



THE PRINCE'S
TEACHING
INSTITUTE



English History & Geography

2010



CLARENCE HOUSE

It has given me the greatest pleasure and encouragement to see how my Teaching Institute has developed over the past eight years. Starting from the first pilot Summer School in 2002, it has grown into an organization which, in strategic partnership with the University of Cambridge, has had a direct impact on teaching in over 700 state secondary schools in England, has embraced five of the most important subjects in the curriculum and, according to many who have attended my Institute's residential courses, has offered greater opportunities for teachers themselves to be heard by those responsible for deciding what should be taught in our schools.

It seems to me that few things are more important than the education of the rising generation. In the early Summer Schools, the concentration was on English and History not least because, in my view, these are essential in helping us to develop a true sense of our own identity and an understanding of our place in the world. I regard the study of Geography as a crucial part of every child's development too, for it is a knowledge of Geography that helps us to make sense of the world and to appreciate and marvel at the diversity of our fragile planet whose ecosystems and biodiversity, of course, are now under such overwhelming threat.

I am confident that this Summer School, like those that have gone before it, will offer absorbing lectures, stimulating debate and the reassuring company of like-minded colleagues. I fervently hope that it will also inspire and enthuse you and offer plenty of lasting value that you can take back to your own schools.



Charles



Welcome

I am delighted to welcome you to this, the tenth Prince of Wales Education Summer School. Every year since the first pilot in 2002, these Summer Schools have provided an opportunity for teachers to stand back and reflect on the nature of their subjects and on what is most important in the teaching of them. The teachers themselves tell us that such opportunities are rare in their professional lives and all the more welcome for that.

In response to this evident demand, the Summer School programme is constantly developing. We now embrace five subjects and face steady pressure from teachers and subject associations to add others. But English and History were what we started with and they have always been at the core of our thinking. And we are glad to be teaming them with Geography this year, recognising not just the essential contribution they all make to a rounded education but also the struggle that all of the humanities face in competition with subjects that are perceived to be easier or more relevant to young people today.

The Summer Schools 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: what parts of our subject should we be teaching and why, and what are the best ways of doing so?

Each year at the end of the Summer School 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 Summer School 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 over two hundred former Summer School delegates 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 June 2010



Course Background

The Prince of Wales's long standing concern about the teaching of English Literature and History was the original driving force behind the creation of his annual Education Summer Schools. In recent years, and in response to requests from teachers, further subject programmes have been added. Courses in Science have been paired with Geography, exploring the theme of Planet Earth and its People; and with Mathematics. The enthusiastic response of the delegates has been overwhelming.

Now in their ninth 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 have focused on the central importance of subjects such as English Literature, History and Geography, 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. The urgency of engaging in such debate is highlighted by the low status accorded to the humanities in many schools and by the rapidly diminishing number of pupils studying English Literature at GCSE.

Subject Knowledge

It is clear from reading the newspapers and watching television that the topics under discussion at the Summer Schools are matters of wide general interest, and not confined to schools and colleges. There is a public appetite for knowledge which can be seen in the success of popular programmes about our historical past and about the world around us: and adaptations of literary classics are constantly being reworked. There is a growing awareness of the importance of Literature, History and Geography in developing our sense of identity and our social and moral values.

Those who are involved in the teaching of English Literature, History and Geography have no doubt about the importance of the subject knowledge that underpins their own enthusiasm for these subjects; and this is what they want to pass on to their students. It is not always easy for them to do so. The teaching of English Literature is too often fragmented; reduced to the study of worksheets and extracts rather than whole texts. The teaching of History can be constrained by narrow modular syllabus choices and by some textbooks which provide ready-made answers rather than opening up fields of enquiry. History and Geography can be subordinated to the pursuit of the wider agenda of Citizenship and other social issues.

There is a line of argument, attractive to many on the grounds of 'relevance', that pupils should be taught by themes rather than by subjects. But a recent Ofsted report concluded that this often leads to superficiality. Certainly pupils should be made aware of the connection between subjects, and that is one of the reasons for combining English Literature, History and Geography in this Summer School; but a detailed knowledge of individual subjects is a prerequisite of any meaningful exploration of themes. Subjects are also what kindle the passion that is at the heart of good teaching.



Examination and Assessment

Examination and assessment are of course essential elements in any formal process of education; they should also encourage good teaching and good learning. But there has been a widespread feeling among teachers who have attended previous Summer Schools that there should be more incentive for teachers who are trying to communicate the richness of their subjects and the sheer enjoyment of studying them. The present target-driven culture encourages teaching to the test. A recent Select Committee Report on Teaching and Assessment identified classroom practices which, though aimed at improving test results, had distorted the education of some children, leaving them unprepared for higher education and employment. Examinations “can only test a limited range of the skills and activities which are properly part of a rounded education, so that a focus on improving test results compromises teachers’ creativity in the classroom and children’s access to a balanced curriculum.”

Curricular Debate

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

It is encouraging that the PTI, through the teachers that attend its Summer Schools and the discussions with panels of educationalists that are a regular part of the Summer School programme, has come to be respected for its views and has already carried weight in recent reviews of the English and History curriculum. But there remain larger questions, about the status of the subjects themselves and the whole future of subject teaching.

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



“The ability of teachers to absorb, and more importantly to pass on knowledge with energy and enthusiasm is a priceless gift to the next generation. My love of Geography can be traced directly back to two good teachers.” **Michael Palin CBE**



Aims of The PTI

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 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 of the Course

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

- Ensure continued debate about the importance of studying English Literature, History and Geography, their integrity as subjects and their place within the curriculum
- Develop expertise and facilitate the sharing of good practice in the teaching of English Literature, History and Geography
- Highlight the value of Literature, in developing the linguistic range, understanding, and confidence of pupils; of History, in giving them a better understanding of the UK in a global context, and of their own place within it; and of Geography, in leading them to a deeper appreciation of the diversity of our planet and of what is needed to sustain it
- Develop in teachers the confidence to introduce pupils, whatever their background or ability, to challenging texts and materials and difficult problems so as to promote interest in the subject, intellectual independence and critical thinking



"The Prince's Teaching Institute Summer School has established itself as an inspiring reminder of the true purpose of education, to bring the best to the most - to save lives." **Sir Tom Stoppard OM, CBE**

Objectives

To address these fundamental questions

- Why should we teach English Literature, History and Geography?
- What English Literature, History and Geography should we teach?
- How should we teach them?

To consider further questions of educational principle and practice such as:

English

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

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

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

What are the best ways to approach the teaching of difficult texts so as to make them enjoyable and rewarding for all pupils, whatever their background and ability?

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

History

In general terms, what historical subjects should pupils have studied at each of the Key Stages? How can teachers best teach the 'big picture'?

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

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

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

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

What is the relationship of History to individual identity and, beyond that, to national identity?

Geography

Should Geography be seen as a key subject not only for exploring the extraordinary diversity of our planet but also for addressing issues of sustainable development in the future management of natural and built environments?

What geographical knowledge and understanding is necessary to help students make informed judgements about the impact of people's existence on the environment and prepare themselves for a 21st Century world?

What is meant by 'thinking geographically' and how is this discipline promoted and developed in successive Key Stages?



"History teachers in Britain are a heroic, embattled community, struggling, in state schools with brutally imposed requirements that make a coherent approach to a vital subject all but impossible. Against this dismal picture the Prince's Teaching Institute stands as a redoubt of hope, inspiration and commitment. By making lasting connections between scholars and school teachers it brings together two families of workers who can only benefit immensely from their mutual engagement. Long may the Institute flourish and go to battle for the future of the past in Britain. Generations to come will be grateful."

Prof Simon Schama CBE



Keynote Speakers

English



Tom Stoppard was born in Czechoslovakia in 1937 and moved to England, via Singapore and India, with his family in 1946. He began his working life in 1954 as a reporter on the Western Daily Press. In 1967 Stoppard joined the ranks of the new playwrights with *Rosencrantz and Guildenstern Are Dead*. This play was followed by *Jumpers*, *Travesties*, *Night and Day*, *The Real Thing*, *Hapgood*, *Arcadia*, *Indian Ink*, *The Invention of Love*, *The Coast of Utopia* (a trilogy) and, most recently, *Rock n Roll*. His stage adaptations and translations include *Undiscovered Country* (Schnitzler), *On the Razzle* (Nestroy), *Rough Crossing* (Molnar), *The Seagull* (Chekhov), *Henry IV* (Pirandello), *Heroes* (Sibleyras), *Ivanov* (Chekhov) and *The Cherry Orchard* (Chekhov). Tom Stoppard has also written for radio, television and film. His screen credits include *Brazil*, *Empire of the Sun*, *Enigma*, and *Shakespeare in Love*. He also directed his own screenplay of *Rosencrantz and Guildenstern Are Dead* (1990).

History



Richard Wilson was born in Glamorgan and educated at Radley (1956-60) and Clare College Cambridge (1961-65). He was called to the Bar but, rather than practise, entered the Civil Service as an assistant principal in the Board of Trade in 1966. He subsequently served in a number of departments including 12 years in the Department of Energy where his responsibilities included nuclear power policy, the privatisation of Britoil, personnel and finance. He headed the Economic Secretariat in the Cabinet Office under Mrs Thatcher from 1987-90 and after two years in the Treasury was appointed Permanent Secretary of the Department of the Environment in 1992. He became Permanent Under Secretary of the Home Office in 1994 and Secretary of the Cabinet and Head of the Home Civil Service in January 1998. Since his retirement in September 2002 he has been Master of Emmanuel College, Cambridge and has been President of the Chartered Institute of Personnel and Development from 2004 – 2006. He was the first Chairman of The Prince's Teaching Institute (2006-2009).

Geography



Danny Dorling is Professor of Human Geography at the University of Sheffield. Danny was educated at Headington Middle and Cheney School and the University Newcastle. He has taught in Bristol and Leeds and has spent a little time working in playgroups and playschemes. With a group of colleagues he helped create the website www.worldmapper.org which shows who has most and least in the world. His recent books include *The Atlas of the Real World: Mapping the way we live* (2008), and *Injustice: why social inequalities persist* (2010). In 2009 he became a Member of the Academic Reference Group advising Ministers on the Social Mobility White Paper and he has recently worked with the Higher Education Funding Council for England (HEFCE) looking at who gets to university from where. He is a member of World Health Organization's Scientific Resource Group on Health Equity Analysis and Research and of the advisory group of the Equality trust.

"This is the first subject-specific course I have attended in 31 years of teaching. Most CPD activities I attend are pedagogy/exam board related or responses to QCA directives. How inspiring these days have been." **2008 Summer School delegate**

TIME	ENGLISH	TIME	HISTORY	TIME	GEOGRAPHY
0900-1030	Registration				
1030-1050	Course Welcome by Course Director				
1050-1150	Pupil Discussion				
1150-1205	Break				
1205-1245	Keynote Address Tom Stoppard		Keynote Address Lord Richard Wilson		Keynote Address Prof Danny Dorling
1245-1345	Lunch				
1345-1400	Schools Programme Overview				
1400-1530	Group Workshop 1 Why do we teach English?	1400-1530	Dr Sean Lang <i>Why History in Schools Matters</i>	1400-1500	Group Workshop 1 Why and how do we teach Geography?
			Group Workshop 1 Why do we teach History?		
1530-1620	Lecture Dr Fred Parker <i>The Power of Stories</i>	1530-1610	Lecture Prof David Reynolds <i>The Rise and Fall of Communism</i>	1500-1600	Lecture Prof Bill McGuire <i>Catastrophes to come</i>
1620-1730	Choice of Seminar Dr Fred Parker <i>Telling Stories in Shakespeare</i>	1610-1720	Choice of Seminar Dr Jahn Hubertus <i>Lenin, Stalin and the hazards of everyday Communism in the Soviet Union</i>	1600-1630	Break
	Dr Hester Lees-Jeffries <i>Myths in Bits</i>		<i>Communism outside the Soviet Union</i>	1630-1730	Group Workshop 2 Sharing good practice and current issues in geographical teaching
	Dr Dan Wakelin <i>Sir Gawain and the Green Knight</i>				
1730-1830	Group Workshop 2 Teaching Ancient Stories in Schools	1720-1830	Group Workshop 2 Follow-up to lectures and seminars, sharing good practice, introducing Schools Programme process	1730-1830	Choice of Seminar Prof Robert Allison <i>UCAS forms: selecting for entrance based on personal statements and other information</i>
					Steve Brace <i>Geography: Inspiration and Application</i>
1830-1930	Break				
1930-2200	Reception and Dinner: After Dinner Talk by Jake Meyer				

TIME	ENGLISH	TIME	HISTORY	TIME	GEOGRAPHY
0900-1000	Lecture Dr Gavin Alexander <i>A History of Story</i>	0900-0940	Lecture Prof Christine Carpenter <i>Kingship in England in the Middle Ages</i>	0900-1000	Lecture Prof Hazel Barrett <i>The Health Transition: a tool for linking health and development</i>
1000-1115	Choice of seminar: Dr Gavin Alexander <i>Lyric Moments: Time, Image, Story</i> Dr Robert Macfarlane <i>Stories at Deadtime: Apocalypse and Narrative</i> Dr Sophie Read <i>Angels Telling Stories: Narrative and the Bible in Paradise Lost</i>	0940-1040	Choice of Seminar: Dr Helen Castor <i>Queens and Power in Medieval and Tudor England</i> Prof John Hatcher <i>Recent research on the Black Death of 1346-51</i>	1000-1100	Lecture Prof Robert Allison <i>Thinking physical Geography in four diagrams - or four new perspectives on old problems</i>
1115-1145	Break	1040-1100	Break	1100-1130	Break
1145-1245	Lecture Prof Helen Cooper <i>Stories behind the Lines</i>	1100-1210	Lecture Michael Wood <i>England's Past and the Local Community: How the national narrative connects with the local story</i>	1130-1230	Group Workshop 3 Geography for All: Making Geography engaging for students of all abilities
1245-1345	Lunch	1210-1300	Group Workshop 3 Challenging Disengagement	1230-1300	Lunch
1345-1600	RSC Shakespeare Drama Workshop OR Group Workshop 3 Rigour and Accessibility And Group Workshop 4 Stories within Stories	1300-1400	Lunch	1300-1600	Visit to the British Antarctic Survey
1600-1815	RSC Shakespeare Drama Workshop OR Group Workshop 3 Rigour and Accessibility And Group Workshop 4 Stories within Stories	1400-1700	Visit to Trinity College and Wren Library	1600-1630	Break
		1700-1810	Group Workshops 4 Challenging Disengagement, sharing good practice with a focus on stimulating and challenging materials	1630-1800	Group Workshop 4 Teaching about Climate Change
1815-1930	Break	1810-1930	Break	1800-1930	Break
1930-2200	Reception and Dinner: After Dinner Talk by Michael Wood				

TIME ENGLISH

TIME HISTORY

TIME GEOGRAPHY

0900-0940 **Lecture**
Dr Dan Wakelin
Chaucer and Storytelling

0940-1100 **Choice of Seminar**
Dr Dan Wakelin
Chaucer and the Language of Storytelling: A Workshop

Dr Hester Lees-Jeffries
Telling Tall Tales on Stage

Dr Mina Gorji
Growing Up: Stories for Grown-ups

0900-0940 **Lecture**
Prof Christopher Bayly
The British Empire: 1800-1950: between reform and repression

0940-1050 **Choice of Seminar**
Dr Tim Harper
The British Empire and Islam

Dr Jake Norris
Historiographical debates on the subject of Palestine/Israel and the wider Middle East

0900-1000 **Lecture**
Prof David Lambert
Learning to be human: why school Geography matters

1000-1100 **Lecture**
Prof Bill Adams
Surviving the Anthropocene: Sustainability and the future of humankind

1100-1130 Break

1050-1110 Break

1100-1130 Break

1130-1230 **Group Workshop 5**
Developing Departments

1110-1210 **Group Workshops 5**
Teaching controversial topics

1130-1230 **Group Workshop 5**
Developng Departments

1210-1230 **Martin Roberts and Liz Hutchinson** on PTI CPD and other developments

1230-1330

Lunch

1330-1530

Reports on key themes Plenary discussion with Panel of Educationalists

1530-1545

Evaluations

1545

Attendance Certificates and Depart



Jake Meyer

Jake Meyer is a mountaineer. When he was just fourteen years old he set himself the challenge of becoming the youngest person to climb the Seven Summits; the highest mountain on each continent. He achieved his dream at the age of 21, conquering Everest via the difficult North Col route, as well as becoming the youngest man in the world to complete the Seven Summits. One year later, in 2006, Jake Meyer and his team of six young British adventurers broke the existing World Record for climbing the 48 highest peaks of Continental USA in the shortest time possible. Jake Meyer made his first attempt to climb K2 - the world's second highest mountain - this summer. Although it is only 239m lower than Everest, it presents a much more significant climbing challenge, with 1 in 4 of those attempting dying.

Jake Meyer was an Army Scholar, completing his training at RMA Sandhurst in March 2008. He also has a degree in Environmental Science from Bristol University, and is enjoying combining his academic interests with his passion for climbing around the world, especially in Venezuela where he became fascinated with the people, the landscape and the wildlife.



Michael Wood

For nearly thirty years, historian and broadcaster Michael Wood has made compelling journeys into the past, which have brought history alive for generations of readers and viewers. He is the author of several highly praised books on English history including *In Search of the Dark Ages*, *Domesday*, and *In Search of England*. He has nearly 100 documentary films to his name, among them *Art of the Western World*, *Legacy*, *In the Footsteps of Alexander the Great*, and his recent *Story of India*. His latest project is *English Story*.

Michael Wood was born in Manchester and educated at Manchester Grammar School and Oriel College Oxford, where he did post-graduate research in Anglo-Saxon history. He is a Fellow of the Royal Historical Society, the Society of Antiquaries, and the Royal Society for the Arts, and is a Governor of The Royal Shakespeare Company.



Keep in Touch



THE PRINCE'S TEACHING INSTITUTE 2010 ENGLISH HISTORY GEOGRAPHY

Schools Programme

As you have attended this Summer School, 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 Summer School 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 Continuing Professional Development and, after a year, the opportunity to use a PTI logo on your school's stationery and website.

Membership is obtained by discussing and agreeing your departmental objectives with your teacher leader, and requires the agreement of the school's Head and Chair of Governors. For further details please talk to any member of the PTI team at the residential, or e-mail: jane.mccallum@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 focused on a particular area of syllabus. The days are devised and led by practising teachers who have been to a Summer School. The PTI office provides all logistical support and will invite speakers. Past speakers include Dr David Starkey CBE, Dr David Bainbridge and Prof Sir Gordon Conway KCMG.

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

We welcome offers to run an event, and if you are interested, please contact:

jane.mccallum@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 Summer School, 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.

"This residential was an excellent way of sharing good practice and I now want to study more History to be a well-informed teacher for my pupils." **Summer School delegate**



"This has massively shifted my perspective on the importance of my subject. I'd forgotten why English was my passion; I've rediscovered these reasons and this will make a positive difference to my teaching."

"The course content was faultless; building up both knowledge and ideas that I can't wait to implement on my return to school."

"It has renewed my vigour for literature and that inspiration will be shared with members of my department and the pupils."

Summer School delegates

Acknowledgements

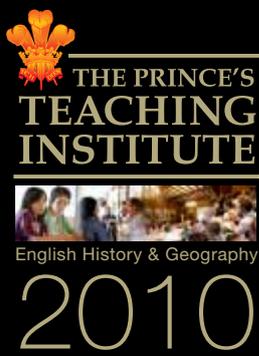
The Summer School would not have been possible without the very generous sponsorship provided by Mr Harvey McGrath, the Hintze Family Charitable Foundation, the Clore Duffield Foundation, Dr Jonathan Milner, the Training and Development Agency for Schools, Baring Private Equity Asia, ShareGift, Mr David Tucker, Mr Keith Breslauer, Mr and Mrs Hampson, Mr Ajmal Rahman, Mr and Mrs Tager, Mr Ben Iversen, Mr Alan Kelsey, RM plc, Mr Edmund Lazarus, and a number of anonymous donors.

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 Summer School 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 Sir Michael Wilshaw. The PTI has two co-Directors, Christopher Pope and Bernice McCabe.

The design of the Summer School 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 Summer School: Professor Christine Carpenter, University of Cambridge; Professor Helen Cooper, University of Cambridge; Graham Goldup, Assistant Headteacher – Director of Humanities Specialism, Cardinal Newman Catholic School; Martin Roberts, former Headteacher of The Cherwell School, Oxford; Margaret Wheatley, Head of Geography, North London Collegiate School.

The PTI would like to thank Mark Leishman, Private Secretary to TRH The Prince of Wales and The Duchess of Cornwall; Stephen Miles, Bath Spa University; Adrian Barlow, University of Cambridge and James Sabben-Clare, former Headmaster of Winchester College for their advice throughout the year, Robina Newman for her design work, including this brochure, and Benjamin Ealovega for the photography. All photographs in this brochure, except for biography portraits and where otherwise indicated, are © Benjamin Ealovega.

The Trustees would like to acknowledge the support and assistance received from Nadia Carter and Gill Boyne (Assistants to Bernice McCabe, North London Collegiate School), Jane McCallum, Patrick Wigg and Melanie Wilkinson (PTI) as well as Katie Souly and Jo Gillan (HRH The Prince of Wales's Office), Anthony Frieze, Madeleine Yates, Sophie Mansell, Georgia Lockwood Estrin, Flora Malpas, Ali Carter, Silk Sound Ltd, Joe McGann, Rabbit Vocal Management Ltd and the conference organisers, Jenny Wilde Associates.



"It was wonderful to be treated like a professional. I have left this course knowing why I went into teaching – a love of my subject, enthusiasm, zest, and a desire to change young people's lives. This week has allowed me to rediscover all of these"

"It has made me appreciate the importance of having a passion for my subject. As a manager, we often lose this"

2009 Summer School delegates

