

# Newsletter

“Empathy is a tool for building people into groups, for allowing us to function as more than self-obsessed individuals.”

*Neil Gaiman*

Week 10 2022-23

## North East Asia Fam Visit CATS Cambridge 23<sup>rd</sup> November 2022

On the 23<sup>rd</sup>, we were fortunate enough to be visited by 17 agents and 4 members of our sales team to take a tour of Elizabeth House, have a look at our University Foundation Programme Lessons and learn more about CATS Cambridge. Every single delegate left with plenty of knowledge and of course the obligatory rubber duck! We're always happy to welcome visits to our School and it often provides a good opportunity to really get to grips to what we offer here at CATS Cambridge.



# HOUSE NEWS



## Leopards House Director, Ruby Bell-Williamson



Efe recently took an Art trip to Kettle's Yard in Cambridge. He took the photograph below. Ruby asked Efe about his experience at CATS. This is what he said:

*"During my time here in CATS (this is my 4<sup>th</sup> year), I wasn't used to the change of environment at first but I quickly managed to break out of my comfort zone and socialise with people.*

*Not only this helped build my social skills, not speaking in my native language all the time also helped with my fluency with English as well."*



## Jaguars House Director, Janet Johnson



We've been thinking about helping the community. The Christmas shoe boxes will be sent as gifts to children in different parts of the world who may be in need this winter. Each box contains a number of small gifts such as a ball, a toy car, a soft toy and necessary items such as toothpaste and a flannel to pack in it. The boxes on the small table [photo: bottom left] are our students boxes, they will join the large pile on the stage [photo: bottom middle] and then be packed into the larger cardboard boxes before being loaded onto the lorries.



# HOUSE NEWS



## Tigers House Director, Sarah Morgan



This week in Tiger house PT groups have been thinking about the global community and have been collaborating to take part in this year's shoe box appeal 2022. The aim of the appeal is to provide Christmas gifts to vulnerable children and families. Students worked together to collect various essential items such as toothbrush, soap, gloves hats and scarves to fill a shoe box with as well as some small gifts such as chocolates, toys or pens for the whole family.

This year the shoeboxes will be heading to Ukraine, Moldova, Georgia, Bosnia and Romania, which the students were keen to show some support to these countries as many of our students come from these countries.

Tiger student Kseniia and Polina from Panther house collaborated to produce a whole school assembly on Monday 21st to explain the significance of Ukrainian day of Dignity and Freedom. I also have had weekly meetings with the house captain and deputy, Mia and Julia to plan our end of term assembly.



## Panthers House Director, Hayley Pienaar



In celebration of Thanksgiving – a holiday in the USA to celebrate the blessings of the past year – students enjoyed traditional pumpkin pudding. One of our CATS College American students in Tiger House said, 'Growing up, this was always an important holiday for me. I remember loving Thanksgiving because it gave me a way to see my loved ones and connect with them in a way that only happens around that time of the year. The warm, comforting food and the indescribable atmosphere of laughter and love is one that I will dearly miss this year.'

This holiday has always held a special place in my heart and mind, and now I feel a sense of pride in it and where I come from. I'm thankful that though I cannot be home this year, I can connect with my friends and those who I care for on an evening that means the world to me.'



One of the three Panther House Student representatives presenting Jaguar House Director, Janet, with gifts to be distributed to vulnerable children at Christmastime.



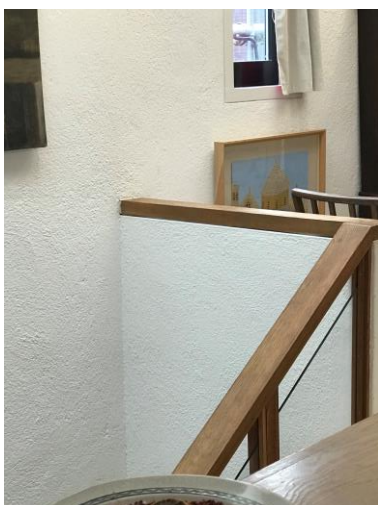


# KETTLE'S YARD ART TRIP (GCSE)

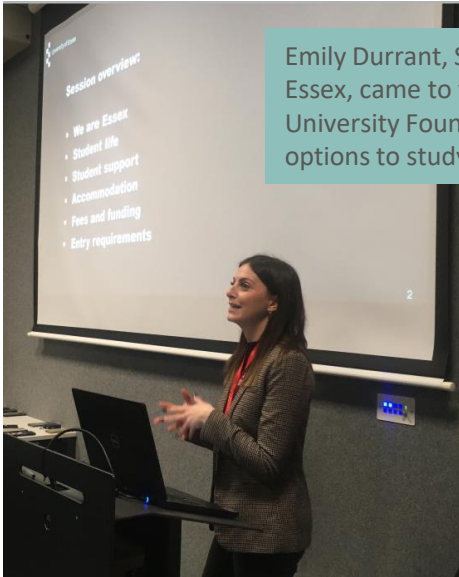
The GCSE Photography group visited Kettles Yard to see the Impressions of Carnival by Paul Dash, Errol Lloyd and John Lyons in dialogue with works from the Fitzwilliam Museum and Kettles Yard. They also visited Kettles Yard House as part of their coursework investigations, allowing them to gather photographs for their own personal coursework themes.

This is a written account and photographs taken by Su Myat Thant Zin:

*"We went to the exhibition of many different artists and also a tour of the Jim Ede's (the founder) house. The tour was given by a group leader who was very informative about the history of this house. I learnt about how Jim was given a lot priceless pieces as gifts by many of his friends that were famous artists."*



# Higher Education



Emily Durrant, Student Recruitment Officer at University of Essex, came to talk to CATS Cambridge A-Level and University Foundation Programme students about their options to study, their applications, and specific courses.

CATS Global School students had the opportunity to join the University of Exeter talk online; this event took place at Guildhouse School and CATS Cambridge students could join in via TEAMS.



The University of Hong Kong - Business School gave an online talk to all students interested in applying for Business related courses.

CATS Global Schools Year 13 students looking to study Medicine and Dentistry attended the Multiple Mini Interview (MMI) event with experts from [St. George's University](#) preparing them for interviews at their future higher education institution. The event was hosted by Guildhouse School, London.

Mon, Natalia, and Koie from CATS Cambridge attended the MMI practice alongside students from within CATS Global Schools.

The MMI is an interview format consisting of 6-10 interview stations, each focused on a different question or scenario. It is designed to assess communication skills, specifically verbal and nonverbal skills, that cannot be measured by standardised exams or transcripts.





**Dominic Tomalin, Principal**

**Making success through failure is the only way to succeed**



Educators have a responsibility to teach people about the importance of failure. The way that schools and the curriculum are organised means that an increasing number of students emerge from secondary education without ever having to confront 'failure'. They have not been stretched to the limits of their potential at any point during their voyage to adulthood. They are deposited into the world without the skills needed to navigate personal challenge and crisis.

"Man up, and move on"; if this were not the espoused principle of pastoral care when I was at school in the 1980s, it was certainly the principle in practice. It was well meant, with the idea being to promote the notion of self-possession; in so far as you were able to seem confident and unaffected no matter how awful you may actually feel. Though the sentiment was clearly that those feelings were yours to manage and that you shouldn't let them impinge on the lives of others.

Self-possession is, of course, a good thing. 'Manning up and moving on' is not necessarily the same thing and confused as such. Self-possession requires the management of emotion and emotional response. There is a need to understand emotion and the causes of the emotional responses so that they can be managed. Doing so enables us to direct them positively, to leverage them to support the way we wish to address the world. 'Manning up and moving on', could involve such processes. However, without the patience, scaffolding and support of the development of the necessary self-awareness, it likely relies more heavily on, suppression. The emotional response is forcibly buried in the deep recesses of our psyche, not gone, merely locked away, often brooding, awaiting company, lurking in shadows – never entirely dormant, influencing decisions and behaviours through the sub and unconscious.

This gives rise to an often unspoken 'fear of failure'. After all, unmediated feeling about failure will inevitably lead to the sense that 'failures make me feel bad', 'failures make me feel sad', 'failures make other people think less of me', 'failure makes me think less of myself', 'failure means I am a failure'.

It's not difficult to see how this quickly compounds to become an abject, pathological, irrational fear of failure. This then prompts a multiplicity of poor behaviour responses; cheating, not taking responsibility, artfully redirecting blame, lying to oneself, lying about others.

All that at the expense of actually learning from the experience to make progress, and become better at managing circumstance towards the desired outcome. Yes, failure can be uncomfortable, but within it nearly always lie the seeds of progress and success. Success is nearly always comfortable, but often teaches us nothing if it is a success where there is no possibility of failure. Such successes simply rehearse what we already can do, already know of ourselves, without exploring the limiting factors, perhaps missing the fact that the success was at the expense of a failure in another domain.

'Manning up and moving on' was never more than an plaster, something aimed at containing a wound whilst not understanding its causes. Thank god we have moved on in the pastoral domain. At CATS Cambridge we take great pride in our Personal Development and Learning to Learn programmes. These provide our students with the tools needed to pursue self-awareness and to embrace the positives that are likely embedded within every disappointment and failure.

We recognise and act on our responsibility to make sure that all our students are stretched so that they can practice using those tools. This includes ensuring that we are adjust and develop our curriculum so that all our students experienced managed failures along the way, so that they can join the world beyond school confident in their ability to make the most of the opportunities that come their way, knowing that they have capacity to deal with inevitable challenges and disappoint that life casts in their direction. After all a success without failures is no success at all.