

Dear Last-Day-of-Course-People,

There is a tree in my garden covered with white blossom... which I had not noticed budding and preparing to bust forth. This week-end will see me in the garden enjoying those plant pleasures I learnt from my Dad and which I am over-the-moon are now classified by Gardner as the Naturalistic Intelligence. My wife goes into the garden and is there in her spatial intelligence, which is very strong but living as a girl largely in Paris did not allow her to develop her naturalistic intelligence. To her mind manure is not life-giving nutriment but simply shit!

I have enjoyed this course on two levels:
in the doing, with you

at a meta-cognitive level in the re-processing each evening, during my supervision with Simon. In this supervision I must have spent about half the time on telling the story of our work as it unfolded each day and the other half on detailing my own perception on my relationships with each of you. I worked hard with Simon on Monday evening trying to become aware of which participants I was foregrounding and who seemed to be "the back row" in my perception. It is quite inevitable that any teacher will foreground some students and background others and this for two reasons:

his/her own psychiatry and personal needs

the fact that extrovert students project themselves more and show themselves more in the group than do more intra-personally oriented students.

Things given do not

~~What~~ is inevitable, however, is not always efficient and I am paid as a trainer to work with each person in this group as even-handedly as I possibly can, and this despite my own inner stuff and your inner stuff. There are, sadly, plenty of teachers who only teach the third of the class they get on with easily and this is unprofessional crap. Personally, I find the greatest rewards, quite often, in getting through to the people with whom the early meetings are not that easy.

Mutual supervision is better than the one-way supervision that Simon offered me this week - to understand this more fully see the article **Not waving but drowning**. If you feel it might help you, I strongly suggest you give it a whirl. Supervision is rare in the teaching profession and the general medical crowd, but is normal among therapists, social workers, police etc.....

A real joy on this course has been to observe the theatre of the group. In Simon's lesson people's personalities and the cultures from which they come could clearly be seen in the "becoming a sentence" exercise. I have loved noticing the native speed of Alan's linguistic processing, the huge changes in the landscape of M's face as she moves from incomprehension to understanding, and then the way her face lights up when she flings herself into action (a whole world of inner processing), the sure footed way in which S learns and then logically-mathematically sure-footedly teaches etc..... (To mention each person would take too long).

I would suggest to you that a third of the teacher's skill is in what she does and two thirds of it in her ability to observe and in her self-management. Of course it is true, though, that brilliant performance skills can help a teacher get away with doing loads of other things poorly.

I must get my stuff together to go to Canterbury....by car, no trains early enough this morning...

Warmly yours,

Mario

~~EB~~ ~~Tom~~ ~~Paul~~ ~~R~~

Things given, however, do not 100% turn out to be efficient. I get my income from ~~teaching~~ instructing single persons in this group justly, or to the best of my power. I do this despite my own inner stuff ~~at~~ plus yours,