

10  
years  
THE PRINCE'S  
TEACHING  
INSTITUTE





CLARENCE HOUSE

Nearly ten years ago, in October 2002, the first of my Education Summer Schools was held for teachers of English and History. What has happened since then has given me great encouragement – not just the amount that has been achieved, but also the very positive response of thousands of teachers showing that there is a genuine thirst for the sort of subject-based training which is at the heart of these courses.

This has led me to increase the impact of the Summer Schools by the creation of my Prince’s Teaching Institute, in strategic partnership with the University of Cambridge, and to enlarge their scope through the inclusion of additional subjects like Science and Mathematics and the creation of a Schools Programme, a Schools Leadership Programme and training days in particular subjects, both for experienced teachers and for those at the beginning of their careers. Overall, more than a thousand schools, amounting to nearly a quarter of all the Secondary Schools in England, have been involved. The achievement of so much in a single decade is worthy of some celebration; but every year the challenge is renewed of seeing that another intake of pupils, and of teachers, is connected with the best of what humanity has thought, created and written.

In this, all subjects are important, but Science and Mathematics can have a special part to play in helping us to a proper understanding of so many of the problems we face – not least those concerned with what some refer to as “the ecological crisis”. And by “a proper understanding” I mean not just a learning of the mechanics of how things work, but an understanding of the principles and relationships upon which that mechanics is founded.

Over many years, and through access to those with a bit of extra knowledge and wisdom, I have come to see that these principles and relationships are expressed universally in the geometry of sacred order and proportion. Indeed, in my book, *Harmony: a new way of looking at the world*, I have referred to this as a grammar, “the grammar of harmony”.

Without an understanding of this science of “grammar”, this expression of mathematical order, this ordering and proportion of all that is, we cannot begin to tackle what I see as a “crisis of perception” that prevents us from being able to find our way into, let alone out of, the great problems that now confront us. As I put it in *Harmony*,

“The loss of ancient and timeless Wisdom and a letting go of the “grammar of harmony” lie at the root of our dilemma. And this has affected all things – economy, society and both the natural and built environment.”

My hope is that you will find the course invigorating, enlightening, challenging and perhaps even reassuring in equal measure; that you will enjoy the stimulus of debate and discussion, and be able to take back new ideas and perspectives of lasting value to you and your schools.



## WELCOME FROM THE COURSE DIRECTOR

I am delighted to welcome you to this Residential, as I have done to all the twelve such courses which have preceded it. Every year since the first pilot in 2002, the Prince of Wales’ Education Summer Schools and Residentials 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 are all the more welcome for that.

In response to this evident demand, the Summer School and Residential programme is constantly developing. It now encompasses six subjects, with more under consideration. These courses place emphasis on academic content and offer a chance to discuss subject issues in depth with academics and experts. Accordingly, we have included in this year’s programme a number of seminars, presentations and lectures by speakers eminent in their various fields of Science and Mathematics. We are particularly happy to be coinciding with Cambridge Science Week which gives the whole event a higher profile.

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? How can these subjects be made challenging, yet accessible to pupils of lesser ability as well as to the brighter ones?

Each year at the end of the course we have presented our findings to a panel of educationalists from a variety of backgrounds. This provides an opportunity not only for them to hear what the teachers are thinking, but also for delegates from different disciplines to listen to each other and perhaps find the reassurance of common ground. We do hope that this session will generate an active debate about aspects of education in your subject that concern you; even indeed a consensus that we can then feed through to the policy makers.

But the most powerful effect of the courses 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.*” To date, teachers from three hundred and sixty five departments in one hundred and seventy two schools have chosen to keep this spirit alive by joining our Schools Programme and I hope you will want to find out more about it and join it too.

I look forward to meeting you all in Cambridge this year. 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.

Bernice McCabe  
Course Director

## COURSE BACKGROUND

The Prince of Wales' 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. Five years ago a programme for Science teachers was added. The Mathematics course was piloted in 2009, in conjunction with Science, and because of the close connections between these subjects, the same pairing is repeated this year.

## SUBJECT KNOWLEDGE



Now in their tenth 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 and Residentials focussed on the central importance of particular 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.

Those who are involved in teaching have no doubt about the importance of the subject knowledge that underpins their own enthusiasm for their subjects; and this is what they want to pass on to their students. Arguably it is not always easy for them to do so. Often the centrality of subject knowledge is not universally considered a priority in the drive to raise standards in schools; it can too often take second place to a concern with teaching methodology and skills. There is an implicit assumption that teachers have a comprehensive knowledge of their subject and that they are aware of their subject's latest developments. Yet, modular syllabus construction at university means that new teachers do not necessarily have a good grasp of their subjects, and more inexperienced teachers often have few opportunities to stay abreast of developments in their subject.

Those that have spent any time in a classroom will value the importance of knowing how to teach, as well as what should be taught. But by overemphasising the methodology of teaching and assessment we can lose sight of the simple truth that good teaching is about communicating with enthusiasm and passion what lies at the heart of our subjects. Science encompasses a wealth of world-changing discoveries and insights, to which every child is entitled to be introduced. Teachers of Science must also be able to provide the detailed and up to date knowledge of the subject on which further scientific progress essentially depends. Scientific study requires a knowledge of Mathematics and among scientific bodies, there is a growing concern about the inability of even the most promising pupils to perform simple numerical manipulations in handling Science questions. Mathematics is of course an important and endlessly fascinating subject in its own right, with applications ranging from the functional to the highest levels of abstract thought. It also presents a wide range of challenges for the teacher, when some pupils struggle with simple computations and others seem to have an instinctive understanding of every new topic. But there is great satisfaction to be found in learning how to solve a problem at any level in different ways.



## EXAMINATION AND ASSESSMENT

Examination and assessment are of course essential elements in any formal process of education; they should also encourage good learning. But there has been a widespread and strongly-held feeling amongst teachers who have attended previous Summer Schools and Residentials that there should be more incentive for teachers trying to communicate the richness of their subjects and to impart bodies of knowledge. The perceived lack of critical thinking and problem-solving skills among Science pupils is cited by the Royal Society of Chemistry as adding to "the growing body of evidence that dedicated teachers are working under a system which encourages teaching to the test and which fails to meaningfully differentiate pupils' performance". Similarly, the 2008 Ofsted Report on Mathematics teaching stated: "Evidence suggests that strategies to improve test and examination performance, including 'booster' lessons, revision classes and extensive intervention, coupled with a heavy emphasis on 'teaching to the test', succeed in preparing pupils to gain the qualifications, but are not equipping them well enough mathematically for their futures." However, there are more hopeful signs; the greater numbers of applications to read Physics at university, the greater number of pupils now studying Further Mathematics at A Level, and the significant increases this year and last in the number of entries for three individual Science GCSEs rather than the combined Science and Additional Science papers in which a recent Ofqual report found, "a collective falling short of the standards that young people and teachers have a right to expect."

## CURRICULAR DEBATE

Science and Mathematics are both core, compulsory elements in the curriculum up to the end of Key Stage 4. This presents the challenge of reconciling the needs of the many and the few: ensuring that all pupils are given the basic knowledge and competence in Science and Mathematics that they will need in their future lives while at the same time stimulating the interest of the abler pupils and encouraging them to specialise in these areas which are so important for the country's development. Is a curriculum that is "accessible" necessarily opposite to one that is rigorous? A thorough review of the National Curriculum is now under way and you will have an opportunity for your voice to be heard, through this Residential's final plenary panel.

So, there are real and live issues here, and the outcomes of our discussions of them may have an influence on national policy. What then is the right balance, and how should the curriculum in Science and Mathematics be determined? In bringing teachers together to discuss such questions, these courses not only give them as individuals a renewed sense of purpose, they also demonstrate to the teachers that the future of the subjects they love lies in their own hands. Identifying the difficulties in their way is only a start. They must also identify the solutions that will really work in the classroom and achieve what they want to achieve. That is what these Summer Schools and Residentials are for.





## PTI VALUES

The Prince's Teaching Institute believes that all pupils, irrespective of background or ability, are entitled to a subject-based curriculum, taught with rigour and passion. It 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. Its aims are to:

- Promote the idea that subject knowledge, subject rigour and the enthusiasm for communicating them are essential requirements for effective teaching to children of all abilities
- Create an inspirational forum for teachers, enabling them to step away from the classroom and rediscover their love of the subject
- Promote and provide subject-based professional development for teachers
- Encourage and inspire teachers by demonstrating good use of academic rigour and challenge in the classroom
- Create stronger links between academic departments in schools and universities
- Promote and enable a more constructive dialogue between teachers and Government Educational Agencies
- Exercise 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.

## THE AIMS

The course intends to explore the nature and purposes of Science and Mathematics teaching specifically by:

### SCIENCE

- Providing an opportunity for practising teachers to consider the reasons for Science being a core subject in today's world and the place of values within Science education
- Offering a forum for the debate of these issues, with eminent scientists and leading Science communicators and educators presenting some challenging perspectives of their own
- Providing an opportunity for practising teachers to explore the principles of rigorous, relevant and responsible Science teaching to pupils of all abilities, through participation in workshops led by experienced teachers
- Probing critically current approaches to Science education and its assessment, and examining the extent to which young people are being equipped to understand the nature and importance of scientific thinking
- Enabling pupils to make informed judgments about the implications of scientific development, and to evaluate the impact of Science on the future well-being of planet Earth and its inhabitants.

### MATHEMATICS

- Providing an inspirational forum to agree the central role and enabling nature of Mathematics within the school curriculum
- Promoting an understanding of the nature and scope of Mathematics, and of the combination of comprehension, technical expertise, logic and rigour of practising mathematicians
- Developing approaches that will equip students with the confidence to acquire and apply the mathematical knowledge and skills required in our increasingly complex and demanding society
- Discussing and focussing upon the aspects of Mathematics that stretch and challenge students of all abilities
- Developing expertise and facilitate the sharing of good practice in the teaching of Mathematics.

## THE OBJECTIVES

To consider further the questions of educational principle and practice, and to:

### SCIENCE

- Refresh delegates' thinking about the role of Science in preparing both responsible citizens and specialist scientists for the future
- Share and refine ideas for rigorous, exciting and sustainable developments in the Science programme at school
- Learn about some current lines of research and new applications in real world Science
- Discuss the impact of national policies and practices on the effectiveness of Science teaching and consider ways forward for improvement.

### MATHEMATICS

- Promote self-confidence in teachers to present curriculum ideas in a more flexible, creative and mathematically rigorous way
- Consider applications of Mathematics, such as how to model the shape of the human face and the links between Mathematics and other subjects, for example Art, History and Music
- Promote greater challenge for both teachers and students in the classroom and give students a better understanding of mathematical reasoning.

# Programme

TIME	SCIENCE	MATHEMATICS
0900-1030	Registration	
1030-1050	Course Welcome by Course Director	
1050-1150	Pupil Panel	
1150-1210	Break	
1210-1310	<b>Keynote Address</b> <b>Lord Rees</b> <i>Life and the Earth from a Cosmic Perspective</i>	
1310-1400	Lunch	
1400-1530	<b>Group Workshop 1</b> <i>Why do we teach Science?</i>	<b>Group Workshop 1</b> <i>Why do we teach Mathematics and what are the issues in Mathematics education?</i>
1530-1600	Break	
1600-1700	<b>Lecture</b> <b>Francis Wells</b> <i>Leonardo da Vinci: The case for lifelong self-education</i>	<b>Lecture</b> <b>Dr David Acheson</b> <i>Maths, magic and playing the guitar</i>
1700-1830	<b>Group Workshop 2</b> <i>Sharing good practice</i> <i>SP linked session</i>	<b>Group Workshop 2</b> <i>Sharing good practice</i>
1830-1900	Break	
1900	Reception and Dinner: After dinner talk by <b>Dr Emily Shuckburgh</b>	



"The residential has such a clear and vital vision. Pupils cannot but be enriched by all that the residential strives to do."  
 2011 Residential delegate

**Saturday 24th March 2012**

TIME	SCIENCE	MATHEMATICS
0900-0930	Schools' Programme Overview	
0930-1030	<b>Choice of Lecture</b> <b>Dr Hugh Hunt</b> <i>Dambusters: Building the bouncing bomb</i>	<b>Lecture</b> <b>Professor Celia Hoyles OBE</b> <i>Reconciling the learner's and teacher's views of Mathematics</i>
	<b>Dr David Bainbridge</b> <i>Being young and getting old: Why ageing is confusing</i>	<b>Group discussion and reflection</b>
1030 - 1100	Break	
1100 - 1200	<b>Lecture</b> <b>Professor Robin Millar</b> <i>Rethinking Science education: Meeting the challenge</i>	<b>Group Workshop 3</b> <i>Making Mathematics engaging for all: Can we overcome the difficulties that occur when teaching Mathematics?</i>
1200 - 1300	<b>Group Workshop 3</b> <i>Exploring current issues in Science education</i>	
1300 - 1400	Lunch	
1400 - 1500	<b>Choice of lecture</b> <b>Dr Rebecca Fitzgerald</b> <i>Advances in early cancer diagnosis</i>	<b>Choice of lecture</b> <b>Tom Bree</b> <i>Geometry - the beauty of visual Mathematics</i>
	<b>Dr Bill O'Neill</b> <i>Manufacturing the impossible? The development of advanced production technologies for the 21st century</i>	<b>Professor Adrian Bowman</b> <i>Statisticians count</i>
1500 - 1530	Feedback on issues in Science education	Break
1530 - 1600	Break	
1600-1730	<b>Group Workshop 4</b> <i>Sharing development objectives</i>	
1730-1830	<b>Choice of lecture</b> <b>Professor Rupert Sheldrake</b> <i>The extended mind - recent experimental evidence</i>	<b>Choice of lecture</b> <b>Dr Vinay Kathotia</b> <i>Practical Mathematics</i>
	<b>Dr Sally Boss</b> <i>From the ural mountains to the clinic: The platinum group metals as anticancer agents</i>	<b>Dr Jennifer Piggott</b> <i>Mathematical habits of mind</i>
1830-1900	Break	
1900	Reception and Dinner: After dinner talk by <b>Hugh Aldersey-Williams</b>	

"Since time is a precious commodity in the teaching profession; it has been a breath of fresh air to hear eminent speakers who are all specialists in their field. The lectures have been inspiring, motivational and highly interesting and enjoyable. An absolute gift."  
 2011 Summer School delegate

**Sunday 25th March 2012**

TIME	SCIENCE	MATHEMATICS
0900 – 1100	<b>Group Workshop 5</b> <b>Deborah Parren</b> <i>Getting Practical</i>	0930-1030 <b>Group Workshop 5</b> <b>Charlie Gilderdale</b> <i>If you want to build higher, dig deeper</i>
1100 – 1130	<b>Break</b>	1030 - 1100 <b>Break</b>
1130 – 1230	<b>Choice of lecture</b> <b>Dr Lisa Jardine Wright</b> <i>Inspiring, stretching and exciting future physicists through astronomy, mathematics and outreach</i>  <b>Dr Michael Berenbrink</b> <i>Of Bladders and Buoyancy - Evolution of the Fish Swim Bladder</i>	1100 - 1230 <b>Charlie Gilderdale</b> <b>NRICH Workshop:</b> <i>If you want to build higher, dig deeper</i>
1230 – 1330	<b>Lunch</b>	
1330 – 1530	Report back on key themes <b>Plenary discussion with panel of educationalists</b>	
1530 - 1545	Evaluations	
1545	Depart	



## KEYNOTE AND AFTER DINNER SPEAKERS



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**Professor Martin Rees** is a distinguished astronomer and cosmologist, with great experience of lecturing to non-specialist groups. He holds the positions of Astronomer Royal and Master of Trinity College Cambridge, and is a member of the British House of Lords. He was President of The Royal Society during its landmark 350th anniversary. Lord Rees has made important contributions to many branches of Astronomy and Cosmology, and has also written extensively across a range of key scientific and social issues.

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**Dr Emily Shuckburgh** is a climate scientist and leads the Open Oceans research group at the British Antarctic Survey, which is focussed on understanding the role of the polar oceans in the global climate system. She is also a fellow of Darwin College, a member of the Faculty of Mathematics, an associate of the Cambridge Centre for Climate Change Mitigation Research and a member of Faculty for many programmes of the Cambridge Programme for Sustainability Leadership, all at the University of Cambridge. In the past she has worked at Ecole Normal Supérieure in Paris and at MIT. At present she is undertaking a part-time secondment to the UK Government's Department of Energy and Climate Change. She is a fellow of the Royal Meteorological Society and Chair of their Scientific Publications Committee.



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**Hugh Aldersey-Williams** is a writer and curator with interests in Science, Architecture and Design. As a journalist, he has written widely for newspapers and magazines both in the United States, where he lived in the 1980s, and in Britain. He is the author of a number of popular science titles, including *The Most Beautiful Molecule* (1994), which tells the story of the Nobel Prize-winning discovery of the molecular new form of carbon, buckminsterfullerene. He was the design critic of the *New Statesman* during the heyday of Cool Britannia and New Labour. In the 2000s, he curated the *Zoomorphic* and *Touch Me* exhibitions at the Victoria and Albert Museum, and *Identity: Eight Rooms, Nine Lives* at the Wellcome Collection. His latest book is *Periodic Tales* (Penguin, 2011), a cultural companion to the chemical elements. He is presently working on an art exhibition related to the elements at Compton Verney House in Warwickshire and a new book about the human body. He lives in Norfolk with his wife and son and two Maine coon cats.

*"It has reinspired me and re-awakened my passion for languages as well as reminding me how much I loved studying myself. This I hope to bring back to my pupils in order to inspire them in the same way."*

2011 Summer School delegate

**Monday 26th March 2012**



**Liz Francis** taught in London schools for 5 years before working in a number of government agencies including SCDC, SEAC, SCAA and QCA. At QCA she worked on new modular A Levels for Curriculum 2000 and 14-19 developments. She left QCA to work as a 14-19, then senior advisor for Suffolk LA, where she also worked as an Ofsted inspector.

She was the Director of Workforce Strategy, Standards and Qualifications at the Training and Development Agency (TDA) for 7 years. This involved supporting schools in improving the quality and impact of professional development. She led TDA's work on training and teaching schools, professional standards, professional development scholarships and school partnerships. She has recently joined the Department for Education where she is leading work on teacher training and development.

**Mary Ratcliffe** has taught in several comprehensive schools in East Anglia, taking posts of responsibility and being involved in regional curriculum development. Following a move to the University of Southampton, she gained extensive experience in supporting and leading initial teacher education, professional development and research. Her research and development interests focus on effective teaching and learning practice in science and she has published widely in this field. She has been Chair of the Association for Science Education. Before joining Myscience as Associate Director, in 2009 she was Head of the School of Education at the University of Southampton. She oversees the National Science Learning Centre, Regional Science Learning Centres and National STEM Centre programmes and leads on research and evaluation for the organisation.



**Professor Stephen Sparks** is Chair of the Advisory Committee on Mathematics Education (ACME) and succeeded Dame Julia Higgins in January 2012. The ACME Chair is traditionally a 'user of mathematics' rather than a research mathematician – Professor Sparks has been a Professor of Geology at the University of Bristol since 1989. His research interests have been in volcanology and the applications of fluid mechanics in modelling geological flows, and applying statistical methods to the assessment of natural hazards and their attendant risks. He is currently a member of the Government Chief Scientific Advisor's SAGE (Scientific Advice for Emergencies) group, is on both the Council and Board of the American Geophysical Union and Deputy Chair of the Council Leadership Team, and has previously served as President of the Geological Society of London and President of the International Association of Volcanology and Chemistry of the Earth's Interior.



**Paul Steer** has been Partnerships Director (formerly Stakeholder Relations) at Oxford Cambridge and RSA Examinations (OCR) since 2005. The area was created to further develop OCR's relationships with all organisations that have an interest in education and assessment and to work with them to influence the development of policy and regulation around qualifications. Mr Steer has a long track record of working with qualifications, having joined RSA Examinations Board in 1993. He is a founder and Deputy Chair of the Federation of Awarding Bodies, Chair of OCR's Higher Education Consultative Forum and Chair of the OCR/Cambridge International Examinations Mathematics Council.



## Keeping in Touch

### SCHOOLS PROGRAMME

As you have attended this Residential, your school department is eligible to join The Prince's Teaching Institute Schools Programme.

The Schools Programme is a membership scheme that gives you the opportunity to stay in touch with teachers you have met and allows you to continue to promote the spirit of the Residential once back at school. Members share ideas and projects that enhance their department's subject provision, and meet every year to share experiences and devise further ideas.

Membership gives all members of your department access to the continuously updated resources in the PTI's Staffroom area of the website, discounts on Continuing Professional Development and, after a year, the opportunity to use the PTI Mark on your school's stationery and website (above).

Membership is obtained by discussing and agreeing your departmental objectives with your Teacher Leader, and requires the agreement of the School's Headteacher and Chair of Governors.

For further details please talk to any member of the PTI team at the Residential, or e-mail [ellie.millington@princes-ti.org.uk](mailto:ellie.millington@princes-ti.org.uk)

### CONTINUING PROFESSIONAL DEVELOPMENT

The Prince's Teaching Institute provides one day subject-based Continuing Professional Development courses. Combining academic lectures and teacher workshops, the courses are similar to a day of the Residential, but are usually focussed on a particular area of syllabus. The days are devised and led by practicing teachers who have been to a Residential. The PTI office provides all logistical support and will invite speakers.

Past speakers include Professor Marcus du Sautoy, Professor David McKay, and Dr Simon Boxall. Details of forthcoming events can be found at: [www.princes-ti.org.uk/events](http://www.princes-ti.org.uk/events)

We welcome offers to run an event, and if you are interested, please e-mail Sarah Shaw: [sarah.shaw@princes-ti.org.uk](mailto:sarah.shaw@princes-ti.org.uk)

### PTI STAFFROOM AREA

The public pages of [www.princes-ti.org.uk](http://www.princes-ti.org.uk) contain details of all of our activities and events. Membership of the Schools Programme allows you to access the Staffroom area of the website and its expanding library of resources. As well as the opportunity to listen again to many of the lectures from this Residential, you will be able to hear podcasts of speakers from previous PTI events, and also access presentation materials. Should your department join the PTI Schools Programme, all members of your department will gain access to these resources.



## ACKNOWLEDGEMENTS



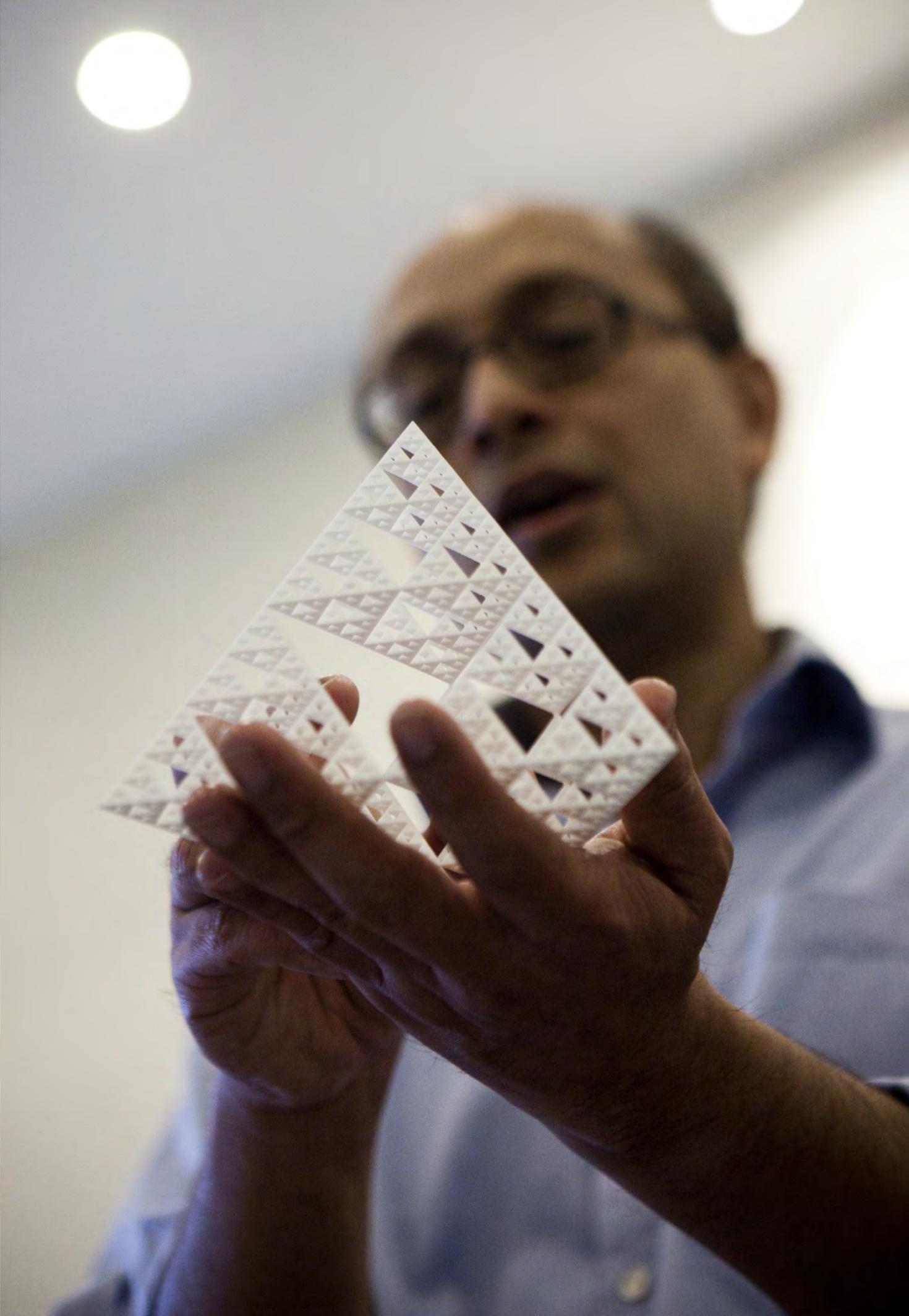
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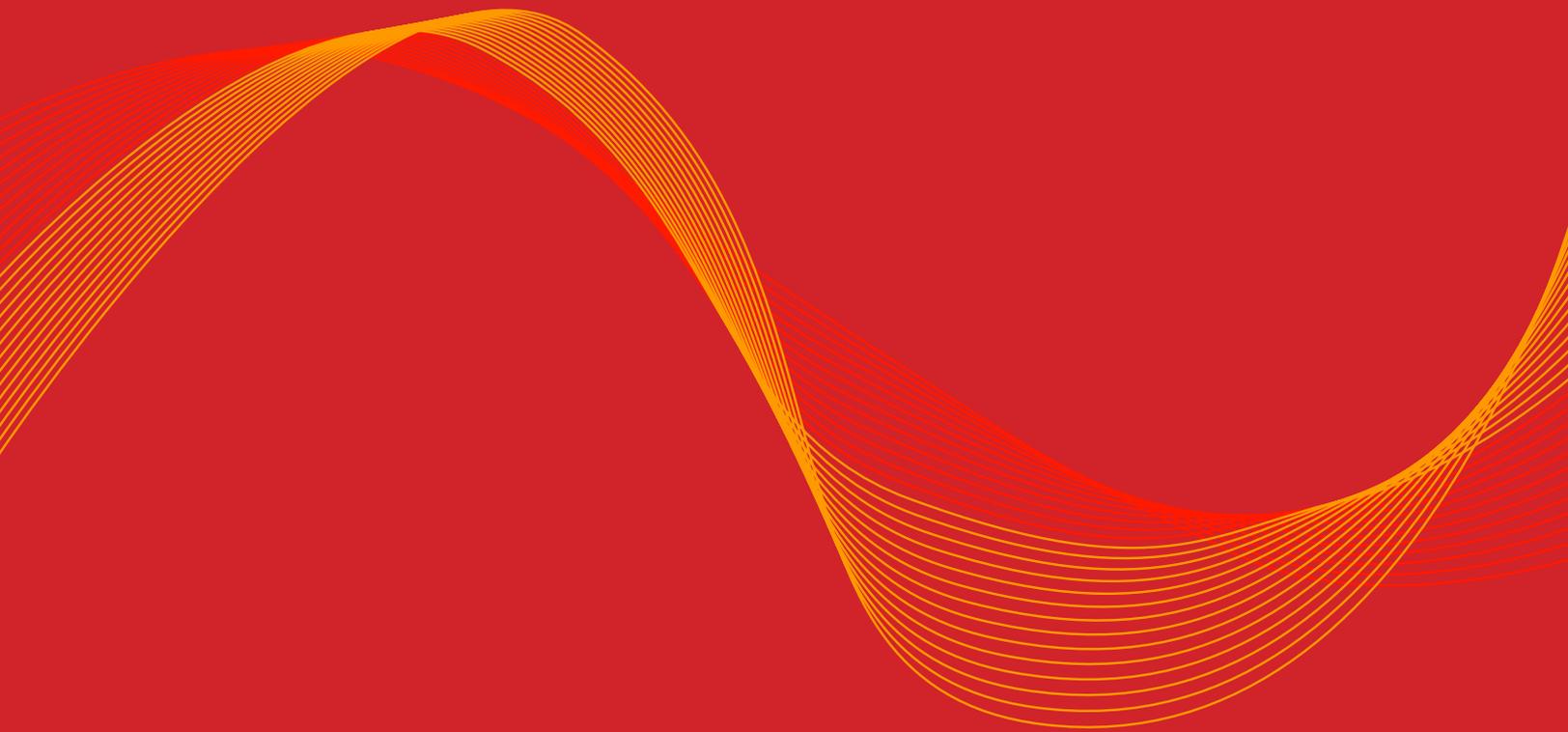
The Prince's Teaching Institute ("the PTI") was formed in 2006 to continue the work of The Prince of Wales Education Summer Schools, to expand its programme of Continuing Professional Development for teachers and develop its support for Residential alumni and their schools. The Board of Trustees of the PTI is chaired by Harvey McGrath, Chairman of Prudential plc. The other Trustees are Alan Kelsey, Dr Kate Pretty, and Peter Wallace. The PTI has two co-Directors, Christopher Pope and Bernice McCabe.

The design of the Residential was led by Oliver Blond, Headteacher, The Henrietta Barnett School. The PTI would like to thank the following people for their support and assistance in organising the Residential: Alastair Cuthbertson, Ivybridge Community College; Dr Robert Ferguson and Natalia Timoshina, North London Collegiate School; and Janet Wright, High Storrs School.

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