

Dear Day 4 Folk,

I feel bizarre, only seeing you for 90 minutes today. Feels like too little. I feel dispersed across the groups.

Yet it is good for you to have a well diversified 4th day, to experience different teaching styles. Sheelagh and Gill and me are very different one from the other. Just how you perceive and analyse those differences will depend on your own perception, your own projections, your own particular mindset and heart-set.

Tomorrow we will have the whole of the core program day together and this feels good to me. Maybe there is a touch of teacher possessiveness in all this, from my side? What can you learn from the downside in my teacher make-up? How far does possessiveness affect/infect your teaching.

When my friend, colleague and co-author, Paul Davis, has to do a stint of supply teaching, he will carefully teach less well than his normal standard over the last couple of hours so that the students are happy to see the back of him as their welcome their regular teacher back.

Paul is a very un-possessive teacher. Therefore he leaves his students a great deal of inner autonomy. And you?

For home work this evening can you bring to mind a couple of *writing exercises* that you have really liked, that your students have really liked and that have stood you in good stead many times. We will work with these ideas tomorrow.

Warmly yours,

Mario.



ps: tomorrow I will be asking you to suggest what areas we should cover next week.

At this point you know more than enough to guide me in the right direction.

It is this kind of thinking, N■■■, that makes it impossible for me to imitate the Bell School training pattern and know ahead of time everything we are going to be doing.

It seems to me that we need to evolve the course symbiotically together. It may not be neat but it tends to be **real**.