

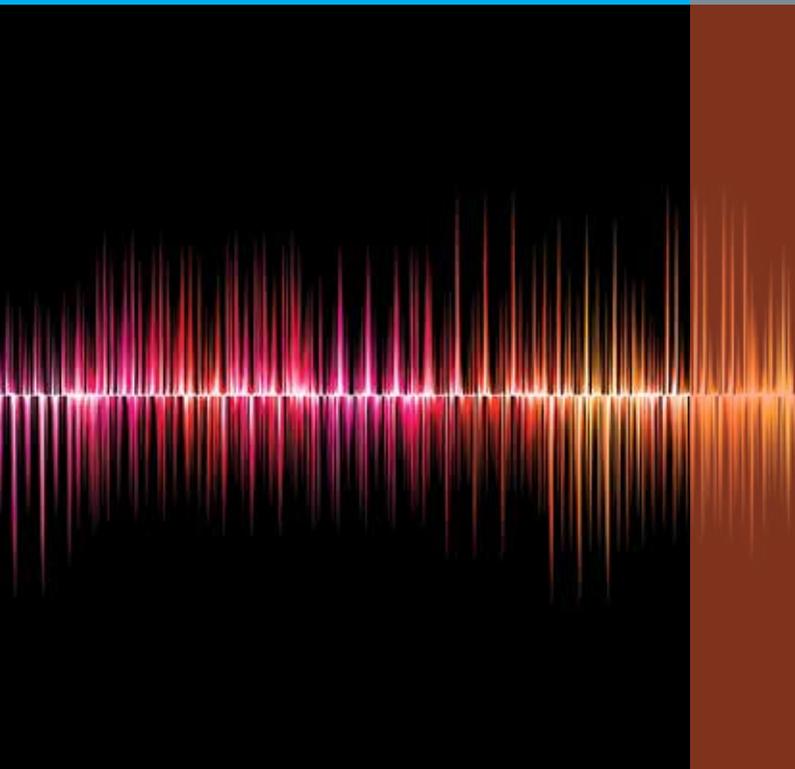


THE PRINCE'S
**TEACHING
INSTITUTE**

Art, English, Mathematics,
Music and Science

Autumn Residential

November 2015, The St Johns Hotel, Solihull





CLARENCE HOUSE

After a recent course run by my Institute, the following comments were typical of those received from delegates through the evaluation process: “Empowerment and nurturing my personal learning needs, I realised, are essential for enabling me to share a passion with my students”, and “I will return to my school with renewed passion for my subject and rekindled empathy for my pupils.”

The fact that there continue to be such enthusiastic responses from the teachers who have taken part in these courses, since my first Summer School was held in 2002, suggests that there is a real hunger for opportunities of this kind among teachers. And this, I am sure, reflects their concern about the importance of what they are doing; a concern which I passionately share.

If the world in which our children will live is to be a better place than the one we inhabit now, it will need a breadth of knowledge and understanding of the kind that only good education can provide. The composition of this year’s Residential provides an ideal opportunity to make connections of this kind.

Coming together with teachers of so many different subjects will, I hope, encourage you to take a wider view of what your teaching may contribute to the education of the whole person. Not only in English and the Creative Arts, which enlarge our perceptions and develop our sense of personal identity through contact with great works of art, music and literature, but also through the combination of these with Science and Mathematics, which I particularly welcome. They are intrinsically related subjects essential to our understanding of the world around us. Only by careful and sympathetic observation of the natural environment – the scientific principles and the numerical patterns – can we fully appreciate the laws that underpin it and so have a chance of maintaining that harmony which is so crucial to the wellbeing of our own and future generations.

There should be much to enjoy in this course, much to learn – from each other as well as from your lecturers – and, I hope, much of lasting value to take back to your schools.

Charles



Welcome from the Course Director

I am delighted to welcome you to this Prince's Teaching Institute Autumn Residential. Every year since the first pilot in 2002, these courses have provided an opportunity for teachers to stand back and reflect on the nature of their subjects, on what is most important in the teaching of them, and how they can improve their teaching so as to inspire the next generation of schoolchildren. The teachers themselves tell us that such opportunities are rare in their professional lives and all the more welcome for that.

The PTI courses traditionally place an emphasis on academic content and we have, as usual, included in this year's programme a number of seminars, presentations and lectures by speakers eminent in their various fields to enable you to discuss subject issues in depth with academics and experts.

In the workshop sessions our aim is to offer you a chance to discuss your 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? To ensure that these discussions do not remain just at the theoretical level but lead to effective action in the classroom, we shall be introducing you to the PTI Schools Programme which is designed to ensure that your departmental planning is centred on inspiration and enrichment.

At the end of every residential course we present our findings to a selection of educationalists from a variety of backgrounds. This provides an opportunity not only for them to hear what 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 policymakers.

The most powerful effect of the PTI 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 Solihull 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.

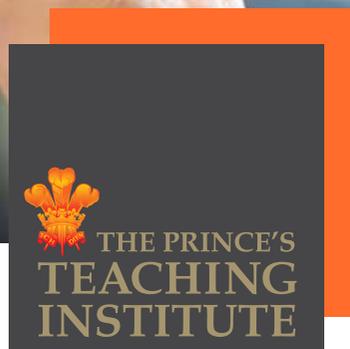
A handwritten signature in black ink that reads "Bernice McCabe". The signature is written in a cursive, flowing style.

Bernice McCabe
November 2015

“life-enhancing”



“inspirational”



Course background

Since the first Prince of Wales Education Summer School in 2002 these residential courses have inspired, invigorated and empowered teachers. They have used this time away from school to explore their subjects with professional colleagues, leading academics and those concerned with directing national education policy. Discussions have focused on the educational importance of every subject represented, 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.

These courses provide an introduction to the PTI Schools Programme, a community of subject leaders that encourages more challenging departmental objectives that enrich the learning of all pupils.

Knowledge and skills

One of the abiding tensions in education is that between the teaching of knowledge and the teaching of skills. Employers tend to stress the importance of acquiring skills and competences, while academics are more interested in the transmission of knowledge. There is of course a balance to be struck and the two should be complementary. The exact balancing point is likely to vary according to particular circumstances and conditions.

The PTI sees the importance of subject knowledge as fundamental. Skills cannot be taught in a vacuum and without knowledge there can be no understanding of the concepts which are the building blocks of mental development. We are part of a cultural continuum; each generation has to build upon what has been learnt, achieved and handed down by previous generations.

This view of education is reflected in the framework of the national curriculum. Its principal aim is stated thus: *“The national curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.”*

Art and Music

The Creative Arts allow pupils to explore the world through sight and sound, and communicate through colour, shape and music. Study of the Arts can fuel innovation and foster critical thinking, conceptualisation and resilience. It both connects us to our cultural heritage and pushes the boundaries of human expression. Teachers of Art and Music who continue to grow as artists, musicians and critics in their own right will have students who trust in their guidance and are inspired by their craft. To nurture our future artists and musicians we must find a way to balance the demands of the core curriculum with the need to give all children access to these vital subjects, and ensure that we do not discourage our talented students from pursuing their passions.

English, Mathematics and Science

Through the study of English we gain not only the means of effective communication, but also immersion in the joy of language and the gateway to all learning. This presents a challenge for teachers, who must engage and excite students with a wide range of interests and abilities in ever more challenging material.

Mathematics has applications ranging from the everyday and practical to the highest levels of abstract thought; to prepare students for further study, teachers must be given the time and the space to teach for mastery and deep understanding at every stage. In a challenging recruitment environment, support for Maths teachers in developing their own understanding and passion for the subject is a means of attracting more to the profession and retaining the best teachers.

Science encompasses a wealth of world-changing discoveries and insights, to which every child is entitled to be introduced. Teachers of Science must be able to provide the detailed and up-to-date knowledge of the subject on which further scientific progress essentially depends, and they must continue to ensure that pupils benefit from seeing science in action, within and beyond the school laboratory.

For all these subjects, whether it is a matter of attracting more pupils to study them or giving them a better understanding of the concepts involved, good teaching is the key: teaching that stimulates the interest, excites and inspires. Delegates attending this Residential will all have their own ideas about how to achieve this, and the PTI is happy to provide the opportunity for them to learn from each other.

Examination and assessment

Examination and assessment are essential elements in any formal process of education, and they should also encourage good learning. But there has been a widespread and strongly held belief amongst teachers who have attended previous PTI courses that there should be more incentive for teachers trying to develop in their pupils a full appreciation of the richness of their subject, and a closer correlation between the aspirational value of that subject and the way it is examined. Teachers should never feel they have to inhibit their teaching because of testing requirements, but there is little doubt that the combination of League Tables and commercially competing exam boards has tended to encourage teaching to the test and the choice of subjects that are perceived as easier. While this may have been aimed at improving test results, it will have had a distorting effect on the education of some children, leaving them unprepared for higher education and employment.



The aims of the PTI

The Prince's Teaching Institute believes that all pupils, whatever their background or ability, are entitled to be taught by passionate and knowledgeable teachers. We re-connect teachers with their specialist subject, engaging them with leading academics to encourage more rigorous and challenging subject teaching in schools. We demonstrate how children can be inspired, and achieve higher standards, by teaching that goes beyond the constraints of exam syllabuses and by rich subject provision that incorporates extra-curricular activities. We also provide an additional pathway of communication between teachers, higher education and government agencies.

Our aims are to:

- Encourage and inspire teachers by demonstrating good use of academic rigour and challenge in the classroom.
- Create an inspirational forum for teachers, enabling them to step away from the classroom and rediscover their love of their subject.
- 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.
- Promote and provide subject-based continuing professional development for teachers.
- Create stronger links between academic departments in schools and universities.
- Promote and enable a more constructive dialogue between teachers and government educational agencies on issues relating to curriculum development, assessment and training.
- Promote the establishment of a national body, independent of government, that will enhance effective subject teaching and uphold teachers' professional standards.

The PTI was created in 2006, and works in partnership with the University of Cambridge. It grew out of The Prince of Wales Education Summer Schools which, since 2002, have provided opportunities for teachers to come together to debate, and where necessary challenge, teaching approaches to their subject.

The aims of the course



ART and MUSIC

- To reaffirm the value of the Arts, to personal development as well as to the economy and wider society, through a knowledge and understanding of historical and contemporary concepts and practices.
- To nurture teaching which engenders creative curiosity and aesthetic appreciation.
- To re-inspire the teacher as a creative practitioner with the confidence to work with students towards a diverse range of practical outcomes and compositional processes.

ENGLISH

- To ensure continued debate about the importance of studying English Literature, its integrity as a subject and its place within the curriculum.
- To develop subject expertise and facilitate the sharing of good practice in the teaching of English Literature.
- To highlight the value of literature in developing the linguistic range, understanding, and confidence of students.
- To develop in teachers the confidence to introduce students, whatever their background or ability, to challenging texts in order to promote interest in the subject, intellectual independence and critical thinking.

MATHEMATICS and SCIENCE

- To provide an inspirational forum for leading teachers to discuss the importance and central role of Mathematics and Natural Sciences in the school curriculum.
- To promote an understanding of the nature and scope of Mathematics and the Sciences, and of the combination of comprehension, technical and practical expertise and logical reasoning necessary for the successful pursuit of these disciplines.
- To facilitate the sharing of good practice in teaching these subjects at secondary level, to make learning them a stimulating, challenging and engaging experience for students of all abilities.
- To consider approaches that will stretch and challenge students and give them the confidence to apply the knowledge and skills required in our increasingly complex and demanding society.
- To encourage leading teachers to reflect on both curricular and extra-curricular Mathematics and Science provision in their schools, planning for focused developments to improve engagement and raise standards of achievement.

ART

- To consider why we teach Art: its contribution to intellectual as well as visual acuity.
- To examine what role art partnerships, artist residencies and critical awareness play in evolving our practice.
- To explore how learning in the Arts prepares students for today's society by developing important transferable skills such as problem-solving.
- To discuss how we as Art teachers can challenge ourselves to deliver the best practice possible and create dynamic and memorable classroom experiences through a continual renewal of our passion for the subject and a re-enchantment with the education process.

The objectives of the course

ENGLISH

- To explore the literary tradition and its significance; to discuss ways of giving students a sense of this tradition to support them in their discovery of themselves and the culture in which they participate.
- To identify the kinds of literary texts students should study at each key stage.
- To exchange ideas about reading, writing and oral activities that are most likely to develop in students a capacity for independent critical thinking, combined with intellectual rigour.
- To discuss the best ways of approaching challenging texts in order to make them enjoyable and rewarding for all students, regardless of their background and ability.

MUSIC

- To determine what music contributes to education in the wider sense.
- To reflect on how students can gain an understanding of historical progression through the teaching of repertoire and genre.
- To discuss what are the most effective ways to encourage curiosity of music in young people.
- To exchange ideas about which teaching strategies and technology inspire, excite and are most effective.
- To consider how learning an instrument and a school's instrumental provision contribute to students' greater understanding of music.

MATHEMATICS

- To promote self-confidence in teachers to present curriculum ideas in more flexible, creative and mathematically rigorous ways.
- To share and refine ideas for challenging, exciting and sustainable developments in the Mathematics programme in schools.
- To consider applications of Mathematics, such as engineering and animal behaviour; to look at the links between Mathematics and other subjects, for example History.
- To promote greater challenge in the classroom for both teachers and students and give students a better understanding of mathematical reasoning.

SCIENCE

- To share best practice and engage in supportive, constructive discussion with colleagues about the work of their department.
- To plan for developing some innovative curricular and extra-curricular activities with ideas that work, ready to take straight back to school.
- To experience some exciting examples of current developments in the Sciences, through speaker presentations which can be used to bring Science teaching to life.
- To reflect on the key role of the wider 'STEM agenda' (Science, Technology, Engineering and Mathematics) in effective provision for the future.
- To free the spirit of enquiry to build the confidence of teachers and students alike in the value of an ambitious Science programme in schools.



Schedule

TIME	MATHEMATICS	SCIENCE
0900-1000	Registration	
1000-1025	Course welcome Bernice McCabe, Course Director	
1025-1140	Keynote address <i>Ah, aha and haha:</i> <i>The creative side of mathematics</i> Rob Eastaway	Keynote address <i>Frozen in time:</i> <i>The archive of past climate and atmospheric change</i> Dr Robert Mulvaney OBE
1140-1200	Refreshment break	
1200-1245	Pupil panel <i>A passion for Mathematics and Science</i>	
1245-1345	Lunch	
1345-1515	Teacher-led workshop <i>Why do we teach Mathematics and what are the issues in Mathematics education?</i>	Teacher-led workshop <i>Why do we teach Science?</i>
1515-1530	Refreshment break	
1530-1630	Lecture <i>New directions in statistics</i> Neil Sheldon	Lecture <i>The world of particles: Recent discoveries and open questions</i> Dr Cristina Lazzeroni
1630-1800	Teacher-led workshop <i>Sharing good practice</i>	Teacher-led workshop <i>Sharing good practice</i>
1800-1930	Break	
1930	Drinks reception and dinner: After dinner speaker, Julia King DBE FREng, Baroness Brown of Cambridge	

TIME	ART	ENGLISH	MUSIC
0900-1000	Registration		
1000-1025	Course welcome Bernice McCabe, Course Director		
1025-1140	Keynote address Deborah Kermode	Keynote address <i>What is Romanticism?</i> Professor Sir Jonathan Bate CBE	Keynote address <i>Whose new music?</i> Stephen Newbould
1140-1200	Refreshment break		
1200-1245	Pupil panel <i>A passion for Art, English and Music</i>		
1245-1345	Lunch		1245-1325 Lunch
1345-1445	Teacher-led workshop <i>Sharing good practice</i>	Teacher-led workshop <i>Why do we teach English Language and Literature, and what are our current professional preoccupations?</i>	1325-1425 Lecture <i>The songs of the Carmina Burana</i> Dr Henry Hope
1445-1545	Lecture <i>Excellent art: A moving target</i> Hughie O'Donoghue	Lecture <i>From romance to Romanticism</i> Dr Corinna Russell	1425-1525 Teacher-led workshop <i>Sharing good practice</i>
1545-1600	Refreshment break		1525-1530 Refreshment break
1600-1700	Lecture <i>The Pre-Raphaelite Movement</i> Dr Jan Marsh	Lecture <i>Romanticism and/as poetry</i> Dr Ross Wilson	1530-1630 Lecture <i>Decoding harmony in contemporary popular music: Understanding the effect of harmonic decisions on audiences</i> Atar Shafighian
1700-1800	Teacher-led workshop <i>Why do we teach Art?</i>	Seminar <i>Romanticism and poetry</i>	1630-1730 Teacher-led workshop <i>Why do we teach Music?</i>
1800-1930	Break		1730-1830 Dinner
1930	Drinks reception and dinner: After dinner speaker, Julia King DBE FREng, Baroness Brown of Cambridge		1830-2200 Concert at Symphony Hall

TIME	MATHEMATICS	SCIENCE
0900-0915	Introduction to the PTI Schools Programme	
0915-1020	<p>Lecture <i>The M in STEM</i> Garrod Musto</p>	<p>0915-1030 Lecture <i>What's so special about science education? Myths and realities</i> Yvonne Baker</p>
1020-1120	<p>Lecture <i>Have you drawn a diagram?</i> Dr Elizabeth Kimber</p>	<p>1030-1110 Teacher-led workshop <i>What are the current issues for secondary Science education?</i></p>
		<p>1110-1140 Plenary <i>What are the current issues for secondary Science education?</i></p>
1120-1140	Refreshment break	1140-1200 Refreshment break
1140-1300	<p>Teacher-led workshop <i>Beyond the curriculum: Making mathematics engaging for all - how can we overcome the difficulties that occur when teaching Mathematics?</i></p>	<p>1200-1300 Lecture <i>The immune response across the life course (Why can't Granny fight the superbugs?)</i> Professor Janet Lord</p>
1300-1400	Lunch	
1400-1500	<p>Lecture Dr Lisa Collins <i>Cock o'the (random) walk: The maths of animal behaviour</i></p>	<p>Lecture</p>
1500-1630	<p>Teacher-led workshop <i>Developing subject provision in your department</i></p>	<p>Teacher-led workshop <i>Developing subject provision in your department</i></p>
1630-1700	Refreshment break	
1700-1800	<p>Lecture <i>Yes, we have no pie today</i> Dr Piers Bursill-Hall</p>	<p>Lecture <i>Freeing the spirit of enquiry</i> Dr Rupert Sheldrake</p>
1800-1930	Break	
1930	Drinks reception and dinner: After dinner speaker, Stephen Maddock	

TIME	ART	ENGLISH	MUSIC
0900-0915	Introduction to the PTI Schools Programme		
0915-1020	Lecture <i>Why we need art</i> Dr Richard Hickman	Lecture <i>Charlotte Bronte and the limits of romance</i> Dr Aleksandar Stević	Lecture <i>Assessment in music education: Some thoughts on ways forward</i> Professor Martin Fautley
1020-1120	Lecture <i>Life in the wild</i> Tom Mason	Seminar <i>Victorian romance, anyone?</i> Dr Aleksandar Stević	1020-1115 Teacher-led workshop <i>What music do we teach?</i>
1120-1140	Refreshment break		1115-1130 Refreshment break
1140-1240	Teacher-led workshop <i>What art do we teach?</i>	Teacher-led workshop <i>Sharing good practice</i>	1130-1230 Lecture <i>Oh Albion! Some landscapes of English music</i> Professor Daniel Grimley
1240-1320	Lunch	1240-1340 Lunch	1230-1320 Lunch
1320-1645	Visit Birmingham Museum Art Gallery and Ikon Gallery	1340-1540 Workshop Royal Shakespeare Company	1320-1410 Talk <i>Working in partnership with music hubs</i> Lucy Galliard, CBSO
		1540-1600 Refreshment break	1410-1510 Teacher-led workshop <i>Developing subject provision in your department</i>
1600-1700	1645-1700 Refreshment break	Lecture <i>Shakespeare's romances: Lost and found</i> Dr Hester Lees-Jeffries	1520-1620 Lecture <i>Éclairs sur l'Au-Delà...: Messiaen's career after his final work</i> Professor Christopher Dingle
1700-1800	Teacher-led workshop <i>Developing subject provision in your department</i>	Teacher-led workshop <i>Developing subject provision in your department</i>	1620-1820 Workshop <i>Promoting excellence in group singing</i> Lee Reynolds
1800-1930	Break		1820-1930 Break
1930	Drinks reception and dinner: After dinner speaker, Stephen Maddock		

Schedule Monday 16th November 2015

TIME	MATHEMATICS	SCIENCE
0900-1100	<p>Workshop <i>Hanging on in mathematics: Fortification and execution in the classroom</i> Peter Ransom</p>	<p>Workshop <i>Building curiosity in the Science classroom</i></p>
1100-1130	Refreshment break	
1130-1230	Workshop continues	Workshop continues
1230-1315	Lunch	
1315-1415	<p>Closing seminar Susan Pope - Association for Teachers of Mathematics Shaun Reason - Association for Science Education Eddie Wilde - OCR Mathematics Stephen Diston - OCR Science Brian Cartwright HMI - Ofsted</p>	
1415-1515	Closing plenary	
1515	Departure	

TIME	ART	ENGLISH	MUSIC
0900-1100	Workshop <i>Life drawing</i> Royal Drawing School	Workshop <i>Creative writing</i> Roland Chambers	Workshop <i>Improvisation and composition</i> Howard Moody
1100-1130	Refreshment break		
1130-1230	Workshop continues	Teacher-led workshop <i>Collaboration and networking</i>	Workshop <i>How do you create the perfect recital programme?</i> John Thwaites
1230-1315	Lunch		
1315-1415	Closing seminar Michelle North - OCR English Marie Jones - OCR Music Henry Vann - ISM Paul Tomlinson - CIE		
1415-1515	Closing plenary		
1515	Departure		

KEYNOTE SPEAKERS

ART

Deborah Kermode

Deborah Kermode has been Deputy Director at Ikon since October 2011. Before that she was the Director of Bright Space, an arts education charity that delivered the national programme of the Arts Council of England's Creative Partnerships for Birmingham and produced cultural opportunities for children and young people. After completing an MA in Museum Studies at Leicester University, Deborah became curator at Ikon where she developed the internationally acclaimed Off-site programme. She has worked since as Producer for Fierce Festival, Birmingham Opera Company, RSC, and Capsule, bringing programmes as diverse as opera, live art and heavy metal music to younger audiences. She is currently a trustee of the Supersonic Festival.



ENGLISH

Professor Sir Jonathan Bate CBE

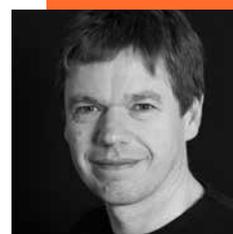
Biographer, critic, broadcaster and scholar Jonathan Bate is Provost of Worcester College and Professor of English Literature at Oxford. His many books include acclaimed works on Shakespeare, *The Genius of Shakespeare* and *Soul of the Age*, and a biography of the poet John Clare that won Britain's two oldest literary awards, the Hawthornden Prize and the James Tait Black Prize. In the 2015 New Years Honours list, he was knighted for his services to literature. His new book, *Ted Hughes: The Unauthorised Life*, was published globally by HarperCollins in October.



MATHEMATICS

Rob Eastaway

Rob Eastaway is an author and speaker, with a particular interest in communicating about the maths of everyday life. His many books include the bestselling *Why Do Buses Come in Threes?* and *Maths for Mums and Dads*. After gaining a degree in engineering at the University of Cambridge he spent several years as a management consultant using maths to tackle business problems, before going solo to concentrate on writing and speaking. He is the Director of Maths Inspiration, a national programme of interactive lecture shows for 14-17 year olds which last year reached audiences of over 20,000. He often appears on BBC radio to comment on topical maths issues, and is a regular guest on Radio 4's *Today Programme* and *More or Less*. He is a former President of the Mathematical Association.



MUSIC

Stephen Newbould

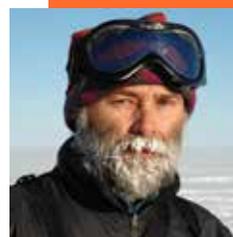
Stephen Newbould has been Artistic Director of Birmingham Contemporary Music Group since 2001, having helped launch BCMG from within the City of Birmingham Symphony Orchestra in 1987. Between 1988-92 he worked as a music teacher, an Arts Council music officer, and for Yehudi Menuhin's Live Music Now! scheme. Under his leadership BCMG has toured throughout the UK and Europe, to India and the US, and last month made its debut in Mexico. Stephen is an Honorary Fellow of Birmingham Conservatoire, an Honorary Associate of the Royal Academy of Music, and in 2011 he and Jackie Newbould (BCMG's Executive Producer) received the Royal Philharmonic Society's Leslie Boosey Award for their contribution to contemporary music.



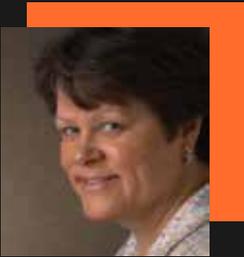
SCIENCE

Dr Robert Mulvaney OBE

Dr Mulvaney is the Science Leader of the Ice Dynamics and Palaeoclimate team at British Antarctic Survey (BAS). He has been responsible for many years for the BAS ice core analytical programme and the development of the continuous flow analysis system for rapid analysis of ice cores. Dr Mulvaney has many seasons' experience in the field in Antarctica, Greenland and the Arctic, either taking part in multinational ice drilling projects or leading the UK ice drilling projects. Major successes include leading the ice core drilling projects to bedrock on Berkner Island, James Ross Island and Fletcher Promontory plus numerous other shallow and medium depth ice core projects.



AFTER DINNER SPEAKERS



Julia King DBE FEng, Baroness Brown of Cambridge

After an academic career at Cambridge University, Julia King held senior business and engineering posts at Rolls-Royce for eight years. She returned to academia as Principal of the Engineering Faculty at Imperial College, London, becoming Vice-Chancellor of Aston University in December 2006. Baroness Brown currently advises government as a member of the Committee on Climate Change, the Science and Technology Honours Committee, the Airports Commission, as the UK's Low Carbon Business Ambassador, and previously as a non-executive Director of the Department for Business, Innovation & Skills, through the King Review (2008) on reducing vehicle emissions, and as a member of the Browne Review (2011) on university funding. She is a Fellow of the Royal Academy of Engineering and was awarded a CBE in 1999 and a DBE in 2012.

Stephen Maddock

Stephen Maddock was appointed Chief Executive of the City of Birmingham Symphony Orchestra in 1999. He is responsible for all the activities of one of the world's great symphony orchestras, and also for its five choruses, its youth orchestra, its learning programme and its administrative and rehearsal home, CBSO Centre. He has been a CD reviewer for the BBC Music Magazine and programme note writer for the Wigmore Hall, an artistic assessor for the Scottish Government, a member of the National Directors' Forum of the National Campaign for the Arts, and a board member of the Association of British Orchestras, Warwick Arts Centre, Birmingham Arts Marketing and a Governor of Hodge Hill School. He is currently a Director of Marketing Birmingham, a member of the Court at the University of Birmingham and a Trustee of the Henry Barber Trust, supporting the University's Barber Institute. He is also one half of the Midlands team on BBC Radio 4's *Round Britain Quiz*. In May 2012 he was named Director of the Year (Not for Profit category) by the Institute of Directors at their West Midlands awards ceremony.





 **2015**
THE PRINCE'S
TEACHING
INSTITUTE
9 subjects

"This has
restored my
love for my
subject"



"It has
reminded me
why we teach"

Keeping in touch

The PTI Schools Programme

As you have attended this Residential, your 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 staff in your department access to the resources of the Staffroom area of the PTI website, discounts on professional development courses and, after a year, the opportunity to use the PTI Mark (opposite) on your school's stationery and website. You can join the programme by discussing and agreeing your departmental objectives with your Residential Teacher Leader, and requires the agreement of your school's head and chair of governors.

For further details please talk to any member of the PTI team at the Residential, or email Alice Arkwright: alice.arkwright@princes-ti.org.uk.

Professional development

The Prince's Teaching Institute provides one-day subject-based professional development courses. Combining academic lectures and teacher-led workshops, the courses are similar to a day of the Residential, but are usually focused on a particular area of the curriculum. The days are devised and led by practicing teachers, and the PTI provides all logistical support, including inviting guest speakers.

Past speakers have included Sir Tom Stoppard, Jools Holland, Dr David MacKay and Professor Marcus du Sautoy OBE.

Details of forthcoming events can be found at: www.princes-ti.org.uk/events.

We welcome offers to run these courses. If you are interested, please email Guy Norton: guy.norton@princes-ti.org.uk or Danielle Mayoss: danielle.mayoss@princes-ti.org.uk.

Website

The public pages of 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 access a wealth of presentation materials and teaching resources. Should you join the PTI Schools Programme, all members of your department will gain access to these resources.



Thank you to all our donors

The Prince's Teaching Institute would like to thank all our donors, in particular members of the 2012 Club and Patrons, listed below, as well as a number of anonymous donors, who have committed multi-year financial support to the charity.

2012 Club

Mr Ian Armitage and Miss Johanna Cunningham
The Blakey Foundation
Mr and Mrs Keith Breslauer
Mr and Mrs Michael Daffey
The Evolution Education Trust
The Hintze Family Charitable Foundation
Dr Costas and Dr Evi Kaplanis
Mrs Catherine Lagrange
The Law Family Charitable Foundation
Mr and Mrs Harvey McGrath
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BERNICE MCCABE Course Director

A head for over 20 years, Bernice McCabe studied English at Bristol University and has an MBA.

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, London Borough of Hounslow. Since 1990 she has been a headmistress: for 7 years of Chelmsford County High School, a maintained grammar school, and since 1997 of North London Collegiate School, a 4-18 independent school, which opened its first overseas coeducational boarding school on the island of Jeju in South Korea in September 2011. NLCS Dubai will open in 2017.

She has served on national education committees in the maintained and independent sectors. From 2010–2014, she was a member of the National Curriculum Review Advisory Committee and in February 2013 she was appointed as an Expert Advisor for the London Schools Excellence Fund, set up by the Mayor of London to promote excellent teaching and help tackle underperformance in London maintained schools.

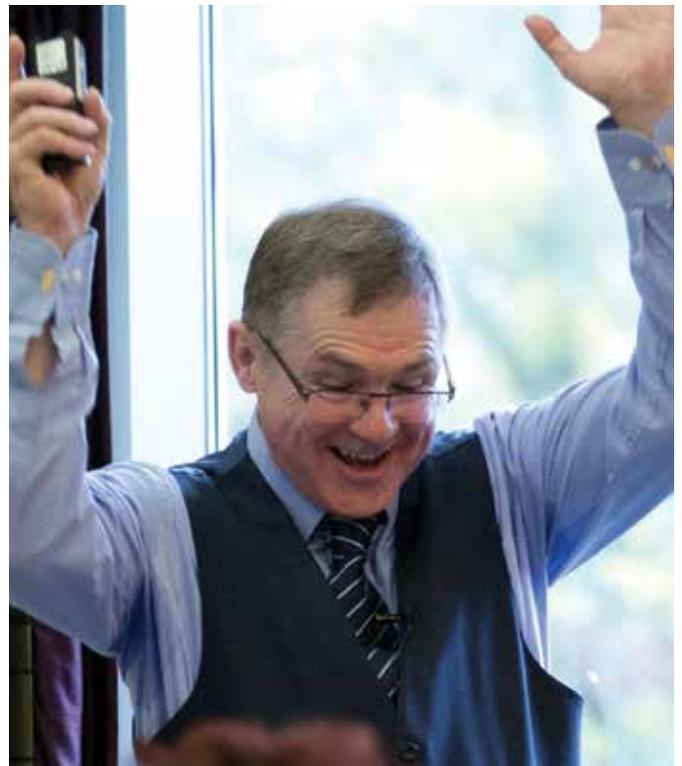
In 2002 she directed the first Prince of Wales Education Summer School. In 2006 the annual Summer Schools grew into The Prince's Teaching Institute which she now Co-Directs.

ACKNOWLEDGEMENTS

The PTI would like to thank Oliver Blond, Alida Allen, Jessica Bedi, Asha Bishop, Gareth Davies, Robert Ferguson, Tom Hardy, Nick Jones, Jennifer Pope, Richard Russell and Natalia Timoshina for the design of this Residential.

The PTI would also like to thank the following people for their support and advice: Elizabeth Allen CBE, Julia Bagguley, Stephen Miles, Barbara Pomeroy and Martin Roberts. We would also like to thank all of the speakers and workshop leaders for their contributions and support at this Residential.

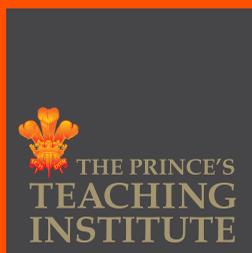
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