

# SATIPS

Support and training in Prep, Primary and Senior Schools

English

## KED Talks 2017

### Knighton: Knowledge, Enlightenment and Discovery

#### Teacher Talk

#### People, Books, Words

#### How is it I come to be in your classroom?

Three simple reasons: people, books, words. In the beginning, it was the people. I was overwhelmed by the people who were down on my timetable to teach me 'English' and I remained overwhelmed by them throughout my schooling. Mrs King, Mr Barwick, Dr. Scalway; it's a holy trio of inspirational teaching.

Into the classroom they brought poems, plays and books, texts that did things to my insides and which made me want to ask questions, to demand to know. They revealed the secrets of poets and writers, in how words were chosen and how they assembled them on the page. It was heady stuff and reading became a steady addiction. At 9, I thought the whole world would want to know how reading 'Watership Down' had changed my life; to my surprise, there was little take up in the playground.

As a child I kept notebooks, chockfull full of words I liked and later, notebooks with the half heard titles of books I thought I should read. Later, I dated someone who read as much as I did; he read vast History tomes, I devoured novels. We bought each-other books, we talked about books, we competed to see who could have the fullest book shelves. We were a very annoying couple. But at 20, I began to think I might need to do something with the 'library' in my head; it was beginning to feel heavy. I thought about journalism and I thought about becoming a translator, but the tracks of teachers past had beaten a deliberate path in my consciousness, so, after living in France for some time, I achieved a place at Bath University to do my PGCE.

#### How do I see my role? (Slides on next column)

A teacher plays many roles and there are many ways to define what a teacher does. I am, I hope, both agitator and facilitator. I want you to read difficult texts; I want you to pick up books which you may not necessarily think of choosing; I want you to worry away at authors and their craft. No lesson of mine should be an easy ride but my role is to help you access the difficult parts: I won't present you with tough stuff if I don't also

**TEACHER**  
EDUCATOR, TUTOR, INSTRUCTOR,  
PEDAGOGUE, EDUCATIONALIST  
TRAINER, COACH,  
LECTURER, PROFESSOR,  
MENTOR, GURU, GUIDE

**THE AGITATOR**  
'THIS IS THE PERSON WHO CREATES THE ITCH  
A PERSON'S EDUCATION WILL EVENTUALLY  
SCRATCH.'

**THE FACILITATOR**  
'SUCH A PERSON MAKES THE LEARNING SPACE  
COMFORTABLE. THEIR ROLE IS TO MOVE THE  
PROCESS OR THE CONVERSATION FORWARD.'

help you unpick it. Above all, I want to create momentum, a sense of always moving forward; in my opinion, even if the subject matter does not move you, I will have given you the skills and energy to meet it purposefully.

#### Easy and Difficult (Slides overleaf)

##### Why Be a Teacher?

Being a teacher is both easy and hard: it's all very well for Google Search to throw up their definition of teaching as endless hours of light bulb moments, but the reality is that like any job, you have good and bad days; however, there is indeed nothing like the feeling that because of something you read in class, a particular author you spoke about, or the energy which you brought to your lesson, one of your pupils was moved to a moment of enlightenment.

##### Would I recommend it as a career? (Slide overleaf)

Yes! Forget that people give reasons for being a teacher such as, 'it fits family life, (it does, but so does any job with some juggling) or 'the holidays

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