My fortnight with the UCL Summer School in Classics has, above all else, helped me strengthen my confidence in and passion for Ancient Greek again. Beyond building and using my language skills, it also provided me with two invaluable gifts: the opportunity to share in hard work, mistakes, and learning alongside other students; and a renewed conviction that I want to share this interest with students of my own in years to come.

When I first studied Greek nearly a decade ago, after years of Latin study, I found it unexpectedly dull and even somewhat difficult. It took me a few years (and a few different instructors) to find a love for the language, however slowly it blossomed. When I eventually became a teacher myself, starting full-time in 2020, I unfortunately found myself in a school without Greek on offer; my language skills consequently grew a bit rusty.

Initially wary of joining the programme, I worried that I might find myself 'not good enough'. For that exact reason I so appreciated the openness, with opportunities early on to reflect on whether I had been placed at a level I could access while still needing to work hard. Fortunately, my instructor (Chiara D'Agostino) brought the perfect balance of levity and rigour: Chiara's linguistic approach, with a solid focus on language changes, noun / verb forms, and the like, very much appealed to my teaching and learning styles. In particular, she helped me realise and understand a few familiar patterns in how verbs form their principal parts, with regard to vowel changes, unexpected aspirations, and other tricky but predictable phenomena. More importantly, perhaps, she led the class in such a way that reading fluency was always the focus and the goal, as that was a source of concern for me going into the course. I appreciated the wide variety of authors, genres, and periods, including a solid dose of fragmentary and papyrological texts that gave me an insight into 'real' Greek speakers' experiences.

The mix of students in the class also helped me connect to texts in a pleasant variety of ways: a blend of grad students, educators, and even an A-Level student, we all brought different backgrounds and approaches to the class. Trite though it may seem, this variety helped me see the broad relevance of Classics in a way that I can sometimes forget while working in a particular school setting all year. This last point may be the most 'useful' outcome of the course, in fact, as I have walked away with ideas for reigniting interest in Greek, Latin, and the Classics more broadly at my workplace. I plan to reintroduce Ancient Greek as a learning club, one that will support my teaching in other classes and will hopefully inspire future timetabled interest in the language.