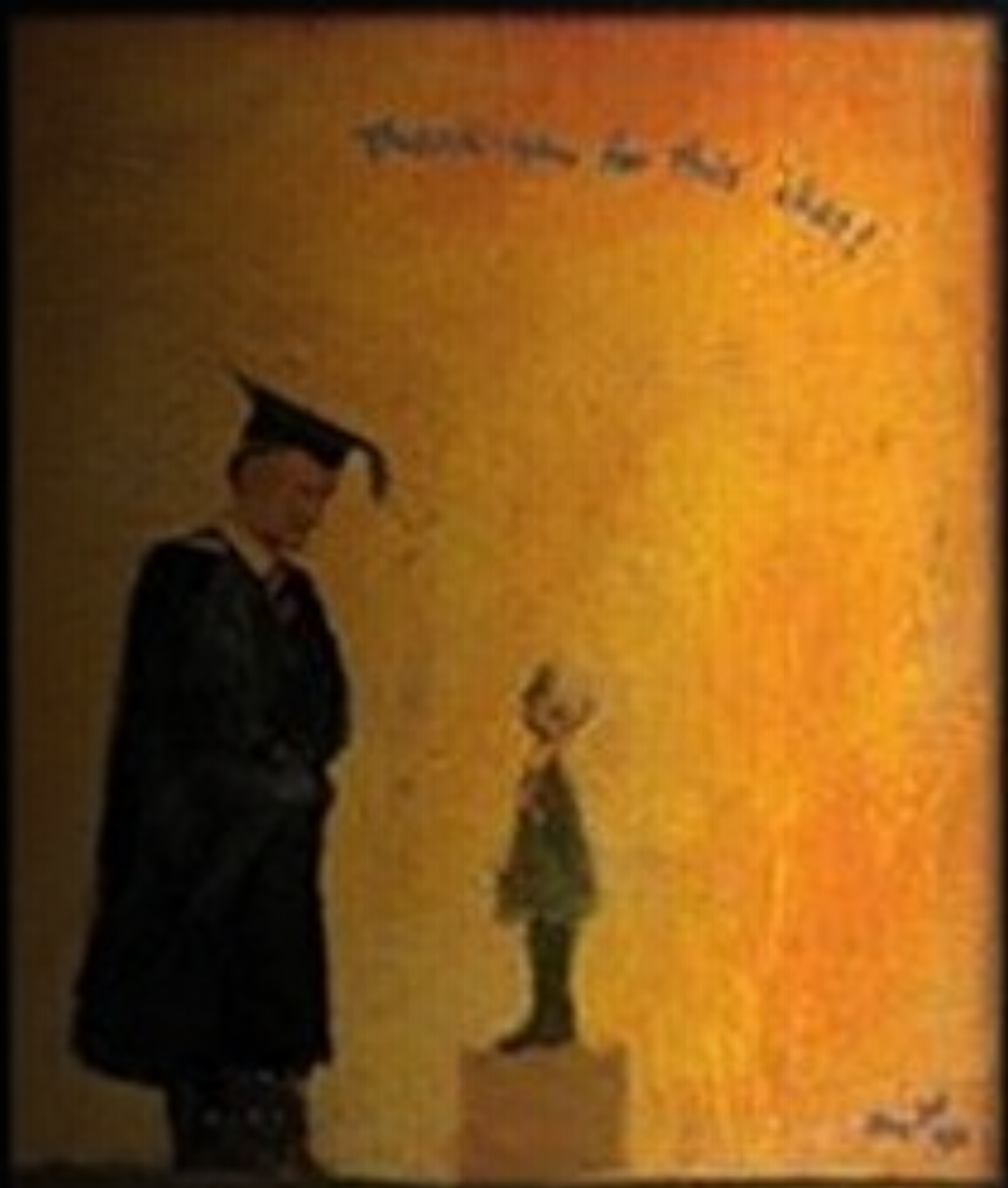


Roderick West
The Heart of Education

Phillip Heath AM
Head of Barker College



*This land always was and always will be the
belonging place of the Dharug/Wangal and
Gadigal people.*

*We at Barker say thank you to the Darug,
Darkinjung and Wonnarua people who nurture
this Country.*

*Let us sing, act, speak with love of the Dharug,
Darkinjung and Wonnarua and Yolngu people.*



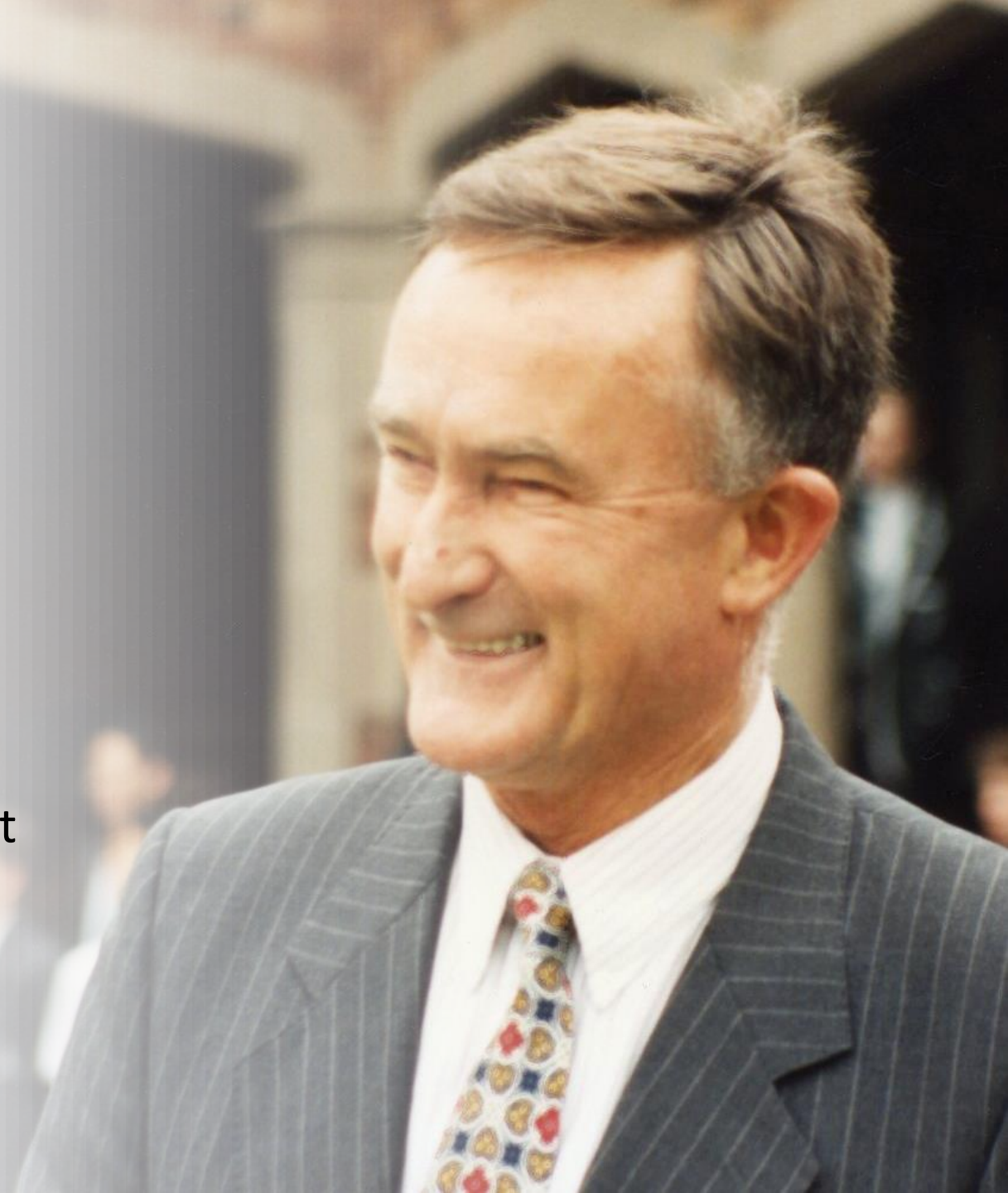
Roderick West

The Heart of Education

The Character and legacy of Roderick West

The historical context in which the Education of the Heart unfolded

The contemporary experience in which the heart of education is burdened by pain and a loss of meaning, where even leadership itself in the Roderick West manner is imperilled



The Character and Legacy of Roderick West

“Headmaster who inspired thousands of pupils and teachers”

As Malcolm Brown observed in his Obituary to Roderick Ian West



The Character and Legacy of Roderick West

“...the end of education is the transmission of loving personality. At the heart of education is the education of the heart”.

Roderick West



Dear Dad,

In an airletter from Greece dated 13-9-74 you requested "some words of wisdom on headmastering..." I have jotted down a few thoughts in a notebook since then. Here is a summary of them, in no particular order. I would like to have given examples but dare not, remembering the demands of Christian charity and the possibility of a libel action!

Like housemastering, headmastering is a 'labour-intensive' activity. You will spend 12-14 hours a day in term time (40 weeks a year, no relief at exam time or during Corps camp) in personal relationships. In contrast to medical practitioners who can concentrate on a part of the body, or a solicitor who spends time in an interview poring over deeds, contracts, etc, a HM's relationships are eye-ball-to-eye-ball - HM and parent, HM and boy, HM and member of Staff, HM and secretary, HM and bursar, HM and visitors etc. There is no let-up, no opportunity to drop your eyes, to relax. It really is intensive and so, by the end of a day, exhausting. Use a dictating machine and record each interview as soon as possible. It does not matter how rough it is - get down, while it is fresh in your mind, the points raised. You can re-shape them later when you are going over the draft. At the same time you can dictate the several memos to the relevant members of staff. The record of the interview & the



**The historical context in
which the Education of
the Heart unfolded**

Relevant shifts: Australia 1980s-2020s

From	To
Trust in institutions	Trust in individuals (and self)
Global Ideologies	Popular Movements
Tolerating European Immigration	Embracing diversity
HSC	MBA
World Book	Google
Industrial workforce, insular economy	Professional workforce, global economy
Luxury = logos	Luxury = experiences
8x median house : income	19x
Sorry for what?	Acknowledgement of Country
Private Schools aspirational	Private Schools questionable



The contemporary experience in which the heart of education is burdened by pain and a loss of meaning, where even leadership itself in the Roderick West manner is imperilled.

1 JESUS, the Lord, our righteousness!
Our beauty Thou, our glorious dress!
Midst flaming worlds in this arrayed,
With joy shall we lift up the head.

5 Till we behold Thee on Thy throne,
In Thee we boast, in Thee alone,
Our beauty this, our glorious dress,
Jesus the Lord, our righteousness.

Count Nicolaus von Zinzendorf



Roderick West
The Heart of Education

