go to the next grade level, if I don’t give them tests and exams?”

Good question!

Here
is
the
answer...



At Love2Learn, we believe that you do not need regular cycle tests and exams to determine whether your child is comprehending the material that they are covering.

*“Education is the habit of attention;
and the hallmark of an educated person is someone who can pay attention.”
- Charlotte Mason*

This similarly implies the ability to retain knowledge for very long periods of time. The ability to retain what you learn is key to education. Learning to pay attention is not necessarily something that we are born with... it is a skill which needs to be carefully, patiently and lovingly developed; and honed over many years!

One of Charlotte Mason’s main pillars of her educational philosophy is the concept of *education being a discipline*. And she inferred this to mean the discipline of habits. One of these habits to be formed is the habit of paying attention.

➡ **Love2Learn considers NARRATION to be FUNDAMENTAL!** ⬅

***NARRATION builds the habit of attention
without the need for cycle-tests and
stressful examination overload!***

Consequently, in order to support you in making this a daily habit, narration is systematically included in every lesson!

Children must do the work for themselves.
They must read (listen to) the given passages
and tell back what they have read (heard).
Charlotte Mason terms this the “Act of Knowing”.

*"Narration is the cornerstone of Charlotte Mason's
philosophy of education." - Penny Gardner.*

Charlotte Mason claimed that "The simplest way of dealing with a paragraph of a chapter is to require the child to narrate its contents after a single reading. One reading, however slow, should be made the condition."

Education demands a conscious mental effort, from the scholar, the mental effort of telling again that which has been read or heard. That is how we all learn, we tell again the matter we wish to retain. The method is as old as the mind of man, the distressful fact is that it has been made so little use of in general education.

Why and how do you apply Narration within a homeschooling context?

One of the many reasons why Charlotte Mason advocated narration was because it is one of the most natural forms of learning for a child. Children are born with a curiosity and interest to discover as much about the world around them as they can. They then proceed to tell everyone around them what they have discovered. This is narration. They have discovered something amazing which has become their own knowledge and they want to tell it. This is

what happens when children tell and share with their parents at the dinner table, things they have learnt. This is a form of spontaneous narration which is encouraged in the younger years.

Keeping this in mind, when your children are asked to narrate back in a curriculum context, appreciate that we are helping them learn a variety of subjects and material using one of their natural forms of learning.

However, we recognise that all children are unique, with different personalities and learning styles. Consequently, for some children, narrating back what they have just learnt can take a while to become quick and easy for them. This is even more the case if they are older or a first born, as they have never really encountered narration in a 'formal' context before. In this instance it is valuable to find a style of narrating which suits each child. This might take a little while to figure out and it might change over the years, but we would encourage you to persevere, because often children might start off being slow to narrate back, but after a couple of months or even a year or two or three, narration can become easy and quick to them.

Remember:

**It is about developing in our children,
the habit of paying attention,
in order for them to be able to narrate back
what they remember!**

**As with almost any habit, NARRATION will take time to develop.
No matter how long the development may take,
the benefits and fruit of persevering with narration
will be with them for the rest of their lives.**

The "Fruit" of Narration

The "fruit" of what happens when we encourage our children to acquire the **habit of paying attention** through the art of Narration, are:

1. **When we read to our children, they have to listen/ pay attention.** (This may sound a little obvious, but the reality is they are not going to be able to narrate back anything if first and foremost, they don't listen / pay attention.)
2. **They then have to process and synthesise the information they're taking in,** in order to try and make sense of it and in order to be able to narrate back with any kind of intelligence, relevant to their respective age level. (They may well not use the same phrasing and terminology the author of the book you read from uses; but they can nevertheless work their narration to what they understand.)
3. **Whilst narrating, they need to speak out confidently** (not mumble into their chest, whilst looking at the floor). Over time, they will become very comfortable with the sound of their own voice. We all know adults who are petrified of public speaking - this will not be an issue for a child who is used to hearing the sound of their own voice day after day, month after month and year after year, as they confidently narrate back to their parents/educator.
4. **As opposed to written narration, verbal narration requires a child to learn to think on his feet** – the need to immediately process the knowledge just acquired.
5. **More than this though, they also need to learn to order their thoughts,** so that they narrate back in the appropriate sequence or order, as the situation requires. (Small children tend to struggle initially with putting the beginning in the beginning, the middle in the middle and the end at the end. When we read them a story and then - to test their comprehension - ask them to narrate back what they can remember; more often than not, they will speak back the last thing they heard, because this is what they more readily remember. Over time - and with repetition - they will acquire the ability to order the information in the correct sequence.

***Recognise the priceless LIFE-SKILL your child will acquire
in and through NARRATION and the habit of paying attention!
And this skill will prove to be invaluable at University,
in their profession and also in business in later years to come!***

How does one find a child's preferred style of narrating?

1. Use their preferred learning style to guide you.

This will also make narrating fun for you and for them! For example, if a child is an **AUDITORY** or **KINAESTHETIC** learner, ask them to pretend to be a reporter, reporting about the volcano that just erupted. Or if your child is a **VISUAL** learner, ask them to draw a picture with one sentence describing what they have learnt. Drawing and painting a picture is a form of narrating, especially in the younger years, so please continue to encourage your child to do so. (Oral narration is still important as they are also developing other skills as they speak back to you.)

2. Keep in mind their personalities.

For example, some children who love talking can narrate the first chapter of a literature book off the bat. Others may want to act it out. Other children may need to just listen (or read in the older years) the first chapter to gain a picture of the story in their mind and they will narrate from chapter two. Asking your children questions to get 'the ball rolling' so to speak, is also a fine way of narrating. To try and keep narrating fun and relaxed, sometimes we need to incorporate a variety of ways for children to narrate.

Having to narrate forces children (and adults) to think.

Narration also forces children to change the way they listen and absorb the information that they are learning about. The information starts to become their own. This change of thinking is a process, so be prepared to persevere!

Narration for ongoing Assessment

In the above process - incorporating both verbal and written narration - you as the parent/educator have the chance to conduct valuable, ongoing formative as well as summative assessment of your child's grasp of the material you cover, day in and day out.

You do not then necessarily also need a test in order to determine what they know and what they don't know.





EDUCATOR FRIENDLY MATERIAL

Working with Love2Learn, you as the educator have very limited admin responsibilities. This makes space for your own creativity and ensures maximum enjoyment for you too!

I. A Daily Companion And NEW Best Friend **– Engine Room (Lesson Plans) with every subject**

We have taken the headache out of lesson preparation. Love2Learn offers an ENGINE ROOM (Lesson Plan) for each subject from Grade 1 level (including some Grade 00 and Grade 0 subjects) right through to Grade 9; so no more late nights designing lesson plans!

With Love2Learn's Engine Rooms, which will become your daily companion, there is no lesson preparation required on your part! We've planned the lessons for you - Hands-on activities, narration, written output, video and internet activities, science experiments and more! Simply sit down and enjoy discovering together with your children.

Each subject's Engine Room is designed to cover all of the material we supply for that subject, over a period of 36 weeks (180 days); and you have complete flexibility as regards how you divide up these 36 weeks - in terms of incorporating holidays and the like - across your year.

***With our Engine Rooms there to guide and support you,
you have the flexibility to work at a pace that suits your child
and allows for your own creativity to come to the fore!***

Once your child reaches International GCSE and AS-Levels (Grades 10 – 12), all the scopes of work, assessments and memoranda (where applicable) are supplied via **MyCollege Online**, the learning platform offered by **Imperial International College** - *Online Education for High School*, Love2Learn's sister company.

II. Teach Multiple Grades At Once

– *A major plus for Cottage Schools and families with >1 child*

A particular feature of Love2Learn is that its **Content Subject** offering (viz. Bible and Character Development, History, Geography, Biology, Science etc.) can be taught to multiple grade levels simultaneously using one **Content Subject** LEVEL that bridges the group of children. The output from each child will then be different.



Naturally you would expect a higher standard of output from the oldest scaling down to the youngest.

***Subjects in our CONTENT STUDIES can bridge up to
THREE CONSECUTIVE GRADE LEVELS
between oldest and youngest child being taught at the same time!***

Picture the scene...

A homeschooling mother is trying to teach history at the same time to her three children who are in Grades 1, 2 and 3 respectively. To her Grade 1 child she says: “Today we are learning about old cars.” To her Grade 2 child she says: “Today we are learning about the French Revolution.” To her Grade 3 child she says: “Today we are learning about World War II.” Stop throwing the paper aeroplane! Listen to me! Juice break is later! No, not World War I, World War III! OK which one of you is doing the Industrial Revolution... sorry, I mean the French Revolution...! Ugh! What were we talking about again?”
You can just imagine the chaos!

The mother is trying to split herself into three pieces, attempting to deliver a comprehensive lesson about three different aspects of history all at the same time! She ends up feeling frazzled. Her children have learned very little to nothing at all and everyone is frustrated and demoralised.

Now, picture a different scene... the Love2Learn-One-Room-Schoolhouse way...

A mother is teaching the science of light and lenses at the same time to her three children who are in Grades 1, 2 and 3 respectively. To all her children she says: “Today we are learning about light and lenses.” It looks better already, doesn’t it? The mother would begin by reading aloud from the photo-rich, full-colour, Love2Learn Curriculum book on the subject of light and lenses. The children would look at the colourful pictures together and discuss their understanding of the topic. Next the whole family would make a pinhole camera together. Then, if time permits, they would log onto the internet and view a short movie on the topic. Finally, each child would have the opportunity to do a verbal narration on the topic.

Then, to her Grade 1 child she says: “Draw a picture about what you learned today.” To her Grade 2 child she says: “Draw a picture about what you learned today and write one good sentence about what we covered” To her Grade 3 child she says: “Draw a picture about what you learned today and write me a paragraph on how light passes through a lens.”

The whole family has completed the same lesson, but each child has interacted with the material at their age appropriate level. The mother maintains her sanity and the children have each learned something. As an added bonus, the younger children have benefited from the “trickle-down” effect due to the participation of their older siblings.

The one-room schoolhouse is not a Love2Learn Curriculum invention, rather it has existed for over a century. From the above example, you can appreciate how it allows for effective, simultaneous multi-level teaching; and Love2Learn’s **Content Subject** are all designed around this concept.

III. Easy And Effective Assessment – *Narration supports ongoing assessment*

Under **Child Centric Education**, we explained the advantage to children of using **Narration as a means of Assessment** because it helps build into children the habit of paying attention. But Narration has a dual benefit which also helps you as the educator.

Narration is a tool that helps you conduct ongoing evaluation and assessment.

After each lesson, our **Engine Room** prompts you to ask your child to recount their understanding of the material covered in that lesson. You are then able to immediately gauge their level of understanding. Contrast this with giving them a cycle-test or exam in 3 weeks' time; only to then discover that they did not understand the material you covered in today's lesson!

You don't need a test or exam to tell you what your children know and don't know, because having them feed back to you daily, either via verbal or written narration, gives you a clear picture of what they know and don't know.

IV. Cost Saving Through Amortisation – *Subject and resource sharing*

Another VERY attractive feature of Love2Learn's offering is the fact that if you are educating more than one child/student in the same Grade level, you are able to significantly amortise your costs and save because you need order the main subject itself once only for one child; and then add just the "Extra Consumable Workbooks" for that subject (if applicable) for the 2nd and even the 3rd student. Consequently up to 3 students at a time get to share the "non-consumable" book(s), but each has their own copy of the "consumable" workbook(s).

This amortisation goes further, because the following year – as either his younger sibling (in homeschooling) or the students in the previous Grade level (in Cottage Schooling) move up to the next Grade, e.g. Grade 2 moves up to Grade 3 – given that you still have all the "non-consumable" book(s) from the previous years' Grade 3 child/students, you need order just the "Extra Consumable Workbooks" for the new Grade 3 child/students (again up to as many as 3 students at a time sharing!)

But wait, there's more - lol... This amortisation goes EVEN further... if a subject comprises only "non-consumable" book(s) in its entirety, then you do not need to reorder that subject again, as younger siblings / new students can simply share these non-consumable books. The result is a further significant cost-saving as you proceed down the years of educating multiple children / Grade levels of students.



OUR EDUCATIONAL “TRI-LOSOPHY”

Our Educational "Tri-losophy" is composed of a dynamic blend of three separate educational philosophies; namely Charlotte Mason and Classical Education, combined with our own Homeschooling journey stretching back to 2000.

I. Give Children A Broad, Rich And Varied Education – A Charlotte Mason philosophy

Charlotte Mason’s educational philosophy has had a marked influence on the design of our curriculum, especially in the foundational and intermediate levels (primary school).

“The mind feeds on ideas and therefore children should have a generous curriculum.”
–Charlotte Mason

She advocated a generous curriculum with many subjects and many books thereby allowing the child to make associations between a variety of topics.

In essence, CM’s argument was that when educating a child, if you choose to build on a foundation the size of a matchbox, you will be limited in what you are able to build. However, if you choose to build on a foundation the size of a rugby field, you are able to build something of significance. CM advocated we, **“Expose children to a broad, rich and varied curriculum in order to give them many hooks on which to hang hats of knowledge”**.

For this reason, Love2Learn offers a host of additional subjects and enrichment that extends way past the confines of mainstream schooling; e.g. Critical Thinking, STEM, Computing, Latin etc. (You will find more information under **How To Choose Your Subjects**).

II. Expose Children To “Living” Books – A Charlotte Mason philosophy

We believe there is nothing more effective at dampening a love of learning, than using dry, dull and lifeless, black and white textbooks!

That said, being full-colour does not necessarily guarantee that a book would be labelled a “living book”.

***A "living" book is devoid of dumbed-down twaddle!
Quite simply put, it is a book that makes a child
WANT to turn the page
- a book that captures the imagination
- and captivates and escalates a child
to new planes and levels of thinking!***

At Love2Learn, we strongly advocate the use of "living" books; and the elimination - wherever possible - of dull, lifeless textbooks and endless worksheets.

History, Geography, Botany, Zoology, Science, Archaeology, Ecology, Microbiology, Anatomy, History of Art, History of Music and more, are presented in visually appealing, full-colour, bright, photograph-rich books, written in a literary fashion wherever possible, by people who are passionate about their subject. Their passion shines through the pages and awakes a passion in their readers.

**“ “ One more thing is of vital importance;
children must have books, living books;
the best are not too good for them;
anything less than the best is not good enough;
and if it is needful to exercise economy, let go everything
that belongs to soft and luxurious living before letting go
the duty of supplying the books,
and the frequent changes of books,
which are necessary for the constant stimulation of the
child's intellectual life. ” ”**

– Charlotte Mason

There are numerous advantages to exposing a child to books and resources of this nature, to mention just a few:

- Working with books that are engaging means better recall!
- The material covered leaves a lasting impression!
- Being engaged in the tactile-rich environment that is books, reduces a child's exposure to harmful screen time!

PS As an added bonus it also guarantees you an heirloom library of "living" books that both you and your children will love!

Ultimately for us, of the 1000+ books and resources that make up Love2learn Curriculum spanning Grades 00 - Grade 9, the Bible is unequivocally the most important living book, inspired by a living God!

***For the Word of God is living and active.
Sharper than any double-edged sword,
it penetrates even to dividing
soul and spirit, joints and marrow;
it judges the thoughts and attitudes of the heart.***
Hebrews 4:12

III. Develop In Children A Life-Long Love Of Learning – A Charlotte Mason philosophy

With Love2Learn's subject offering, not only will you be able to maintain a high academic standard, but you will be able to offer a far broader, richer and more varied education than your child is likely to ever receive at a conventional school.

**A home-grown education
that is relevant and meaningful,**

**an education that inspires a
life-long passion and love of learning!**

IV. Creating Thinking Adults With A Strong Moral Base And Upright Character – A *Classical Education philosophy*

There has been a worldwide renaissance and renewed interest in classical methods of education.

A Classical Education is a process of training the mind, focusing on the incorporation of Latin, Greek, Mathematics, History, Geography and Classical Writing, Sciences, Music and Art. Critical thinking and the conscious and purposeful development of logic is its banner supported by an extraordinary foundation in language and expression. A classically trained student should have mastered the skill of speaking eloquently and writing in vigorous English.

Today's education is almost a direct inversion of the old classical emphasis on how to think and what to do;

the political and vocational emphases of today's education teach students, not how to think and what to do, but what to think and how to do.

Its political goal is to use schools to change culture, and its practical goal is to change students to fit the culture.

– With acknowledgement to Martin Cothran, "What is Classical Education", Memoria Press.

The structure of Classical Education is loosely divided into three stages:

1. **The Grammar Stage** (Grades 0 – 6)
2. **The Dialectic Stage** (Grades 7 – 9)
3. **The Rhetoric Stage** (Grades 10 – 12)

Educating classically according to these three stages is known as the **Trivium** and develops a high degree of mental dexterity, well-honed reasoning ability and impressive language skills.

1. The Grammar Stage Grades 0 - 6

The Grammar Stage is characterized by the development of a firm foundation of facts pertaining to each field of study, the classification of that knowledge and memorisation of basic facts.

Children in Grades 0 - 6 are eager and ready to absorb information and enjoy the singing and memorising.

This phase is primarily characterized by the learning of facts. We like to call it the “What?” stage.

2. The Dialectic Stage Grades 7 - 9

The Dialectic Stage begins with the maturing of abstract thought.

We could assign the terms “Why?” and “How?” to this stage.

This stage is characterized by the emergence and careful honing of analytical, logical thought.

The focus is to teach our children to be logical, precise and thoughtful. Cause and effect, root causes, relationships between subjects and topics, and how everything fits together, are the areas of focus for a student in this stage.

“The study of logic commences, and the student begins to analyse and evaluate the great ideas of the ages. Logic further trains the mind and affords the student the skills he needs to properly assess what he reads. He also begins to inter-relate the bits of knowledge he has accumulated, determining the process of cause-and-effect and synthesising the various branches of knowledge into a unified whole.” - Beth McKain

“ The most important employment skills—and the skills that many employers say are the hardest to find today—are basic thinking skills. This was what a liberal arts education taught. ”

– With acknowledgement to Martin Cothran, “What is Classical Education”, Memoria Press.

3. The Rhetoric Stage Grades 10 - 12

The Rhetoric Stage is generally accepted to follow the first two stages.

Susan Wise-Bauer explains this stage beautifully when she states “The final phase of a classical education, builds on the first two. At this point, the high-school student learns to write and speak with force and originality. The student of rhetoric applies the rules of logic learned in middle-school to the foundational information learned in the early grades and expresses her conclusions in clear, forceful, elegant language.”

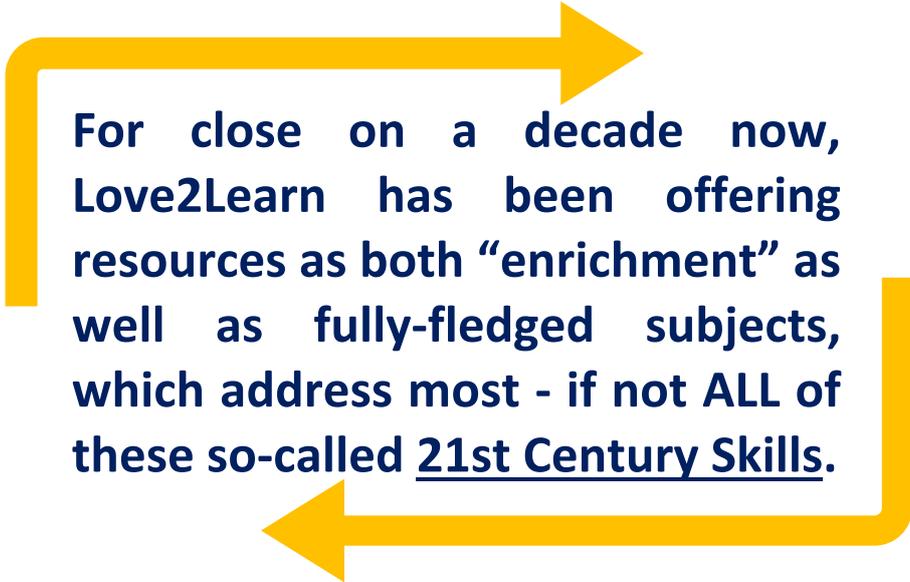
As mentioned above, Love2Learn has borrowed elements from Classical Education, which has specific emphasis in the Senior Phase (Grade 7 onwards).

You may wonder why Latin is so important. After all, it is a dead language. However, the study of Latin develops orderliness of mind and discipline of character, whilst at the same time, building language and vocabulary skills. (See: [Why does Love2Learn advocate the study of Latin?](#))

V. Equipping Children With 21st Century Skills

– We have been doing this for years!

In education circles, the current buzz-word is "21st Century Skills"; and a lot of attention is being given to trying to equip students to acquire these skills.



For close on a decade now, Love2Learn has been offering resources as both “enrichment” as well as fully-fledged subjects, which address most - if not ALL of these so-called 21st Century Skills.

What are these so-called “21st Century Skills”?

In response to the information age and globalization, a new set of life, social and career skills has been identified by educators and employers, as critically important for students, in order for them to be successful in the 21st century.

When most workers held jobs in industry, the key skills were knowing a trade, following directions, getting along with others, working hard, and being professional—efficient, prompt, honest, and fair.

To hold information-age jobs though, students also need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information.

The rapid changes in our world require students to be flexible, to take the initiative and lead when necessary, and to produce something new and useful.

These skills have been universally labelled as **21st Century Skills**; and broadly speaking, they constitute the following:

- **Critical Thinking** - includes problem solving, reasoning, analysis, synthesising and interpreting information etc.
- **Creativity** – includes innovation, artistry, curiosity etc.
- **Cross-cultural Awareness and Understanding** – includes multicultural and ethnic literacy, global awareness, humanitarianism, civic, ethical, and social-justice etc.
- **Collaboration** - includes leadership, teamwork, cooperation, problem resolution etc.
- **Computer literacy** – includes ITC (Information and communication technology) literacy, media and internet literacy, computer programming etc.
- **Communication** – includes oral and written communication, public speaking and presenting, listening, imaginative story-telling etc.
- **Career / Self-direction** - includes life-long learning, self-direction, perseverance, planning, self-discipline, adaptability, initiative etc.



Given the enormous amount of wasted time students have to contend with every day in mainstream schooling, coupled with the constraints that is the system-centric school environment, it is not surprising that schools are hard-pressed to teach and inculcate these skills, yet this in no way detracts from the reality that students desperately need them!

IT IS IMPORTANT TO RECOGNISE THAT 21ST CENTURY SKILLS
DO NOT REPLACE ACADEMIC LEARNING GOALS.

Students still need to become proficient readers and writers, even though they may be learning and publishing on technologically innovative platforms!

Character is the person, academics is the tool. If the focus is only on academics, the character is too weak to properly wield this tool; if the focus is only on the character, we have not equipped our children academically, with the tool to wield.

- Katherine von Duyke

The need for a working grasp of Science and Mathematics - as well as being able to learn from the lessons History has to teach us - are just as important and essential for today's 21 Century learners, as they have always been.

The challenge before us in educating our children, is to combine 21st Century skills with a rigorous curriculum, so that students will have a healthy balance of abilities and character to deploy into their world and spheres of influence.

“ ***This idea of all education springing from and resting upon our relation to Almighty God - we do not merely give a religious education because that would seem to imply the possibility of some other education, a secular education, for example. But we hold that all education is divine, that every good gift of knowledge and insight comes from above, that the Lord the Holy Spirit is the supreme educator of mankind, and that the culmination of all education (which may at the same time be reached by a little child) is that personal knowledge of and intimacy with God in which our being finds its fullest perfection.*** ”

- Charlotte M. Mason



Love2Learn’s educational philosophy seeks to implement a dynamic blend of educational principles borrowed from the educational philosophies of Charlotte Mason, Classical Education and our own extensive experience of homeschooling our own children, dating back to 2000.

This dynamic, three-in-one blend we call, Love2Learn’s Educational “Tri-losophy”.



We at Love2Learn would love to partner with you as you embark on your educational journey; and together, we can rise with confidence to meet this challenge!