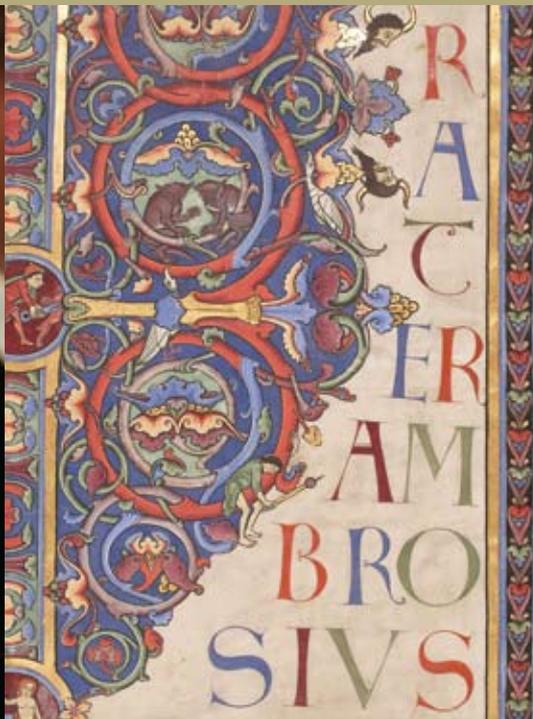




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THE PRINCE'S  
TEACHING  
INSTITUTE

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ENGLISH and HISTORY  
Autumn Residential  
2008



## CLARENCE HOUSE

It has given me enormous pleasure to see how positively teachers have responded to the development of my Summer Schools since their launch in 2002. The whole-hearted enthusiasm evident in their evaluations year by year has strongly reinforced my long-held view that teachers really do want to be reconnected with their subject and with the passion that brought them into teaching in the first place. All I can say is that I am glad to have been able to provide them with a worthwhile opportunity to do so...

Their endorsement has encouraged me to expand the reach of the Summer Schools through the creation of the Prince's Teaching Institute and the establishment of a strategic partnership with the University of Cambridge. One aspect of this expansion has been the addition of further subjects to the Summer School programme: Science last year and, this summer, Geography. To accommodate these extra subjects and to ensure that as many teachers as possible have the opportunity to benefit, an additional Residential Course has been organized in the current year – too late in the season to be called a Summer School, but informed and underpinned by the same principles that have made such a success of the earlier ones. English and History, in my view, are essential subjects for understanding about ourselves and our place in the world and, through them, teachers can make a crucial contribution to the personal and cultural development of their pupils. That is why they have had a central position in the evolution of the Summer Schools.

I hope that this course, like those that have gone before it, will provide you with absorbing lectures, stimulating debate and the reassuring company of like-minded colleagues, so that you can take back to your schools something of lasting value.

A handwritten signature in black ink, appearing to read 'Charles III', followed by a long, horizontal wavy line.

# WELCOME



I am delighted to welcome you to this, the eighth Prince's Teaching Institute residential course. Every year since the first pilot in 2002, these residential courses have provided an opportunity for teachers to stand back and reflect on the nature of their subjects and on what is most important in the teaching of them. The teachers themselves tell us that such opportunities are rare in their professional lives and all the more welcome for that.

In response to this evident demand, the residential programme is constantly developing. Last year for the first time we included Science and this year we paired Science with Geography so as to give emphasis to those elements in them both which are of common or related interest. But English Literature and History have been at the heart of our programme since the beginning, because of the essential contribution they make towards our understanding of the human condition, both as individuals and in our social context.

The residential courses place emphasis on academic content and offer a chance to discuss subject issues in depth with academics and experts. Accordingly, this year we are devoting over six hours on each subject course to lectures with contributions from seventeen academics. We are delighted to have them join us, along with speakers who have delivered such stimulating talks for us before; we are also pleased to welcome some new faces.

In the workshop sessions our aim is to offer teachers a chance to discuss their work with colleagues and to explore some of the more difficult aspects of subject delivery: what parts of our subject should we be teaching and why, and what are the best ways of doing so?

At the end of each residential we have presented our findings to a panel of representatives from the educational establishment. It is encouraging that such people are so willing to accept our invitation to take part in the debate, and even more encouraging that they do quite evidently listen to the views of the teachers present. Our call for a renewed emphasis on the importance of subject teaching in schools has struck a responsive chord.

But the most powerful effect of the residential courses to date has been that teachers have gone back to their schools feeling it is within their power to change their classroom approach; to put scholarship and a delight in their subjects at the heart of their teaching. For example, one teacher writes, "This course has given me back my belief in myself and reawakened my passion for my subject. It has also taught me that I am empowered and that I can."

I look forward to meeting you all in Crewe. We have designed a course that I am sure you will find both stimulating and challenging and I hope you will return to your classrooms inspired to share your experiences with your pupils and your colleagues.

Mrs Bernice McCabe  
*Course Director*

# COURSE BACKGROUND

The Prince of Wales's long standing concern about the teaching of English Literature and History was the original driving force behind the creation of his annual Education Summer Schools. Last year, in response to requests from teachers, a Science programme was added, with an emphasis on the aspects of scientific education that today's children need in order to make tomorrow's world a better place. This summer, a second Science course was run, together with one for Geographers on the theme of Planet Earth and its People. The enthusiastic response of the delegates has been overwhelming.



Meanwhile, we have been responding to the demands of English and History teachers for more support. Last year we ran one day CPD courses across the country, welcoming eminent speakers such as Sebastian Faulks, Kazuo Ishiguro and Michael Wood. And we successfully trialled a new membership scheme, called the Schools Programme, which brings together school departments that are committed to improving their subject provision. Part of the induction process is the sharing of examples of successful projects, and so successful was this element of the programme that we are incorporating this feature into this residential's workshops for the first time. All departments represented at this residential are invited to join the Schools Programme.

Now in their seventh year, these short but intense courses have provided teachers from all over the country with (to use their words) "life-enhancing" and "inspirational" opportunities to discuss their subjects with professional colleagues, leading academics, and

those concerned with directing national education policy. The discussions in previous Summer Schools focused on the central importance of English Literature and History, Science and Geography as subjects, the aspects of them that could or should be taught at different levels, and the best ways for teachers to meet the challenge of doing so effectively.

## SUBJECT KNOWLEDGE

It is clear from reading the newspapers and watching television that the topics we have been considering are matters of wide general interest, and not confined to schools and colleges. There is a public appetite for knowledge which can be seen in the success of popular historical and literary programmes, and in a growing awareness of the importance of literature and history in developing our sense of identity and our social and moral values.

Those who are involved in the teaching of English Literature and History have no doubt about the importance of the subject knowledge that underpins their

own enthusiasm for these subjects; and this is what they want to pass on to their students. It is not always easy for them to do so. The centrality of subject knowledge has not always been considered a priority and, it has been argued, it has too often taken second place to a concern with teaching methodology and skills.

No-one who has spent any time in a classroom will undervalue the importance of knowing how to teach, as well as what should be taught. But, as teachers at previous Summer Schools have discussed, an overemphasis on methodology and skills can cause difficulty; it can mean losing sight of the fact that good teaching is about communicating with enthusiasm and passion what lies at the heart of our subjects. Teachers of English and History need to look closely and self-critically at how far they succeed in the task of introducing students of all abilities to the most salient and significant events and literary works of the past. Matthew Arnold described this as "Culture, the acquainting ourselves with the best that has been thought and said in the world, and thus with the history of the human spirit."





# THE PRINCE'S TEACHING INSTITUTE

## EXAMINATION AND ASSESSMENT

Examination and assessment are of course essential elements in any formal process of education; they should also encourage good teaching and good learning. But there has been a widespread feeling among teachers who have attended previous Summer Schools that there should be more incentive for teachers who are trying to communicate the richness of their subjects and the sheer enjoyment of studying them. The risks of teaching purely to the test have been noted by the all-party Children, Schools and Families Select Committee of MPs, which, in a report last year on testing and assessment, stated that examinations “can only test a limited range of the skills and activities which are properly part of a rounded education, so that a focus on improving test results compromises teachers’ creativity in the classroom and children’s access to a balanced curriculum.”

## CURRICULAR DEBATE

Over the past six years, delegates have been invited to discuss and respond to current questions of educational practice. Few would deny that there is always scope for debate, and the alumni of the Summer Schools have a voice that deserves to be heard: a voice that is informed by years of experience in the classroom and is supported by leading academics and writers; a voice that is independent of any interest save that of passing on to the children of this generation the passion for subject knowledge that they themselves enjoyed.

There are promising signs, even if the evaluation of teachers suggests that much work remains to be done. For instance, the QCA English 21 project endorsed the views put forward by teachers at the Summer Schools about the importance of the literary heritage, of teaching whole texts and difficult texts, and of getting pupils to read for pleasure. In History, the QCA Futures page underlines the importance of the subject as a means to understanding our country’s place in the world, and our own place within it. Yet the subject is being squeezed by other pressures on the curriculum.

In bringing teachers together to discuss the issues they face, the Summer Schools not only give teachers as individuals a renewed sense of purpose; they also demonstrate that the future of the subjects they love lies in their own hands. Identifying the difficulties in their way is only a start. It is for teachers to identify also the solutions that will work well in the classroom, and achieve what they want to achieve. That is what the Summer Schools are for.





The Prince's Teaching Institute was created in 2006, and works in partnership with the University of Cambridge. It has grown out of The Prince of Wales Education Summer Schools which, every year since 2002, have provided an opportunity for teachers to come together to debate and where necessary challenge teaching approaches to their subject. The philosophy of The Prince's Teaching Institute is rooted in its commitment to improving children's education in State Schools by pursuing the following aims:

Promoting and providing subject-based professional development for teachers

Creating an inspirational forum for teachers, enabling them to step away from the classroom and rediscover their love of subject

Promoting the idea that subject knowledge, subject rigour and the enthusiasm for communicating them are essential requirements for effective teaching

Encouraging and inspiring teachers, by demonstrating good use of academic rigour and challenge in the classroom

Creating stronger links between academic departments in schools and universities

Promoting and enabling a more constructive dialogue between teachers and government educational agencies

Exercising a beneficial influence on the development of policy in the areas of curriculum development, assessment and training

The Institute brings together teachers and leading academics with a view to encouraging rigorous and challenging subject teaching in all schools for children of all abilities. It demonstrates how children can be inspired, and consequently achieve higher standards, by teaching that goes beyond the constraints of exam syllabuses and by rich subject provision that incorporates extra-curricular activities. It also provides an additional pathway of communication between teachers and Higher Education and Government Agencies.



# ENGLISH & HISTORY

## THE AIMS

**The course is intended to generate discussion about the nature and purposes of teaching English and History. In general terms it aims to:**

- Ensure continued debate about the importance of studying English Literature and History, their specific content and their place within the curriculum
- Develop expertise and facilitate the sharing of good practice in the teaching of English Literature and History
- Highlight the value of Literature in developing the linguistic range, understanding, and confidence of pupils; and to give pupils, through the study of History, a better understanding of the UK in a global context, and of their own place within it
- Develop in teachers the confidence to introduce pupils to challenging texts and materials, and to promote intellectual independence and critical thinking

## THE OBJECTIVES

1. *Why should we teach English Literature and History?*
2. *What English Literature and History should we teach?*
3. *How should we teach them?*

In addressing these questions, the course concerns itself with the principles that should drive education, as well as with practical questions such as:

*What is the literary tradition? Is it important to try and define it? How can we give pupils a sense of this tradition?*

*In general terms, what kinds of literary texts, and what historical subjects, should pupils have studied at each of the Key Stages? How can teachers best teach the 'big' novels?*

*What role, if any, does history have in helping young people to develop a sense of shared social and political values and informed citizenship?*

*What kinds of teaching are most likely to develop in pupils a capacity for independent critical thinking combined with intellectual rigour?*

*What constitutes a good textbook – and a bad one? Are current needs for teaching resources being met? If not, how can they be?*

*What are the best ways to approach the teaching of difficult texts and materials so as to make them enjoyable and rewarding for all pupils?*

*What is the relationship of literature and history to individual identity and, beyond that, to national identity?*



COURSE PROGRAMME **Friday 7th November**  
*Inspirations*

TIME	ENGLISH	HISTORY
09.30 – 10.45		<b>Registration</b>
10.45 – 11.15		<b>Introductions</b>
11.15 – 12.15	<b>Pupil discussion:</b> <i>Inspirations</i>	<b>Pupil discussion:</b> <i>Inspirations</i>
12.15 – 13.15		<b>LUNCH</b>
13.15 – 13.40		<b>Course Welcome by Course Director</b>
13.40 – 14.30		<b>Keynote Address:</b> <b>Robert Harris</b>
14.30 – 15.00		<b>Panel Discussion</b>
15.00 – 15.30		<b>BREAK</b>
15.30 – 16.30	<b>Lecture:</b> <b>Prof John Mullan</b>	<b>Group workshops:</b> <i>Sharing Good Practice</i>
16.30 – 17.30	<b>Group workshops:</b> <i>Sharing Good Practice</i>	<b>Lecture:</b> <b>Prof Chris Clark:</b> <i>A New Look at 1914</i>
17.30 – 18.30	<b>Group Workshops:</b> <i>How do we ensure pupils extend their interest beyond the curriculum?</i>	<b>Group Workshops:</b> <i>How do we ensure pupils extend their interest beyond the curriculum?</i>
18.30 – 19.30		<b>BREAK</b>
19.30 – 22.00	<b>RECEPTION, DINNER AND AFTER DINNER TALK by Lord Wilson GCB</b>	



# Saturday 8th November

## *Rigour and Going Beyond the Specification*

TIME	ENGLISH	HISTORY	
08.45 – 09.45	<p><b>Lecture:</b></p> <p><b>Dr Mark Llewellyn:</b> <i>The Novel as Form: from Austen to Faulks</i></p>	<p><b>Lecture:</b></p> <p><b>Dr Carl Watkins:</b> <i>A new look at Medieval history</i></p>	
9.45 – 11.00	<p><b>Choice of seminars:</b></p> <p><b>Dr Mark Llewellyn:</b> <i>Teaching Irony</i></p> <p><b>Dr Hester Lees-Jeffries:</b> <i>Jane Austen: Definitely not chick lit</i></p> <p><b>Dr Dan Wakelin:</b> <i>Narrators and Irony, from Chaucer to the present</i></p>	<p><b>Choice of seminars:</b></p> <p><b>Dr Tim Harper:</b> <i>Britain and its Empire</i></p> <p><b>Dr Amanda Power:</b> <i>The History of Ideas</i></p>	
11.00 – 11.30	<b>BREAK</b>		
11.30 – 13.00	<p><b>RSC Shakespeare Drama workshop (11.15-13.15)</b></p> <p><b>OR</b></p> <p><b>Group workshops:</b> <i>How do we ensure challenge and coherence in the classroom?</i></p>	<p><b>Group Workshops:</b> <i>Rigour, Challenge and Choice of Topics</i></p>	
13.00 – 14.00	<b>LUNCH</b>		
14.00 – 15.30	<p><b>RSC Shakespeare Drama workshop (13.45-15.45)</b></p> <p><b>OR</b></p> <p><b>Group workshops:</b> <i>How do we ensure challenge and coherence in the classroom?</i></p>	<p>Gladstone: Excursion to Hawarden <b>Dr Jon Parry</b></p>	
15.30 – 16.00	<b>BREAK</b>		
16.00 – 17.00	<p><b>Lecture:</b></p> <p><b>Prof Helen Cooper:</b> <i>Hamlet and the Invention of Tragedy</i></p>		
17.00 – 18.15	<p><b>Choice of seminars:</b></p> <p><b>Prof Helen Cooper:</b> <i>Five Ways of Staging Death</i></p> <p><b>Dr Dan Wakelin:</b> <i>Tragedy and Comedy: Romeo and Juliet and A Midsummer Night's Dream</i></p> <p><b>Dr Hester Lees-Jeffries:</b> <i>The Spaces of Tragedy</i></p>		
18.15 – 19.30	<b>BREAK</b>		
19.30 – 22.00	<b>RECEPTION, DINNER AND AFTER DINNER TALK by Prof Lisa Jardine CBE</b>		



# Sunday 9th November

## *Enrichment and Reading*

TIME	ENGLISH	HISTORY
08.45 – 09.45	<p><b>Lecture:</b></p> <p><b>Dr Fred Parker:</b> <i>Milton in his Time: Paradise Lost and the Idea of Context</i></p>	<p><b>Lecture:</b></p> <p><b>Dr Helen Castor:</b> <i>What makes a good History book?</i></p>
09.45 – 11.00	<p><b>Choice of seminars:</b></p> <p><b>Dr Fred Parker:</b> <i>Milton among the Romantics</i></p> <p><b>Dr Gavin Alexander:</b> <i>Using the other Miltons</i></p> <p><b>Dr Dan Wakelin:</b> <i>Some Introductions to Paradise Lost</i></p>	<p><b>Choice of seminars:</b></p> <p><b>Richard Fisher:</b> <i>Publishing issues</i></p> <p><b>Michael Riley:</b> <i>What makes a good textbook?</i></p>
11.00 – 11.30	<b>BREAK</b>	
11.30 – 13.00	<p><b>Lecture:</b></p> <p><b>Philip Pullman:</b> <i>Elementary Particles of Narrative</i></p>	<p><b>Group workshops:</b></p> <p><i>Do students read books anymore? How do we develop historical awareness?</i></p>
13.00 – 14.00	<b>LUNCH</b>	
14.00 – 15.30	<p><b>Writers Workshops</b> with William Fiennes, Raffaella Barker and Romesh Gunsekera</p>	<p><b>Lecture:</b></p> <p><b>Dr Tim Harper:</b> <i>Perspectives on World History</i></p>
15.30 – 16.00	<b>BREAK</b>	
16.00 – 17.00	<p><b>Lecture:</b></p> <p><b>Dr Gavin Alexander:</b> <i>Looking at Poems</i></p>	<p><b>Choice of seminars:</b></p> <p><b>Dr Max Jones</b> <i>Teaching cultural History</i></p> <p><b>Ian Dawson:</b> <i>Teaching the 'Big Picture' at KS3</i></p>
17.30 – 18.15	<p><b>Choice of seminars:</b></p> <p><b>Dr Gavin Alexander:</b> <i>Verse Form and Meaning</i></p> <p><b>Prof Helen Cooper:</b> <i>Reading Simple Poetry</i></p> <p><b>Dr Fred Parker:</b> <i>Poetry and Real Life: The Rape of the Lock and Lyrical Ballads</i></p>	<p><b>Group workshops:</b></p> <p><i>Coherence and Chronology across Key Stages</i></p>
18.15 – 19.30	<b>BREAK</b>	
19.30 – 22.00	<b>RECEPTION, DINNER AND AFTER DINNER TALK by David Aaronovitch</b>	



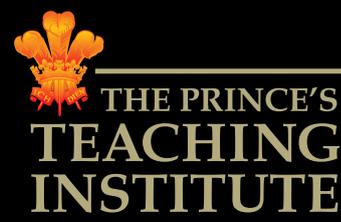
# Monday 10th November

## *Conclusions and Next Steps*

TIME	ENGLISH	HISTORY
08.45 – 09.45	<b>Group Workshops:</b> <i>Schools Programme</i>	<b>Group Workshops:</b> <i>Schools Programme</i>
09.45 – 10.30		<b>Plenary lecture:</b> <b>Mick Waters</b> <i>Curriculum Development</i>
10.30 – 10.45		<b>BREAK</b>
10.45 – 12.30		<b>Plenary Discussion with Panel of Educationalists:</b> <i>Reports on Key Themes</i>
12.30 – 13.00		Course Evaluation
13.00 – 14.00		<b>LUNCH</b>



# PLENARY SPEAKERS & GUESTS



## David Aaronovitch

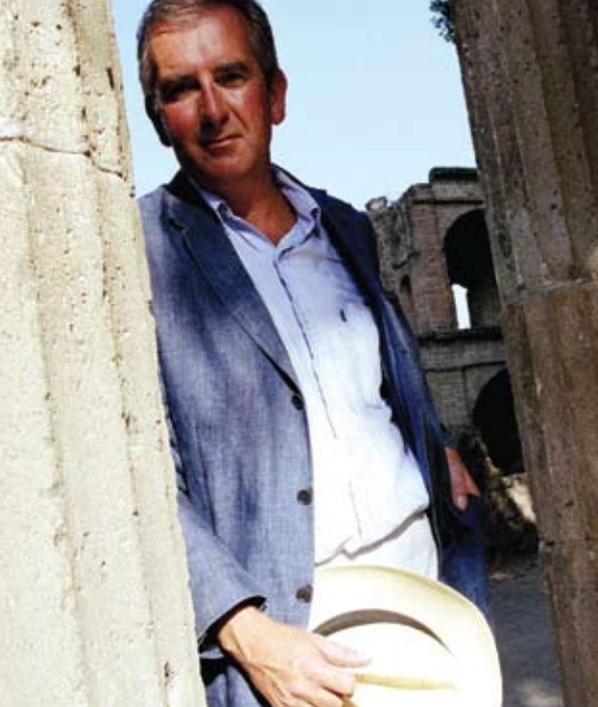
David Aaronovitch is a writer, broadcaster and commentator on international politics and the media. He writes for The Times Comment page on Tuesdays, having previously written for The Guardian, The Observer and The Independent. He is author of a number of books including *Paddling to Jerusalem: an Aquatic Tour of Our Small Country* and *Voodoo Histories: The Role of the Conspiracy Theory in Shaping Modern History* (to be published in May 2009).

## Liz Francis

Liz Francis worked in a variety of job roles before studying for a degree in English. These included working at the Economist magazine, working in libraries and living in France as an au pair and teacher of English. After graduating she taught in London schools for 5 years prior to joining the School Curriculum Development Committee. She then worked for 14 years in a number of government agencies including the School Examinations and Assessment Council, the School Curriculum and Assessment Authority and the Qualifications and Curriculum Authority. At QCA Liz led work on new modular A-levels for Curriculum 2000, Business Studies, Economics and General Studies. She also worked on 14-19 curriculum developments. During this time, Liz worked for a number of senior figures in education including Lord Ron Dearing, Sir William Stubbs, Chris Woodhead and David Hargreaves. She also wrote a number of articles and documents related to a range of educational developments, many of which were published.

Liz left QCA to work as a 14-19, then senior advisor for Suffolk LEA, where she also worked as an Ofsted inspector. Her key responsibilities in Suffolk were the secondary national strategy, 14-19 education, specialist schools and commercial services to schools. She left Suffolk to work at the Training and Development Agency for Schools. She is currently Director of the Teachers' Directorate which involves leading work on teachers' CPD, the professional standards for teachers, the Postgraduate Professional Development (PPD) programme, Maths and Science CPD (enhancement), the Return to Teach programme and Induction.





## Robert Harris

Robert Harris is the author of six novels – *Fatherland* (1992), *Enigma* (1995), *Archangel* (1998), *Pompeii* (2003), *Imperium* (2006) and *The Ghost* (2007). He was born in Nottingham in 1957, and attended schools in Leicestershire, before graduating with a degree in English from Cambridge University. In 1978 he went to work for BBC Television, working as a reporter on *Newsnight* and *Panorama*. In 1986 he moved into newspapers, becoming political editor of the *Observer*, and then a columnist on the *Sunday Times* and the *Daily Telegraph*. He is also the author of four non-fiction books, including *Selling Hitler*, the story of the Hitler Diaries fiasco. In 2003 he was named Columnist of the Year in the British Press Awards. He is a Patron of Bletchley Park and was President of the Classical Association, 2007-8. He lives with his wife and their four children near Hungerford, in Berkshire.

## Lisa Jardine

Lisa Jardine CBE is Director of the Centre for Editing Lives and Letters and Centenary Professor of Renaissance Studies at Queen Mary, University of London. She is a Fellow of the Royal Historical Society and Honorary Fellow of King's College, Cambridge and Jesus College, Cambridge. She holds honorary doctorates from the University of St Andrews, Sheffield Hallam University and the Open University. She is a Trustee of the V&A Museum, and a member of the Council of the Royal Institution, and Patron of the National Council on Archives. She was for ten years the Chair of Governors at Westminster City School in London (an inner-city boys' comprehensive), and is currently a governor and Chair of the Curriculum Committee of St Marylebone School (an inner-city girls' s comprehensive in central London). She is a regular writer and presenter of BBC Radio 4's *A Point of View*. For the academic year 2007-8 she was seconded to the Royal Society in London as Advisor to its Collections and Archives. Since April 2008 she is Chair of The Human Fertilisation and Embryology Authority.

Professor Jardine has written a number of best-selling general books, including *Worldly Goods: A New History of the Renaissance*, *Ingenious Pursuits: Building the Scientific Revolution*, and biographies of Sir Christopher Wren and Robert Hooke. Her latest book, on Anglo-Dutch reciprocal influence in the seventeenth century, entitled *Going Dutch*, is published by HarperCollins in March 2008.



## Steve Munby

Steve Munby has been Chief Executive of the National College for School Leadership since March 2005. Steve began his career as a secondary school teacher in Birmingham, later moving to the North East of England where he worked as a teacher and then as a lecturer. In 1987 he became a consultant on assessment and records of achievement working for the 9 North East LEAs, before taking up a post at Oldham Borough Council in 1989 as an Inspector within the Education Department. In Oldham he went on to manage the Advisory Service before moving to Blackburn with Darwen as Assistant Director in 1997. From 2000 to March 2005, he was Director of Education and Lifelong Learning in Knowsley .

Although he has a background in school improvement, his particular expertise is that he has a good understanding of the strengths and weaknesses of Newcastle United Football Club.



## Mick Waters

Mick's role at the Qualifications and Curriculum Authority is Director of Curriculum. The goal is 'to develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future'.

Previously, Mick was Chief Education Officer for the City of Manchester and worked in Birmingham Local Education Authority. In both he drove forward school improvement agendas, this saw increasing achievements, and increasingly successful schools seeking new horizons in educational development.

The role of Director of Curriculum at QCA enables Mick to work with all partners to develop a world class curriculum that offers all young people the chance to enjoy success at school and in later adult life. This involves exploring what really matters in learning and supporting new developments, linked to the five outcomes for children.

Mick believes the curriculum should be treasured and valued and that it needs to be shaped to fit with children's lives. To make the curriculum work, people in schools need to set understandings of their children alongside the learning they should meet to create learning that is irresistible.

## Lord Wilson of Dinton GCB

Lord (Richard) Wilson was born in Glamorgan and educated at Radley (1956-60) and Clare College Cambridge (1961-65). He was called to the Bar but, rather than practice, entered the Civil Service as an assistant principal in the Board of Trade in 1966.

He subsequently served in a number of departments including 12 years in the Department of Energy where his responsibilities included nuclear power policy, the privatisation of Britoil, personnel and finance. He headed the Economic Secretariat in the Cabinet Office under Mrs Thatcher from 1987-90 and after two years in the Treasury was appointed Permanent Secretary of the Department of the Environment in 1992. He became Permanent Under Secretary of the Home Office in 1994 and secretary of the Cabinet and Head of the Home Civil Service in January 1998. Since his retirement in 2002 he has been Master of Emmanuel College, Cambridge and has been President of the Chartered Institute of Personnel and Development from 2004-2006.



“We were treated as though we deserved such an enjoyable experience; very rare in my experience of teaching.”

“The course was like a breath of fresh air. In spite of being exhausted by the amount of information and discussion I feel invigorated and excited about putting into practice many ideas discussed over the last few days. A wonderful experience!”



“The teaching of whole texts, challenging texts is not something to be ashamed of, or avoided. It is central to good teaching of my subject.”



“Having talked to many, many teachers over the 3 and a half days at Homerton, love of subject, pinpointed by one of the bright young stars who contributed to ‘pupils’ perspectives’, is the driving force that ensures teachers stay in the profession and the Summer School truly nurtures this love.”



I need to find ways of subverting the current methods of assessment and work out how to fit them in to how I want to teach.”





“It was great to feel valued and vital to the ideas that were discussed and developed during the week – I feel proud to have been part of such an important and innovative enterprise.”

“I came quite disenchanted and bored with my subject because it has become so rigid, unimaginative and devoid of depth. I leave taking with me a determination to re-visit my own principles concerning what the teaching of English Literature should be about.”

It has given me the opportunity to listen to people at the top, academically, of my profession and this has undoubtedly helped to strengthen my passion for my subject. No other CPD has this element emphasised as strongly as it has been over the last 4 days.



“Thought-provoking, really positive - the panel’s responses made me feel that there is an opportunity for us as teachers to make some of the differences we want to.”

“Thanks...the most enjoyable, enriching and invigorating week I’ve had since I’ve been teaching.”

## BERNICE MCCABE COURSE DIRECTOR

Bernice McCabe, BA, MBA, FRSA. Educated at Clifton High School and Bristol University, she taught for 16 years in mixed comprehensives in Bristol and London, including 5 years as Head of English and 4 years as Deputy Head of The Heathland School, Hounslow. Since 1990 she has been a Headmistress: for 7 years of Chelmsford County High School, a girls' grammar, and since 1997 of North London Collegiate, a large 4 – 18

independent school. She has served on national education committees in the maintained and independent sectors, including the National Grammar Schools Association and the GSA/HMC Universities Committee, since 2002 has directed The Prince of Wales Education Summer School, and since 2006 has also co-directed The Prince's Teaching Institute.

## ACKNOWLEDGEMENTS

The Summer School would not have been possible without the very generous sponsorship provided by The Prince of Wales Charitable Foundation, Harvey McGrath, the Clore Duffield Foundation, The Hintze Family Charitable Foundation, The Sidney E. Franks Foundation, N M Rothschild, a number of anonymous donors, Nord Anglia Education and by the Training and Development Agency for Schools.

The Prince's Teaching Institute ("the PTI") was formed in 2006 to organise The Prince of Wales Education Summer Schools, to expand the programme of continuing professional development for teachers and to develop support for alumni and their schools. The trustees are chaired by The Lord Wilson of Dinton, Master of Emmanuel College, Cambridge. There are two co-Directors, Christopher Pope and Bernice McCabe.

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