



The Trivium Explained

Thank you for your interest in the Teacher of Science position at Ladybridge High School.

I thought it might be helpful to explain a little about what we mean by the 'Trivium' here at Ladybridge. For many years there has been intense debate about the purpose of education and whether the goals of education are best achieved through traditional teacher-led methods or more progressive learner-led approaches. In my view, the best education stems from movement across this continuum, where young people become increasingly more independent after building up their foundational knowledge of a topic. I believe that the Trivium model is a wonderful way to move across this continuum and achieve both excellent academic outcomes and the wider qualities that enable people to thrive and be happy.

The roots of the Trivium are in the classical education of ancient Greece. I was first introduced to the Trivium after reading Martin Robinson's excellent book, 'Trivium 21c'. Our interpretation of the Trivium is outlined below:

Knowledge (AKA Grammar):

Learning involves connecting new information with what we already know and have stored in our long-term memory. Development of a rich knowledge base essentially makes us more intelligent by creating more branches for new learning and ideas to connect with. Without much foundational knowledge it is difficult for learners to form their own ideas and to work independently. Teachers have a vital part to play in leading the learning process to ensure that conceptual understanding progressively builds over time. The curriculum must be thoughtfully constructed to help learning to connect across disciplines and to build up abstract knowledge from learners' concrete experience of the world. The understanding of words is a key part of this pillar.

Teaching and Learning approaches that align with this pillar:

- **Clarity through explanations, stories & modelling**
- **Responsive teaching strategies impact planning**
- **Repetition & spaced retrieval practice**

Exploration (AKA Dialectic):

Simply knowing stuff is insufficient. We want our learners to use their foundational knowledge to form their own ideas about the world. Encouraging our learners to think, debate and consider alternative views is a vital part of the education we provide. To aid this, we want to provide real world learning experiences, where young people learn outside the classroom and meet professionals from a variety of vocational areas. Engagement in challenges that mirror complex problems they may face in the workplace also aligns with this pillar of the Trivium.

Teaching and Learning approaches that align with this pillar:

- **Real life experience and experimentation**
- **Debate, question and challenge**
- **Enquiry, problem solving & reflection**

Communication (AKA Rhetoric):

We seek to maximise the opportunities for our learners to perform and to communicate their ideas. Any performance involves communication, whether it be a football match, essay, speech or exhibition of work. These performances help to develop a range of qualities that prepare our learners well for their future lives. Ensuring all our learners can communicate in a clear, articulate and convincing manner, in a variety of ways, is vital.

Teaching and Learning approaches that align with this pillar:

- **Public performance & extended writing**
- **Presentations, exhibitions and vivas**
- **Exemplify Ladybridge qualities and beliefs**

Paddy Russell
Headteacher

PS. Please also see the banner below that summarises the Trivium:



**Ladybridge
Trivium**

01

KNOWLEDGE

Through clear explanations, responsive teaching and spaced retrieval practice our learners develop powerful knowledge.

TEACHER LED
Teacher Expertise

02

EXPLORATION

Real world experiences, debates and reflection help our learners to form their own ideas about the world.

03

COMMUNICATION

Through engaging in public performances, presentations and extended writing our learners develop a broad range of qualities that help them to thrive in the future.

LEARNER LED
Learner Empowered