

Newsletter

"Injustice anywhere is a threat to justice everywhere."

Martin Luther King, Jr.

Week 6 2022-23

BLACK HISTORY MONTH



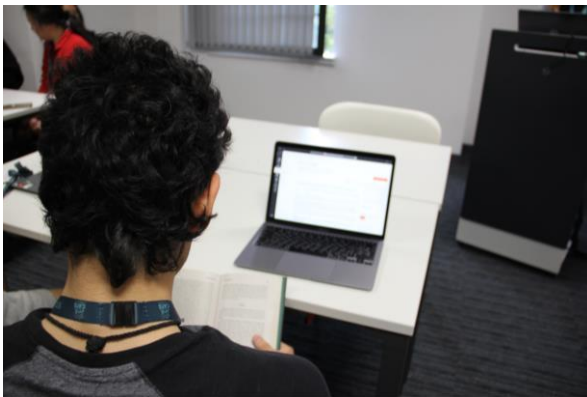
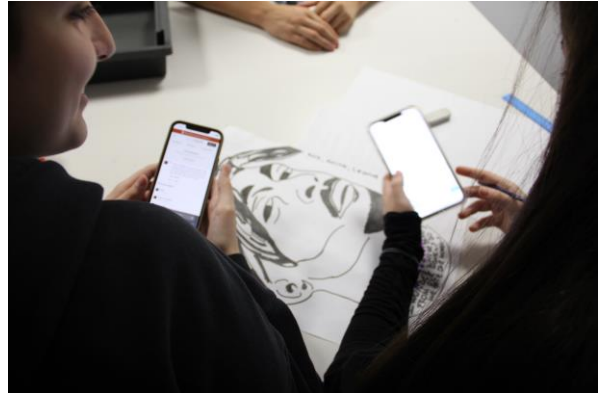
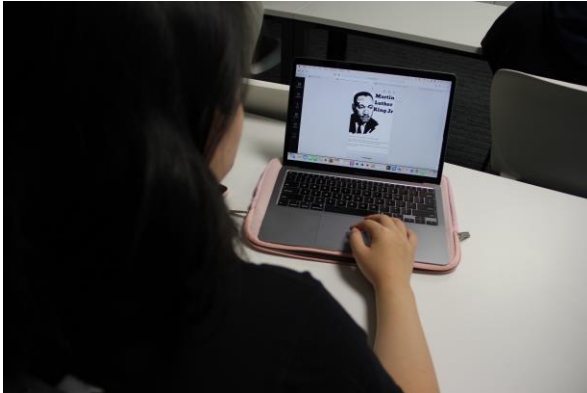
HOUSE NEWS



Leopards
House Director,
Ruby Bell-
Williamson



Leopard House students researched notable achievements of black people in celebration of Black History Month. Dimash researched Barack Obama and comments: *'I am not a citizen of the US, but of a country that could be considered as one of the heirs of the direct former enemy of this country, the USSR. However, he did appeal to me more than the politicians in my country. I wondered how one could be so frank, kind, and witty? I must admit that his tenacity is the most crucial thing that inspires me in him, and he really is an example of imitation.'*



Dimash [above] chose this picture of US President Barack Obama [right] to support his thinking.



PHOTO: SHANIQWA JARVIS

HOUSE NEWS



Panthers
House Director,
Hayley Pienaar



Some students created Facebook profiles celebrating famous black people in history, while others explored poetry by black British poets such as John Agard and Raymond Antrobus. Students watched the video of Agard reciting his poem, 'Half-caste' (which is also part of the anthology of poetry for GCSE English Literature) at the South Bank Centre in London; you can watch him here <https://youtu.be/zDQf2Wv2L3E>

'Half-caste' by John Agard

Excuse me
standing on one leg
I'm half-caste

Explain yuself
wha yu mean
when yu say half-caste
yu mean when picasso
mix red an green
is a half-caste canvas/

explain yuself
wha yu mean
when yu say half-caste
yu mean when light an shadow
mix in de sky
is a half-caste weather/

well in dat case
england weather
nearly always half-caste
in fact some o dem cloud
half-caste till dem overcast
so spiteful dem dont want de sun
pass
ah rass/

explain yuself
wha yu mean
when yu say half-caste
yu mean when tchaikovsky
sit down at dah piano
an mix a black key
wid a white key
is a half-caste symphony/

Explain yuself
wha yu mean
Ah listening to yu wid de keen
half of mih ear
Ah lookin at yu wid de keen
half of mih eye
and when I'm introduced to you
I'm sure you'll understand
why I offer yu half-a-hand
an when I sleep at night
I close half-a-eye
consequently when I dream
I dream half-a-dream
an when moon begin to glow
I half-caste human being
cast half-a-shadow

but yu must come back tomorrow
wid de whole of yu eye
an de whole of yu ear
an de whole of yu mind

an I will tell yu
de other half
of my story

**John Agard, winner of the
Queen's Gold Medal for
Poetry in 2013.**

**The prize was instituted in
1933 by King George V with
the recipient chosen by a
committee chaired by the
Poet Laureate.**

HOUSE NEWS



Tigers

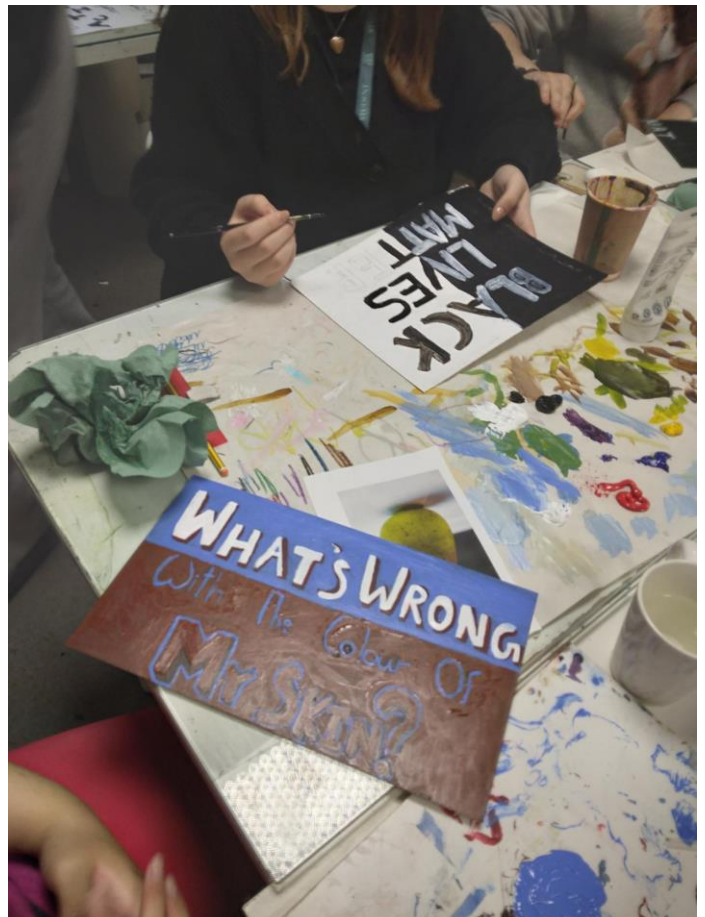
House Director,
Sarah Morgan



This week students have been shown their reports by their Subject Teachers and Personal Tutors, this is a valuable opportunity for students to reflect on their progress and consider what they might want to approach in a different way to secure understanding.

We have had a really busy week finishing off our Black History Month display; students have done an outstanding task completing artwork, research projects and posters.

Have a great half term holiday and come back refreshed and ready to learn.



HOUSE NEWS



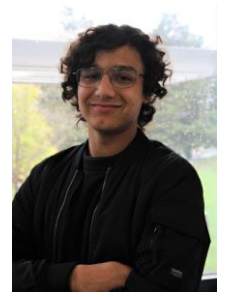
Jaguars

House Director,
Janet Johnson



This week Jaguar House students continue their work on the Black History Month displays which feature in the Common Room in Elizabeth House. Well worth a look.

We also celebrate 1st place in the Inter-House Photography Competition "Colours of Cambridge", picking up 30 points for the House Cup with Leo's "Lonely in Trinity". Well done Leo!



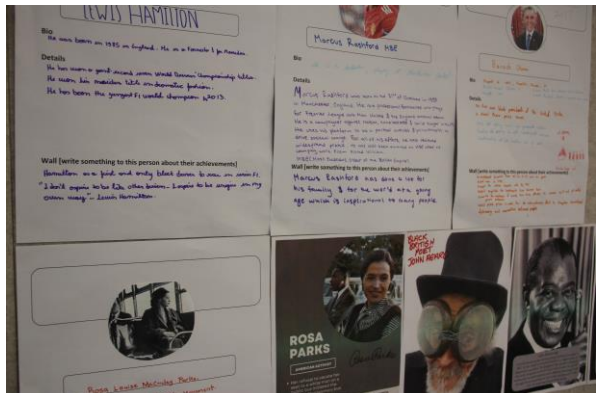
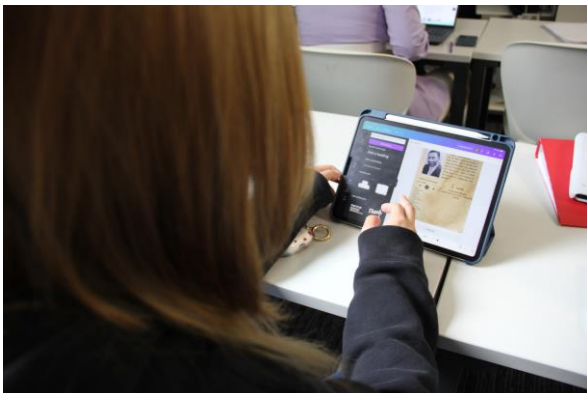
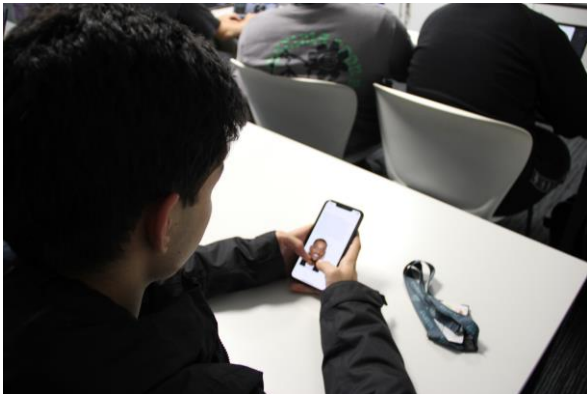
Lions

House Director,
Amna Qureshi



This week Lion House students continue their research and display work into inspirational and famous Black people. This is a real opportunity for students to find out more about these great men and women, and understand more about their place in our history.

Reports are in, so you should be taking stock of where you are and what you need to do next, ready for next half term. Enjoy the well-earned rest!



INTER-HOUSE PHOTOGRAPHY COMPETITION

WINNER

PHOTOGRAPHY COMPETITION 1

'Colours of Cambridge'

"Lonely in Trinity"
by Leo Gonzalez

Comments from the Jury:

'very atmospheric'

'captures the heart of Cambridge'

'it best captures some of the palette that is unique to Cambridge – made all the more evocative by the tight street and Cambridge's architectural markers; the local stone and tall chimneys'

30 points for JAGUAR HOUSE

"To be in England in autumn time is astonishing. Cambridge may be one of the most photogenic places I've ever been to in my life so far; as a street photographer, it's literally a dream come true. To see Trinity Lane, a place that is famous, completely empty of people reminds me of how life-changing places or experiences seem minor in memory."

Leo Gonzalez
AS High School Term Jaguar House



HIGHLY COMMENDED

PHOTOGRAPHY COMPETITION 1

'Colours of Cambridge'

by Dimash
Rakhimzhanov

Comments from the Jury:

'atmospheric and slightly haunting'

'a lower light picture, that captures colours not often seen. Showing a great sense of atmosphere'

5 points for LEOPARD HOUSE



A HALF-TERM PLAN

A THOUGHT ON RELAXING.

We have had a very busy half term and now that we move to a week to reflect, re-organise and relax, we have an opportunity to catch up with some of our hobbies.

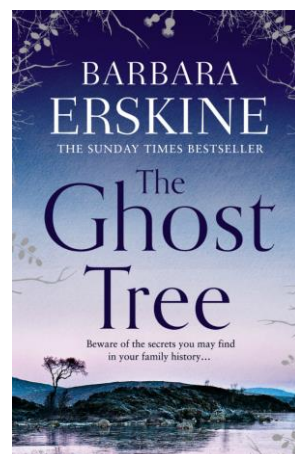
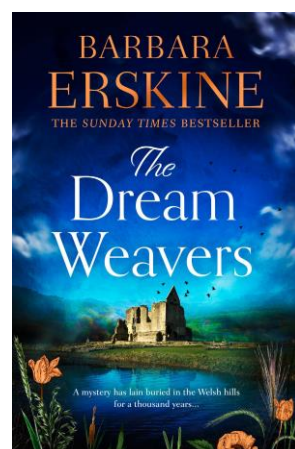
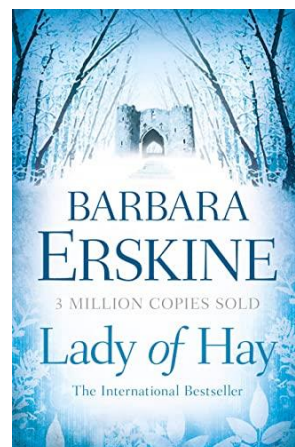
For me this will mean reading for pleasure.

I spend a great deal of time reading but not often reading matter that is not related to education. However, over half-term I will be re-visiting one or two of the books written by my favourite author. This leads me to think about the value of reading. We often as teachers speak with students about the value of reading in terms of vocabulary, sentence structure and points of grammar. This is so important especially in terms of undertaking study in a second language. However, reading is so much more than this. It is about being lost in the story, imaging the world you are reading, forgetting about the pressures and concerns of everyday and being in a world that only you can create.

My favourite author is Barbara Erskine. I have all of her 19 books in hardback. I re-read them all and pre-order any new titles. I also have a signed piece of manuscript which did not make it into the final draft of her last book. This is very special and I have it framed, a present from my sister! Her books are time slip genre. Each has a story wound between two periods of time. Barbara Erskine is an historian by training. All of her books have an element of historical accuracy and historical events. Woven into these are the fictional lives of characters of the time period in history as well as modern day interwoven story line. Many of her books involve strong, independent women who have had to stand up for their beliefs and right to independence. I find it very difficult to put the books down when I am reading them. My daughter says that there is no point in speaking to me when I am reading a Barbara. To me that is one of the greatest joys of reading, being completely lost in a book, in a world that is created by another person's as well as your own imagination.

We all need to spend time with the things that allow us to relax and be in the moment. I hope over half term you are able to do this and come back refreshed!

Rebecca Baker-Milne
Assistant Principal, Pastoral Care
and Personal Development



ART SHOWCASE



Morning Light
Polina Parshyna, A-Level Fine Art



The Backpage

**Dominic Tomalin,
Principal**

CONNECTING TO LEARN

Mine is an hour-long commute from home to work. I spend much of the time listening to the radio. In a bid to hold off the day I often find myself hiding away from current affairs in the warm embrace of BBC Radio 3, the BBC's 'proper' musical channel entirely focused on classical music. It is a good place to hide from the crisis of the moment, be that the pandemic, geopolitical tensions, or the recent chaos in which British politics finds itself entrenched. On Radio 3 there is rarely talk of anything much after that happened after about 1880s, it is a safe space.

I was fortunate to have taken cover with Radio 3 earlier this week. In doing so, I accidentally found myself listening to a conversation between virtuoso pianists Dame Imogen Cooper and Clive Owen, hosted by Sean Rafferty, as part of his daily, 'In Tune', show.

Clive had recently been appointed as professor at a Music College, and it turned out that Dame Imogen had actually taught Clive. Their discussion turned to teaching. What was telling was how all of them, Dame Imogen, Clive and Sean, held a strong consensus view that learning is a collaborative exercise, that the teacher has much to learn from the student, as well being responsible for eliciting progress and learning in the student.

The notion of the student as an educator of sorts feels counter-intuitive, but it is certainly my experience of teaching. If you read texts about teaching strategies you will read often that students must do the learning, it cannot be done for them. That it is the teacher's job to engineer opportunities in which each and every one of their students can learn. In secondary education, the teacher will nearly always be more expert than the student in the subject matter, but it is unassailable truth that, consciously or not, the students are more expert in themselves in particular, how they can be best motivated to engage, progress and learn.

Clive Owen and Dame Imogen suggested that effective teaching that leads to learning relies heavily on dialogue, in the sense that it is really about a synthesis of perspectives, rather than one perspective overriding another. Whilst I will concede that we can debate the degree to which this is true across subjects and a student's starting point; Dame Imogen and Clive Owen both engage in the teaching process with the students who are already accomplished musicians. Nevertheless, the notion of 'synthesis' still stands.

Entering into a dialogue can be difficult. It can only be effective when both parties are prepared to draw out, entertain and work with the perspective of the other. Students and teachers must work hard to develop a shared vocabulary and shorthand to enable effective discussions about learning and to then achieve mutual agreement about the next step for each student as an individual. This will only happen when students and teachers come to understand each other as individuals. At CATS Cambridge we recognise that this dialogic approach is a powerful tool within the pedagogical toolkit. It is an approach that has even more application in andrology, approaches to adult learning and development. In both cases it starts with establishing a learning connection between two individuals.

Ours is an age in which we find ourselves drowning in trivial indirect connections at a distance mediated by this or that social media platform. Finding time to establish meaningful, strong, and trusted connections is difficult. Yet such connections are the key to facilitating learning. We must all find time to connect properly, particularly so when learning depends upon doing so.