

THE PRINCE'S
TEACHING
INSTITUTE



Modern Foreign Languages
Autumn Residential
French, German and Spanish

November 2014, The Oxford Belfry

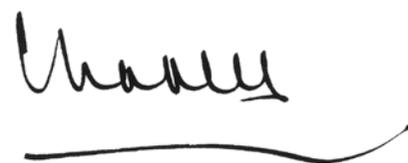


CLARENCE HOUSE

I am so sorry not to be with you in person, but I did, nonetheless, want to welcome you all most warmly to the third residential course that my Prince's Teaching Institute has organized for teachers of Modern Foreign Languages. To judge by the popularity of the preceding two courses, and the enthusiastic feedback from the delegates who attended them, the addition of a foreign language stream to the subjects covered by my Institute has been timely and of distinctive value. Timely, because the study of languages has been diminishing in popularity among students over the past decade while, if I may say so, its importance remains as great as ever; distinctive, in that the programme is devised and delivered by teachers for teachers, with particular emphasis placed on the enhancement of subject knowledge and the necessary enrichment aimed at making languages more attractive to students, as well as deepening their understanding. I am sure you will find yourself among friends who will respect you as a fellow professional. This, as has been demonstrated before, creates an atmosphere which encourages the free exchange of ideas about what works and what does not work in the classroom, and your contribution to that discussion will be greatly welcomed.

It may seem rather an obvious point, but it is surely true to say that languages are the principal means of gaining access to the culture of a country, but without some understanding of that culture, communication between people from different countries must remain at a superficial level. This is why, in my opinion, the study of languages should be more than the mechanical learning of verbal equivalents, but should include learning about the context – social, political and cultural – in which the language is used. So many of today's problems have a global dimension and, therefore, the ability of people to speak to one another in meaningful and empathetical terms has never been more important.

This course will, I hope, provide you with new insights from the lectures and with fresh ideas for teaching and promoting languages from your discussions, whether formal or informal, with your colleagues. And, perhaps, at the end of it you will feel as one delegate was moved to write after the last course for teachers of Modern Foreign Languages: "We have each brought an apple and taken away an orchard."





Welcome from the Course Director

I am delighted to welcome you to the 2014 Prince's Teaching Institute Autumn Residential. What these courses aim to provide is 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 what are the best methods for doing so. This, we are frequently told by the delegates who attend, is what professional development should be about; such opportunities are rare in their experience and all the more welcome for that.

In response to evident demand, and steady pressure from teachers and subject associations, we organised an inaugural Residential Summer School for teachers of Modern Foreign Languages in 2011. This was such a success that we followed it with another, in combination with other subjects, in 2013, and now we are pleased to be able to offer you a third PTI Languages programme: not just the Residential itself but also the Schools Programme and the resources of our website. The importance of MFL is self-evident in spite of, and perhaps because of, its diminishing status in many schools.

These PTI 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. We are most grateful to them for agreeing to come and delighted to have them with us.

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: where for instance should the main emphasis lie in language teaching and why? What are the best methods of teaching and how can more pupils be attracted?

At the end of every Summer School and Residential 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 teachers are thinking, but also for delegates 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 these residential courses to date has been that teachers have gone back to their schools with the stimulus of new ideas and with renewed confidence in their ability to put scholarship and delight 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 Oxfordshire this year. We have designed a course that I am sure you will find both exciting and challenging, and I hope you will return to your classrooms inspired to share your experiences with your pupils and your colleagues.

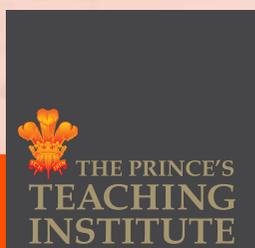
A handwritten signature in black ink that reads "Bernice McCabe". The signature is written in a cursive, flowing style.

Bernice McCabe

November 2014

What do we teach?

“sheer enjoyment
of studying”



COURSE BACKGROUND

The Prince of Wales's long standing concern about the teaching of English Literature and History was the driving force behind the creation of his first Education Summer School in 2002. Its principal aim was to inspire, invigorate and empower teachers of those subjects. The evident success of the initiative led to the Summer School becoming an annual event. After five years sufficient momentum had built up to justify expansion. The Prince's Teaching Institute came into being and with it the Schools Programme which encouraged more challenging departmental objectives. In succeeding years additional subject streams were created: Science in 2007, Geography a year later, Mathematics in 2009, Modern Foreign Languages in 2011 and Creative Arts in 2012. In summer 2013 Latin was added to the language stream, marking the PTI's first engagement with the world of classical antiquity.

LANGUAGE AND CULTURE

Even in a world where English is widely accepted as the principal medium of international transaction and discourse, the arguments for learning other languages are compelling. This is only in part because of the comparative ease of overseas travel and the increased opportunities for employment abroad. In other words, it is not just a matter of being able to communicate at a practical level. Previous delegates have said that what is of more lasting and significant value is the willingness to enlarge one's perspectives by assimilating the ideas, attitudes and sensibilities of our neighbours and those further afield. This can only be done by detailed and concentrated study of other languages and literatures and by immersion in other cultures.

For the teacher it is a challenge as well as an opportunity. Many who choose to teach Languages do so because they are fascinated by the workings of the language, at a level far beyond the requirements of everyday needs. Many have also developed a love for the country itself, and these are things that they want to share with their pupils.

This is all very much in accord with the underlying philosophy of The Prince's Teaching Institute, which promotes rigour and challenge in the study of subjects and also, through its Schools Programme, encourages the pursuit of extracurricular activities which will support and enhance the learning of a subject.

EXAMINATION AND ASSESSMENT

Examination and assessment are of course essential elements in any formal process of education, but they should also encourage good teaching and good learning. There has been a widespread feeling among teachers who have attended previous PTI Residentials 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 present target-driven culture has tended to encourage teaching to the test and the choice of subjects that are perceived as easier; this is certainly a difficulty that Modern Languages teachers are facing. Even able pupils have the perception that it is harder to achieve a top grade in Languages - and thereby a place at a good University - than in some other subjects. That this is genuinely the case is suggested by the recent decision of Ofqual to have another careful look at the marking of Language A Levels and possible disparities in the awarding of top grades.

CURRICULAR CHALLENGES

When the proposal was first put forward to replace the GCSE with an English Baccalaureate it had an immediate effect on the numbers opting for MFL at Key Stage 4. Its subsequent withdrawal meant that the increase was not sustained and the higher number of entries for French and German GCSE in 2013 represents only a temporary halt in the decline of popularity in these languages over the past decade. The EBacc may still be one of a number of measures of accountability used to judge the performance of schools and that perhaps will continue to have a positive effect on recruitment. At A Level the decline is more evident, possibly because of the problems of comparability referred to in the paragraph above. All the greater is the need for teachers to discuss how best to respond to these problems and engender support at senior level to explore and identify solutions.

The revised national curriculum introduced this September imposes a requirement on primary schools to teach a foreign language. This, given the widely differing levels of linguistic knowledge among primary teachers and the range of languages to choose from, means that there will almost inevitably be difficulties in ensuring continuity of study unless there is carefully planned collaboration, the responsibility for which tends to lie with secondary heads of department following the demise of local authority advisors.

A further set of challenges and opportunities is presented by the government's decision to move to a system of 'assessment without national curriculum levels' and the invitation to schools to design their own 'flight paths' between Key Stage 3 and 4, ultimately leading to seamless progression from Key Stage 1 to Key Stage 5. The fact that schools are now more able to design their own curriculum and assessments can mean that creativity is creeping back into lessons, fun can be had, passion shared. Although time consuming, designing a curriculum, with measured milestones, is something that can liberate departments, making this an even more critical time for heads of department to share ideas and resources.



OUR AIMS

The Prince's Teaching Institute believes that all pupils, irrespective of background or ability, are entitled to a rich subject-based curriculum, taught with rigour and passion. Established in 2006, it grew 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 their 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 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 Prince's Teaching 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, higher education and government agencies.

THE AIMS AND OBJECTIVES OF THE COURSE

THE AIMS



THE OBJECTIVES

The course is designed to generate discussion about the nature and purposes of teaching Modern Foreign Languages. In general terms it aims to:

- Develop expertise and facilitate the sharing of good practice in the teaching of Modern Foreign Languages.
- Emphasise the importance of rigorous teaching and of accuracy and correctness in the study of Modern Foreign Languages.
- Highlight the value of Modern Foreign Languages as providing not just a communication skill but also a means for improving pupils' general use of language, for introducing them to important bodies of literature, and for extending their cultural horizons.
- Provide an opportunity to re-inspire, engage and motivate teachers of Modern Foreign Languages, giving them the confidence to introduce pupils, whatever their background or ability, to challenging texts and enriching materials so as to promote an interest in the subject beyond immediate exam requirements.
- Ensure continued debate about the importance of studying Modern Foreign Languages and their place within the curriculum.

The course is intended to re-inspire teachers to teach their subject in a more rigorous, ambitious and creative way, and to influence their colleagues to do the same. In line with the PTI's other courses, it aims to achieve these objectives by providing lectures that allow teachers to re-engage with their subject and by providing workshops that ask the following questions of educational principle:

Why do we teach Modern Foreign Languages?

- What does language learning contribute to education in a wider sense?
- Why should MFL be part of core study for young people?

What should we teach?

- What is important in MFL teaching?
- Which languages should we teach?
- Should we teach literature? If so, which literature should be taught?

How can we best teach Modern Foreign Languages?

- How should languages be taught?
- Should all secondary students be taught MFL?
- Which teaching strategies inspire, excite and are most effective?



TIME	SATURDAY SCHEDULE	
0900-1000	Registration	
1000-1025	Course welcome Bernice McCabe, Course Director	
1025-1120	Keynote address Emma Jane Kirby	
1120-1140	Refreshment break	
1140-1245	Pupil panel	
1245-1345	Lunch	
1345-1445	Group workshop <i>Why do we teach?</i>	
1445-1545	Choice of lecture	
	French Professor Nicholas Harrison <i>Pontecorvo's La Bataille d'Alger (in French)</i>	Spanish Dr Michelle Sheehan <i>Spanish and French in the wider romance context (in Spanish)</i>
1545-1600	Refreshment break	
1600-1700	Choice of lecture	
	French Dr Jessica Goodman <i>Stagestruck: Paris in the century of theatre</i>	German Professor David Midgley <i>The First World War in German literature (in German)</i>
1700-1800	Group workshop <i>Sharing good practice</i>	
1800	Break	
1930	Reception and dinner After dinner talk Sir Ivor Roberts	

TIME	SUNDAY SCHEDULE			
0900-0920	Introduction to the PTI Schools Programme			
	Choice of lecture			
0920-1020	French Dr Simon Kemp <i>Women's writing into the 21st century</i>		Spanish Dr Daniela Omlor <i>The Spanish Civil War and beyond: Spanish fiction's memory boom (in Spanish)</i>	
1020-1120	Followed by: Seminar		Followed by: Seminar	
1120-1145	Refreshment break			
1145-1245	Group workshop <i>Extending cultural horizons</i>			
1245-1345	Lunch			
	Choice of language taster workshop			
1345-1545	Chinese	Hebrew	Russian	Arabic
1545-1600	Refreshment break			
	Choice of lecture			
1600-1700	German Dr Martin Ruehl <i>Zarathustra in the trenches: Nietzsche and Anglo-German relations in World War One (in German)</i>		Spanish Professor Margaret Deuchar <i>The grammar of bilingual speech: Spanish in contact (in Spanish)</i>	
1700-1800	Group workshop <i>Sharing development objectives</i>			
1800	Break			
1930	Reception and dinner			



Schedule Monday 17th November

TIME	MONDAY SCHEDULE
0900-1100	Group workshop <i>Inspiring language stories</i>
1100-1130	Refreshment break
1130-1230	Group workshop <i>Inspiring ideas for our own subject knowledge</i>
1230-1330	Lunch
1330-1500	Report back on key themes <i>Plenary discussion with panel of educationalists</i>
1500	Evaluations and depart





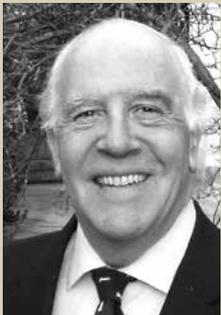
KEYNOTE SPEAKER



Emma Jane Kirby was educated at Chelmsford County High School for Girls and at St Edmund Hall, University of Oxford, where she studied English. After graduation, she turned down a place at Law School and joined the BBC. After three years working in local radio (Radio Oxford), she joined BBC Radio 5 Live and then became the *Woman's Hour* reporter. Radio 4 documentaries followed (including one recorded entirely in zero gravity with Russian cosmonauts, 44,000 feet over Moscow), as well as News 24 and BBC World Television. In 2001, she began her career as a foreign correspondent, first based in Geneva as UN Correspondent, then as Europe Correspondent in Brussels, and then Paris Correspondent.

She has made several television and radio documentaries in Afghanistan. She is now a reporter with BBC Radio 4's the *World at One*, *PM* and *Broadcasting House*, where she focuses on Europe and has just completed a series on EU migration.

AFTER DINNER SPEAKER



Sir Ivor Roberts is an Honorary Fellow of Keble College, University of Oxford, and a Fellow of the Chartered Institute of Linguists. He is the editor of and a major contributor to the new edition of the classic work *Satow's Diplomatic Practice* (OUP 2009) and a member of the Advisory Board of, and frequent contributor to, the MacKinder Forum, dedicated to the work of the great geographer. Sir Ivor speaks fluent Italian, French and Spanish and passable Serbo-Croat.

Sir Ivor entered the Diplomatic Service in 1968. He was appointed Chargé d'Affaires and Consul - General in Belgrade in March 1994, and after recognition of the Federal Republic of Yugoslavia by the United Kingdom, he became Ambassador. During his time in Belgrade he conducted negotiations on behalf of the international mediators (Lord Owen and Carl Bildt) with both the Yugoslav authorities and the Bosnian Serbs. He was also involved in the negotiations for the release of British soldiers held hostage by the Bosnian Serbs in May/June 1995. He left Belgrade at the end of 1997.

From February 1999 to March 2003 he served as British Ambassador to the Republic of Ireland and from May 2003 to September 2006 as Ambassador to Italy and to San Marino. He retired from the Diplomatic Service in September 2006 on his election as the President of Trinity College, University of Oxford.

OUR PANELISTS



Katherine Smith is a Modern Foreign Languages Subject Specialist with Oxford, Cambridge and RSA Examinations (OCR), leading on the new GCSE and GCE reforms. During her 33 years in education, she has taught at all levels from secondary to university. More recently, she was responsible for creating and implementing Vocational International Project Sheffield, a curriculum development for business languages. She has been the winner of four major language prizes, including the Mary Glasgow award for Innovation in the Curriculum, and was mentioned in the Dearing Review of Languages in 2007. She was part of the Language Diploma Review group, the CILT Language Standards Review group and she managed the Department for Education's language programme.



René Koglbauer is Deputy Head and Director of Operations of the School of Education, Communication and Language Sciences at Newcastle University as well as Director of Network for Languages North East. He holds a Senior Lectureship in Educational Leadership. Since September this year, he is also the President of the Association for Language Learning (ALL). He has been active in ALL and the language community since his early career as a languages teacher in Oxford, where he taught at The Cherwell School and Oxford High School for Girls. He is also the UK representative to the International German Teacher Association (IDV).



KEEPING IN TOUCH
www.princes-ti.org.uk

Schools Programme

As you have attended this Autumn 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 members of 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 on your school’s stationery and website (right). Membership is obtained 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.

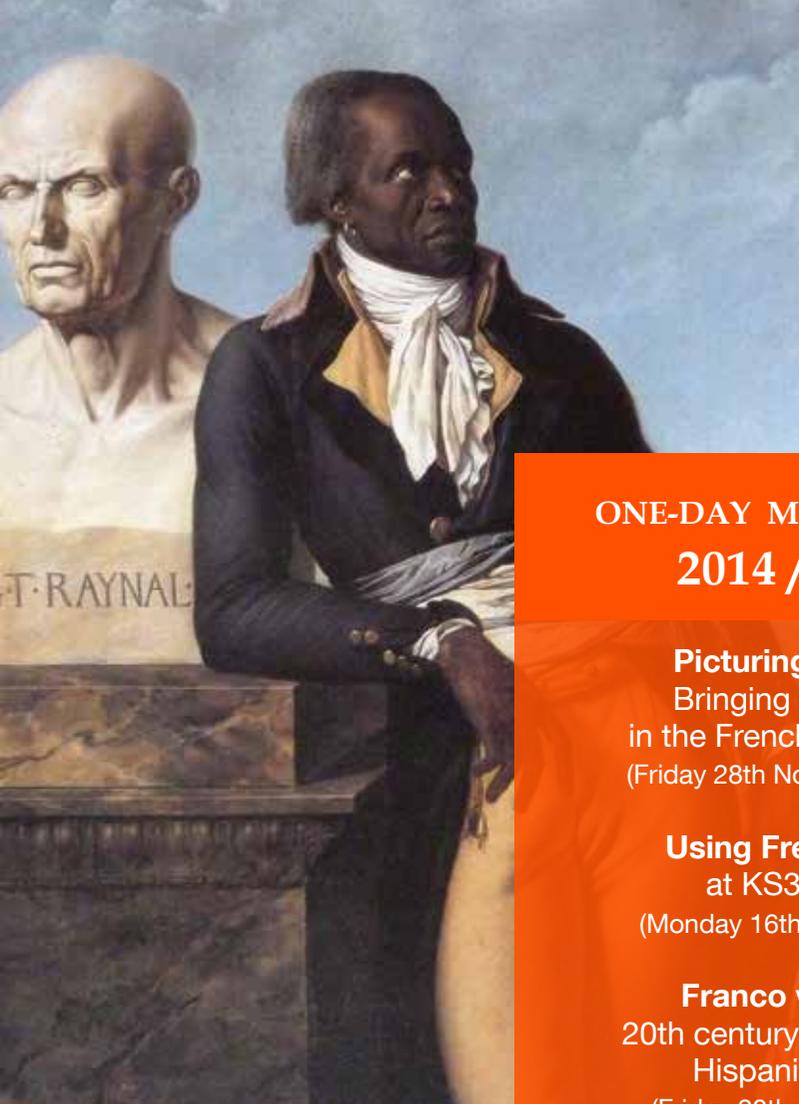
For further details please talk to any member of the PTI team at the Residential, or email Alice Arkwright: alice.arkwright@princes-ti.org.uk

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 your department join the PTI Schools Programme, all members of your department will gain access to these resources.



www.princes-ti.org.uk



ONE-DAY MFL COURSES 2014 / 2015

Picturing France
Bringing art to life
in the French classroom
(Friday 28th November 2014)

Using French film
at KS3 and 4
(Monday 16th March 2015)

Franco vs Frida
20th century faces of the
Hispanic world
(Friday 20th March 2015)

Film and fairy tales
Exploring German culture at KS3-5
(Monday 23rd March 2015)

French poetry
A springboard for creativity
(Monday 13th July 2015)

For more information and to book:
www.princes-ti.org.uk/events

Professional Development

The Prince's Teaching Institute provides one-day subject-based professional development courses. Combining academic lectures and teacher 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 practising teachers, and the PTI office provides all logistical support, including inviting guest speakers.

Past speakers have included Lord Peter Hennessy, Terry Jones, Sir Tom Stoppard, Jeremy Paxman, Jools Holland, Wendy Cope, and Professor Gary Sheffield. Details of forthcoming events can be found at: www.princes-ti.org.uk/events

We welcome offers to run professional development events.

If you are interested, please email Sarah Darrall Shaw: sarah.darrallshaw@princes-ti.org.uk
or Guy Norton: guy.norton@princes-ti.org.uk

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 opposite, as well as a number of anonymous donors, who have committed multi-year financial support to the charity.



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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 campus on the island of Jeju in South Korea in September 2011.

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, Rebecca Howard-Wearn and Emilie Eymen for the design and organisation of this Residential.

The PTI would also like to thank the following people for their support and advice: James Sabben-Clare, Elizabeth Allen CBE, Martin Roberts, Barbara Pomeroy and Julia Bagguley; Dr Rebecca Lingwood from the Institute of Continuing Education, University of Cambridge; Mark Leishman, Private Secretary to TRH The Prince of Wales and The Duchess of Cornwall, Melanie Miller, Katherine Scully, Emma Macey and Anna McCulloch (HRH The Prince of Wales's Office); Robina Newman for her design work, including this brochure; Sue and Peter Harris for audio recording and audio visual support; Benjamin Ealovega for the photography; Charlotte Cornwell and Olivia Pay (Brown Lloyd James); and the conference organisers, Jenny Wilde Associates. All photographs in this brochure, except where otherwise indicated, are © Benjamin Ealovega. Image credits: Roby (Epicerie d'Amelie Poulain 2), Angela Clark (cover, Berlin Wall).

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The PTI would also like to thank all of the speakers and workshop leaders for their contributions and support at this Autumn Residential.





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