



---

## QUAREIA—THE ADEPT

Module IX—Teaching, Mentoring, and  
Group Construction

Lesson 1: Intro and Teaching I

---

BY JOSEPHINE McCARTHY

# WELCOME

*Welcome to this lesson of the Quareia curriculum.*

*The Quareia takes a magical apprentice from the beginning of magic to the level of adeptship and beyond. The course has no superfluous text; there is no dressing, no padding—everything is in its place and everything within the course has a good reason to be there.*

*For more information and all course modules please visit*

[www.quareia.com](http://www.quareia.com)

*So remember—in order for this course to work, it is wise to work with the lessons in sequence. If you don't, it won't work.*

*Yours,*

*Josephine McCarthy*



---

## QUAREIA—THE ADEPT

### Module IX—Teaching, Mentoring, and Group Construction

#### Lesson 1: Intro and Teaching I

---

**Note:** Most of this module is reading only with just a few tasks in it. This will give you a magical break before the last module, which will be heavy lifting energetically. The last lesson of Module VIII had key workings in it that need a bit of time to settle before you launch into the last set of workings in Module X. So enjoy the break. This module, even if you have no intentions of teaching, will be helpful in various ways, as it will make you look at things from a different perspective.

---

#### *Introduction*

---

You are coming to the end of your training, and you now have worked enough and learned enough to be stable and able enough to teach. Many people dive into magical teaching far too early, as did I, and it can end with the blind leading the blind. I started teaching magic in my early thirties, which was way too early. I knew enough to teach, but not enough to know *how* to teach: there is a difference.

Age is not the issue, but experience and understanding. To teach magic successfully, you need to understand all aspects of what you are teaching. This is not a matter of knowing the dogma, rituals, or belief structures, but about knowing why something is structured a particular way, how all its individual components work, what it does, why it does it, and what it leads to. You build a pyramid from the ground up; you do not start at the apex. And just like pyramid building, it is not just about the shape, but also about how all the different parts fit together, share the load, and uphold all the different components. Once you know all of that, you have to then think very carefully about how you pass that foundation of knowledge on.

Most classical arts have a very structured learning process, a disciplined and intelligent one that builds layers steadily to give the student a strong, stable base to launch from and experiment for themselves, push boundaries, and develop new styles. Magic should be taught in the same way.

A trained magician should be able to work with and immerse themselves in any system or style of magic, and operate powerfully within it. This ability comes from their training. A classical ballet dancer can immerse themselves in any dance form and quickly become proficient with skill and style. A folk dancer or modern dancer cannot quickly become proficient in ballet, however: they would need at least five years to gain just an elementary knowledge of the classical methods.

The same is true of current magical training. Mostly, such training happens purely within one style or system, and an adept of that system would struggle to adapt or even function in a totally different style. Why? Because learning a set style only teaches them that style; it does not teach them how magic works.

Straightaway you can see how important it is for a magical teacher to approach their work with a view to establishing the fundamental dynamics within the student. Different styles and streams of magic can be used as examples and operating systems for techniques, which is how the Quareia system works; but those different styles should not be approached as dogmatic 'truths.' They are simply how a group of people chose to express and organise themselves. You dip into them if necessary, then withdraw once the lesson is learned.

In this module we will look at different aspects of, and issues surrounding, teaching, mentoring, and group dynamics, to give you an overview of the things you need to think about, the best approaches and options, and of the issues and dynamics not really talked about when teaching

magic. For the most part in magical training, someone learns a system, then teaches it. This is not good enough: when you take on someone's magical education, your responsibility is to grow a tree from a seed, not to duplicate seeds.

When a student decides they really want to study magic in depth to adept level, then you must either pull away, direct them to a self-study course like Quareia, or devise a whole new self-study system yourself if think the ones on offer are not good enough. But to get most students to the point of making that decision and being able to self-study, they often need a basic grounding first so that they really understand what magic is and what is involved in long-term training, and so that they will have the basic skills to begin to walk the path for themselves. But once they have that very basic foundation, then they need to walk the rest of the path themselves—with occasional help, guidance, and support.

Teaching students in a regular group all the way up to adepthood produces weak and dependent adepts who are unable fully to experience and experiment—like raising a child and treating an eighteen-year-old like a seven-year-old. It is also very unhealthy for the magic itself: all the power games, hierarchies, dogmas, commercial interests, temptations for dependency, and potential abuses of power come into play in this sort of group training at more advanced levels. That limits the evolution of magic and degenerates the system.

Some of you, as adepts, will nevertheless feel a pull to teach others. Some people are natural teachers whereas others will wish to follow different paths of magical service. And that is a major key: *service*. To teach is to serve, not to gain power, control, or status. Your first question for yourself should be: “why do I want to teach?” Your second question, just as important, should be: “*what* do I want to teach?”

Though Quareia has a fairly wide reach in terms of dipping in and out of different systems, you may feel as an adept that you want to work within a defined system as a mature magician, one with a specific religious belief system and a set mythos that it does not really reach beyond. That is fine: as an adept, how you choose to operate as a magician is purely up to you. But remember that your stability and skill sets come from a much wider scope of training. Do not make the classic mistake of starting to teach from a place of defined limitations: you learned the rules so that you could break them in gnosis, so afford your students the same opportunities.

Let us get started. In this lesson we will look at the gateway of training as the first step to teaching.

## *Teaching—the gateway*

---

Breaking into teaching is often strange, but the best way to start is when someone approaches you as an adept and asks you to teach—either them or a group. Usually this starts with one or two people, and can snowball pretty steadily.

What is not such a great idea, if you really want to teach properly and be a good teacher, is to start by advertising, like putting up flyers or posting notices online. There are a couple of reasons for this, and we have looked a bit at this before, but basically, if you advertise, people want *product*. This is an outer issue, and you should now be familiar with all the problems that come from this.

From an inner perspective, when you are ready to teach, fate manoeuvres you into crossing paths with someone, or a group of people, and you are invited to teach; or a venue or school asks you to run a series of classes. Magically it is really important for the inner dynamics that you are approached, rather than going out looking for students. This allows complex fate patterns, magical dynamics, and inner contacts all to gather and time in with outer events. If you are meant to teach then you will be brought to a threshold where you are asked, or you will be placed in that position.

Whether you charge or not is up to you, your circumstances, and your culture and country. Just ensure that any fees do not lock a layer of society out of the chance to learn from you. Charging an easily-affordable fee in a country with decent wages should not cause a problem unless you let it. However, in a country with little work and very low, subsistence wages, charging fees means that you are effectively going to teach only the elite.

That is when you make choices: is this a business or a vocation? That is something you have to decide, and live with. A middle ground is charging a sensible amount and having free spaces for those who may be truly called to the path, but may not be in a financial position to pay. You have to use your common sense, as you can be taken advantage of, and if you are not careful then you can also end up taking advantage of your students. Find a sensible ground that works for you.

If you do not need money—if you have a strong income and a place to teach—then don't charge. Don't fall into the trap of feeling that people will not value it. If they are mature then they will, and will often want to give back in some way by offering their skills to the group. If someone

does not value your teaching because it is not expensive or because it is free, then they are too immature for the training anyway.

In the West, the consumer industry has shifted how people think, and now everything is based on monetary value and worth. If you need the money to teach, then it is a valuable tool. If you don't, then it is not: it is that simple.

Never bend your teaching to the opinions and wills of others; be true to yourself and your work. Keeping that integrity is the first example to give to your students.

Another mistake new teachers of magic make is feeling that they must have a dedicated temple space to teach in. It would be nice to have that, but it is not essential. I have taught in pubs, churches, stores, colleges, people's living rooms...all sorts of places. Particularly with early phase training, it really does not matter where you teach so long as it is large enough to accommodate your students, and large enough to put out temporary altars in the directions.

Also bear in mind that beginner classes will only be once a month per group. Any more frequent than that, and you are likely to overreach the training. Monthly classes of a few hours to a whole day should be a maximum, which allows for the learning to settle, inner connections to form, and for them to practise skills. More than that and you are likely to have students quickly become dependent on you.

Once you have accepted a student, you will find that things will begin to fall into place. More people will turn up or connect with you, a venue will make itself known, and off you go.

---

### *The students*

---

A lot of successful teaching comes not only from knowing what you will teach and how you will teach it, but also from being able to observe and understand the various personalities, people games, and so forth that each crop of students brings to your door. If you know how to spot these and deal with them gently but effectively, then not only will you help people find their potential, but you will also sidestep a lot of major issues that frequently destroy a school or group.

With this in mind, we will look at the various student/teacher things that you need to think about and be aware of as you start to form a class.



## *Suitability*

---

Most magical schools heavily filter who comes through their doors. I have talked about this before. While filtering can offset some issues within a school, most schools go too far and end up locking out potential magicians by overfiltering.

A small class of beginners really does not need much filtering, as the magical training process will do that itself. Obviously they need to be above the age of consent for whatever country you are working in, and anyone obviously mentally ill and on heavy medication should not be training. This can be done by making it clear to potential students that if they suffer from a mental illness/condition and are on antipsychotics, then magical training will, without exception, only make their condition worse.

Beyond this, you will see the magical filter process kick in naturally after, or even during, the first few sessions. Certain people will not get to the class, or they will not wish to continue. This is why it is important that you do not reach out to students. You do not facilitate them to get to you, and you do not cherry-pick who comes in or who is refused the training. As an adept with inner contact, if you do not filter, then the inner contacts will. If you filter then it disengages the inner filtration system.

You may think that certain students are unsuitable for one reason or another, that they will not be able to handle the basic training, or that they will not 'get it.' Don't make that mistake. I have been constantly amazed at how magical training can bring people into focus—or conversely, take them out of the loop. Similarly, some whom you think would make great magicians will often fall heavily by the wayside. Those who rely on natural ability will often be unwilling to put in the hard work that the training requires, and they are steadily overtaken by those who do not have natural talent but who work hard to achieve.

And this brings me to the golden rule of teaching any art form. Understand that it is the ninety percent of hard work that makes a good adept, not the percentage of talent. And this process starts right at the beginning of basic training.



---

## *Personalities*

---

In the varied mixture of people who come to classes, you will start to recognise certain ‘types’ who come through the door. Each crop of students will contain personality types that you will see repeatedly, and learning to recognise the types will help you adapt your interactions to ensure that everyone gets the best training possible for them. If you simply interact in the same way with everyone, then only a few will get the polishing that they need as basic beginners. However, if you know the patterns of behaviour and act accordingly with each one, then you can tease out the ability hidden within each person while creating boundaries of interaction that assist people in maturing.

For example, the types of personalities you would expect to see are: the ‘carry me,’ the ‘be my therapist,’ the ‘it’s all about me,’ the ‘spotlight seeker,’ the ‘quiet one,’ the ‘alpha’ student, the ‘expert,’ the ‘worker,’ the ‘pedestal,’ the ‘excited one,’ the ‘determined one,’ the ‘therapist,’ the ‘organiser,’ the ‘fundamentalist,’ and so forth.

All these qualities are within all of us, and they all serve a purpose in our steps to learning and maturity. However, problems arise when one or more of these qualities become more dominant than the others. When people are under stress or in a totally new environment then some of these qualities, which are coping mechanisms, will surface. And in some people, it is simply the main part of their personality at that time.

However, with good basic magical training, often the teacher sees slow but steady improvement and a deepening stability of the personality, or they drop out if their personality quirks are not being attended to. When people drop out, often many different reasons present: it’s not the course for them, they get extra busy, they lose interest, etc. And sometimes it is because their personality dominance is not getting the pedestal they want. In such cases they were not really there for magical training in the first place, but for attention.

Then there will be those with issues within their psychology that the magical work brings to the surface, who cannot cope with this and who subsequently drop out, or whom the inner filtration system then blocks from attending the training.

There are lots of valid reasons for people dropping out, and you should not concern yourself with it, nor try to keep people within the

group. Let people go, let the inner filters work, and focus on those who stay and work.

So let us look at the various personality presentations, and how best to deal with them. Remember, I am looking at this as an experienced teacher, not as a psychologist. All this advice stems from decades of teaching, and from my educational teacher training that I did in my twenties.

We will look at each individual type briefly, what lurks behind the presentation, and how to deal with it gently and in a way that gives room for growth and development. Remember, many people have a mixture of these presentations, and some students will not fit any of them. But these are the most common. Learn to spot them, learn to spot the attention-seeking behaviours, and learn how to deal with them. Your experience that you develop as a teacher will then do the rest.

Also remember that we all have these various aspects of personality within us, so be very careful not to look down on students; rather draw from your memories the mistakes and quirks of your own personality to help understand the motivations, conscious or not, behind their behavioural patterns. Your job is to guide and help, not to stand in judgement. However, recognising the signs of personality games will help you guide each person in the group.

---

## *Behavioural patterns*

---

### **Carry me**

A student who wishes you to take responsibility for them. They can present in such ways as: “which chair should I sit in?” “I don’t have a pen...” “I need some water...” “Should I close one eye, or both?” “My back hurts, can you get me a better chair?” “Can you tell me when we will break?” “Could you give me notes, as I don’t like taking notes?” You get the idea.

A ‘carry me’ student will often manipulate a teacher and everyone around them into taking responsibility for them, providing for them, organising them, and so forth. Do not pander to this in any way, as it is important in magical training, right from the start, that a student

takes responsibility for themselves. A grown adult is perfectly capable of getting their own chairs, taking their own notes, and sorting themselves out. If they are not, then they should not be there. Ninety percent of the time they are perfectly capable individuals who are just seeking attention.

My basic response to ‘carry me’ questions is “no, but you can get it/do it for yourself if you so wish.” Always make it very clear from your reactions at the very start of training that you do not respond to attention-seeking, but will facilitate self-help. Get this across not by stating it, but in how you act and respond.

### **Be my therapist**

This is another common one that pops up in magical training. It can have quite a wide range of presentations, the most common one being outpourings of personal suffering or problems every time it is their turn to speak or to share visionary experiences—and this is above and beyond making connections between past events and a magical experience, and verbalising it. Rather it is about turning the discussion or sharing away from magic and towards their own life issues.

It can also present as declarations like: “that offends me,” “I don’t think we should do X because it reminds me of Y in my childhood,” “can we not do this vision/meditation/ritual, as I feel it may make people uncomfortable.” This is all about control mechanisms in the student, and they seek to control the room/group by declaring what should and should not be off-limits. Often this type of student defines the method of control by way of psychology/therapy, which is usually something they are deeply interested in. When they are politely rebuffed, they can often get passive-aggressive to manipulate other members of the group to get on their side: again, it is all about control.

Such students can be very demanding, but it is really important as the teacher that you do not give in to such behaviour, nor allow emotional manipulation to undermine your work as a teacher. Give them a simple but very firm “no, we are doing it this way for specific reasons, and you are free to leave if you do not wish to stay.” Never get into arguing about such issues. A class is structured a certain way for a particular reason, and the student either does it or does not and leaves—that is their choice. You have to be that magical wall that they bump up against, and if you handle it with grace, humour, and good manners, then often the student will give in and settle down.

They may test the waters a few times, but I have found over the years that such types either leave early in the training, when they do not get the platform and control they wish, or they slowly settle down. Many who stay blossom beautifully over time: with firm but kind immovable boundaries, many who bring imbalances of different kinds to the door settle down and eventually become good magicians, which can be a joy to see. Just remember, we all have our weak points, so always be firm but with understanding, and never get into battles with people. If someone pushes it too far, then do not worry about the kindness, simply be the immovable unemotional wall.

### **It's all about me**

This can really test the patience of a saint, but again, with firm but kind boundaries, they often settle down. If you are a parent then you will instantly recognise this as the 'toddler' phase. Everything that happens is measured in terms of what it brings to them, and everything is turned around so that it is about them.

For example, when the group is discussing something, the student will constantly hijack the conversation and turn the subject matter around so that it is literally all about them. If the group is taking turns to outline what they saw in vision, then the student will often interrupt a person and go on to talk about their own experiences and what they think it means for them. In such cases you have to keep a tight rein on the sharing, and not allow people to interrupt and overtake. Often people in sharing will say, "oh yes, I saw that too,"—a few short words is normal and fine—but when a student interrupts someone and says, "oh yes, I saw that too," and then goes on to ramble for great lengths of time about what it meant for them, etc, then you have to step in and stop it.

I would usually simply hold my hand out to them and say, "just let the other person speak, it will be your turn soon." When it gets to their turn, they will then often try to ramble on for a great length of time. Do not let that happen. It is not that they have a great deal of worth to say; rather it is about keeping a captive audience. So you will have to cut in and say, "thanks, okay, next person, we need to move on." It is a fine balance between giving people space and time to talk, and not allowing someone to dominate the room and bore the shit out of everyone.

An extreme version of this type is where there is mental illness that had not been apparent to this point. Often they will come out with fantastical reports and declare that a deity/angel/whatever told them that they have to save the world or something similar. This is the beginning of the

messiah complex. In the first such instance, keep the boundaries strong, and use watchful waiting: keep an eye on them and see if they settle down or take themselves out of the group.

Sometimes, with someone this extreme, they do not settle or take themselves out, but instead erupt in a dramatic meltdown as they are not getting the attention they want. Often hostility will emerge and be aimed at you. Keep your cool, organise for them to go home, and do not let them come back for future lessons, ever. If they crack under the pressure of beginner work then they will truly do their minds damage by continuing training.

If there is no major meltdown, and they keep attending and doing the work, then create the wall of boundaries for them to buffer against by not playing into their fantasies. Simply nod and move the conversation on to someone else's experiences. Do not give their fantasies a platform for performance. If they are there just for an audience then they will quickly be disappointed and move on. If they are truly there for the magic, and they are not filtered out, then your boundaries will subtly teach them to self-filter.

### **The quiet one**

There is always at least one person who will melt into the background, for various reasons. Sometimes it is due to shyness, or they feel out of their depth, or they are simply a very quiet person. In such cases, ensure that the class has times when talking/debate/sharing is optional, but also have times when it is mandatory and everyone, without exception, takes a turn: no one is allowed to opt out.

Having mandatory interactions draws quiet people out of their shell in stages, and helps them to gain confidence over time. As they gain more skill and get used to the group, such people usually become major contributors to the group.

However, there is also a quiet type where it is not about shyness, but about an unwillingness to reveal themselves for other reasons. Sometimes it is used as a specific strategy to appear more in tune with the work than they really are. By staying quiet, everyone assumes that they are 'getting it.' I have also come across, on more than one occasion, quiet people who are not there for the magical class, but for a different agenda, and they hide in the silence.

I have had fundamentalist Christians, journalists, and people from different schools sent to "see what I am up to," all of which are silly

reasons to join a group. By having mandatory sharing, such agendas usually surface pretty quickly. In such a case, do not be hostile, let them continue, and see where it goes. Give them enough rope, and they will either hang themselves or pull themselves up and behave more honourably.

### **The expert**

There is always one! This is usually someone who has done a lot of reading and not much, if any, practice, but is there to dispense their wisdom to the group and challenge the teacher at every step. It is not such a bad thing, and can often lead to interesting and lively debate. However, as a teacher you need to separate out two things—knowledge, and challenge of authority.

If the knowledge being put forward is of use to the group and not something you know about, and it is directly relevant, then ask the student to tell the group about it. We are all teachers in different ways. Some people can be like walking libraries, and they can bring a lot to the table in a group; but they also need to learn the practical applications of magic, so that they can bring knowledge and experience together. In such cases, do not let the lesson/group get trapped in a very long technical lecture by someone, but a short debate/sharing of something can be valuable and help the student find their feet in the group.

Some, however, come to the group with the direct intention of undermining both group and teacher, which gives the ‘expert’ a sense of power and control. For example, in one group class, I had one person who would continually say, “well, Crowley says this...” And I would have to point out that we were not working with anything connected to Crowley, so it was not directly relevant to the lesson, but it was interesting, so would they like to share it at the end of the lesson. Do not allow people to define what happens in the class or to define what is taught.

There will always be someone who knows more than you, and knows things you do not; that is normal. We cannot know everything. And debating, speaking, and sharing is always important. But it is also very important that the class works along its planned route and does not become a lecture pedestal for someone else.

There can also be situations where a student tries very hard to undermine you in a power game. Don’t bite. Keep on with your planned work, and be patient, but also be firm with your boundaries. Usually as soon as they start actually doing practical work, their wish for power

games weakens and they eventually either leave or settle down to work.

Sadly, if you are a female teacher then you will get a lot more of this, as some adult men in magic find it very hard to stomach being taught by a woman. Learn to stand your ground, do not bend your boundaries, have a sense of humour, and do not put up with shit. In one large class in New York, which had a smattering of ‘experts’ who wanted to expound their wisdom while I was trying to get people ready to do ritual workings, I had to, in the end, turn and say, “that’s nice, now shut up and go stand in the east, we have work to do.” I have to say, raising kids and teaching kids really helped my magical teaching!

### **The therapist**

This can be a very insidious one, and difficult to handle if you do not get it quite right. Usually these people actually *are* therapists or deeply interested in therapy, and whenever there is group discussion or someone has a certain experience in vision, then the therapist will immediately jump on what the student is saying and try to counsel them or analyse them.

This is deeply unproductive in the magical development of students, as magic brings things up to the surface that need dealing with by the individual themselves in different ways. It can also quickly turn a lesson in a therapy session if you are not careful. You can also end up with situations where the therapist ‘mines’ the group for new clients.

The other issue that can also happen once the students start doing visionary work is that the therapist has buried certain things that surface, and they subsequently project it outwards onto the students within the group. Just because someone is a therapist does not mean that they do not have their own baggage!

In all these situations you have to quickly mark out lines of acceptable behaviour that must not be crossed. The first is to tell the group that this is not a therapy session, and that it is not appropriate for such things to happen within the group. What people do outside the group is their own business, but within the magical group/class, things are worked with from a magical perspective, not a psychological one, and for good reason.

A good, professional, and well-balanced therapist would not behave in such a way anyway, so if you get a rogue one then you know there may be issues on the horizon. It would also be a very good idea to take the therapist to one side quietly and make it very clear to them, in a nice, polite way, that they are there as a magical student only, and not to bring



their work to the classroom.

## **Identity/gender crisis**

This is a tough but important one, as a person undergoing an identity or gender crisis or exploration will be pretty vulnerable, not only magically, but within the structure of the group. It is critically important in a magical training situation—and in life in general—that people are viewed as human beings before anything else, regardless of culture, skin colour, gender, and so forth. All are equally important, and there should never be any inequality whatsoever in a group. To allow it to be otherwise would shift the fulcrum of the magical pattern around the training, and within yourself. If you have issues with gender, culture, race, etc. then don't go into teaching, it is that simple.

When someone is still exploring who or what they are, they are like an ever-shifting pattern looking for expression. That makes them very sensitive to how people approach and perceive them, and how people identify them. In practical terms, it is probably a good idea quietly to ask the student, when you are alone with them, about how they wish to be defined. If, for example, like me, you know nothing or next to nothing about trans people, then say so—be honest, and ask them for their lead.

Subsequently in the group, how you identify, approach, and behave around a person will give social signals to the rest of the group. You, as the teacher, lead, and the others will follow suit. If someone in the group makes a disparaging or thoughtless remark and the student in question does not immediately respond, then step in. Make it very clear that it is not appropriate, and why, then move on. Do not allow a drama to unfold, as usually such situations arise out of ignorance as opposed to malicious intent. Simply state what needs stating, then move on with the work.

If, however, it is clear that there is malicious intent from one student to another, then give a very clear warning shot. Point out the inappropriateness, ask them to apologise, and later take them to one side and state that they have had a warning. If it happens again, they will be asked to leave and not come back. Always give an opportunity for apologies to be made, and move the class on quickly.

I have found, over the years, that in such situations, if a malicious student is not booted out straightaway, but given a chance to continue, then they will slowly start to become more accepting with others as they get to know people. The unknown often scares people, which creates hostility.

Trans people, probably more than any other group, can suffer a great deal from the ignorance and hostility of others. Yet as magicians they can bring the gift of a whole different line of power and energy to a magical group. The key is to show by example how a very varied group of people can come together and work, bond, and create in marvellous ways. Your job is to respond to such challenges in a firm but positive way that is all-inclusive and equal in measure.

On the other side of the fence, people going through identity or gender issues can often be very defensive, which is hardly surprising. Don't allow dramas to unfold from such defensiveness. Like all other student issues, once the work begins to unfold people usually settle down and bond as a group. Remember, all are there to work and learn: no one gets to overtake the time and space of the group with their dramas and issues.

---

### *Summary*

---

There are lots of different personality types, but you see from the examples above the general ways to deal with them. Remember, you are not a parent, but you are responsible magically for them. Set a good example, have firm boundaries, keep the pace of the lessons moving, and keep a watchful eye on ones who may be more vulnerable or out of balance. Don't be afraid to raise your voice and cut across a conversation to say it is time to get to work, and don't wait for answer: get up and start with the next part of the lesson.

Always encourage, make it clear that mistakes and failures are normal, and that no one has all the answers. Never get too serious, as learning should always be filled with humour, interest, and challenge. And at the end of the day, your attitude should be, "this is how it is, take it or leave it." This creates the boundary necessary to allow the foundations to be built. Everything has to start somewhere, both in learning and in group dynamics.

As you gain more experience, you will shift and change how you teach, developing your style and methods. In terms of what you are teaching, again the student needs to start from a defined point as opposed to a mush of thrown-together concepts.

Finally, keep an eye on yourself and your personality quirks. Being a teacher is about being yourself while not allowing any of your personality

quirks to become too dominant in the classroom. You are essentially the fulcrum for the group, so you need to keep an eye on your own ‘pedestal standing,’ lack of patience, or wish to control beyond necessary. It is not easy, but if you spot it in yourself when it starts creeping in, then you can adapt accordingly. The times you have spent in your training learning to self-examine will come in very handy when teaching!

I would say the qualities necessary for successful magical teaching are humour, pragmatism, adaptability, and informality. Those qualities make good bridges for knowledge to flow over.

In the next lesson we will look at foundational group structure.

QUAREIA

---

## COPYRIGHT

© Josephine McCarthy 2016

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher.