



KINGSWORTH
INTERNATIONAL SCHOOL



WELCOME TO KINGSWORTH NEWS

Dear Parents,

I am starting this newsletter in the spirit of a somewhat naughty schoolboy who has done his homework but comes in with it late, with the lame excuse about eagles flying down from the sky, swooping over his head and snatching the work out of his hands. The promise of work that was really good but is now in the hands of the gods is one of the oldest tricks in the books – a sound and reasonable excuse for not having handed in the work on time (although if a student came in with such an excuse I would have to give them 10 out of 10 for such creativity).

I think it has to be put down to the fact that occasionally our minds do not work in the clockwork way that we want them to. And if we as adults face that problem, then as teachers and parents we have to be

somewhat sympathetic occasionally to the child who faces that same problem with school. Consequent to these thoughts, my mind started wandering back to when I was studying education and educational theory. One of the people who most marked me when I was at college was the writer Paulo Freire. If I was to sum up his philosophy, two words would come to mind – dialogue and communication.

It's always been my firm belief that if there is no dialogue going on between teacher and learner then we are not teaching – we are simply transmitting knowledge. He used a metaphor and called education, or the classical view of education, a banking method. What he meant by that was that the child (the learner) is an empty vessel, something like a piggy bank. The teacher (the instructor) injects “money” into the bank. In this system there is no true learning going on. What is happening is that the child hears (a passive action), he or she writes down without necessarily understanding what it is he or she is writing (a second passive action) and he or she will then regurgitate that at given moments (a third passive action).

Real education, in the sense that we try to put into practice at Kingsworth is about active participation and understanding. Words that come to mind, words that I cherish, the important ones, such as – autonomy, critical reasoning, thinking for oneself, finding your voice, reasoned argument, structure, sound judgement, level-headed, savvy, judicious, wise...

I suppose the struggle I face as a teacher and head teacher is trying to communicate an idea to my students. I know with some of them that has already happened; with others it is beginning to happen; and that is what counts.

Well as always, *effloresce vobiscum*.

Stephen Jankowski

Headteacher

Ski Trip 2017

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UPCOMING EVENTS

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