



THE PRINCE'S
TEACHING
INSTITUTE

What Works in Schools

Academic Rigour and Accessibility:
The Challenge for Subjects

Contents

- 1 **Introduction**

- 2-3 **Summary of the main points made in the Panel Discussion**
 - The National Curriculum
 - Education policy-making
 - The place of subjects
 - Leadership

- 4-5 **Summary of conclusions from delegate discussions**
 - The place of subjects in the curriculum
 - The importance of subject teaching in schools from the perspective of Universities and employers

- 6-7 **Summary of presentations**
 - Does subject knowledge matter?
 - Is there a current crisis in subjects?
 - The view from schools

- 8-9 **Background and Acknowledgements**

- 10 **Attendees**

Introduction



Pupil opinion shows clearly that they regard good subject knowledge and the ability to communicate it as the most important attributes of successful teachers; and the hundreds of teachers who have attended Prince's Teaching Institute Summer Schools strongly endorse this view. But Headteachers have much wider responsibilities: of accountability in all its myriad forms, of the management of human, material, and financial resources, of cooperation with parents, employers and Higher Education Institutions. How do all these considerations affect their attitude towards academic subjects? Above all, how is a proper balance to be struck between, on the one hand, the rigour demanded by employers in the competitive world that their pupils are going out into, and on the other the need to provide a curriculum that is accessible to pupils of all abilities?

These were some of the questions that we invited Headteachers to discuss, with the help of representatives from Universities and from Business. The delegates also heard personal statements from two Headteachers who have made a conspicuous success of running schools in particularly difficult environments: Sir Paul Grant from the Robert Clack School in Dagenham and Catherine McCormack from South Wirral High School; and some thoughts about the current status of subject teaching from Professor David Lambert of the Geographical Association and Professor Michael Young of the Institute of Education.

The discussion summarised in this Report highlighted a tension between the aspirations of Headteachers to provide a challenging academic curriculum and the imperative to work within a culture of what was felt to be narrow accountability and compliance. There was wide agreement that many issues that dominate current thinking about the function of schools are more concerned with a social rather than educational agenda, and that the dissemination of subject knowledge to the next generation is being diluted as a result. And as a consequence, the conference felt that not only is it harder for Universities and employers to find aspirants who have the required knowledge, discipline and skills that come from rigorous academic study, but those from disadvantaged backgrounds are particularly ill served.

Over the last twenty years, it does look as if a cycle has developed which runs counter to what the current investment in education is intended to achieve. Because of the emphasis on skills and techniques, like Learning to Learn, and the inclusion of so many social imperatives such as health and social skills into the curriculum, children acquire less subject knowledge in schools and are less well prepared for the world of Higher Education; then if they train as teachers, they come back into the classroom with less confidence in their subject knowledge and very limited encouragement to develop it. And so the cycle is perpetuated.

When challenged to say what should be done about this problem, many delegates felt that those in Higher Education are the custodians of subjects, and that they and other subject groups should be more vociferous in arguing the importance and value of academic rigour. The Heads made it clear that they yearned for a system that did not oblige them to find their way round all the other bits of agenda that schools have to deal with.

The conference has highlighted how education is caught up in a conflict of many differing ideologies, and how Heads feel that they have to battle against the system to avoid, as they see it, disenfranchising their pupils. I hope that the views of professional educators contained in this report will give cause for reflection, and provide food for thought for policy-makers.

Bernice McCabe
Co-Director
The Prince's Teaching Institute

A handwritten signature in black ink that reads "Bernice McCabe".

Summary of the main points made in the Panel Discussion

The conference consisted of a mixture of round-table discussions, talks, and a final panel. The content of the talks and final panel are summarised in the following sections.

The concluding panel discussion was chaired by broadcaster and journalist Kate Adie OBE, and the panellists were Liz Reid (Specialist Schools and Academies Trust), Sue Horner (Qualifications and Curriculum Development Authority), Steve Munby CBE (National College for Leadership of Schools and Children's Services) and Helen Williams CB (Department for Children, Schools and Families).

The discussion centered on five areas:

- The National Curriculum
- Education policy-making
- The place of subjects
- Leadership
- Competition and collaboration

What follows is a summary of the points raised.

The National Curriculum

The conference discussed how the National Curriculum and what came with it – Ofsted for instance – have benefitted many pupils as they have improved a great deal of bad practice; but this kind of centralised system cannot unleash and inspire very good practice.

Having a National Curriculum was felt to have resulted in greater consistency in what is taught in all schools to all children up to the age of sixteen and has widened opportunities, for instance for girls who wanted to study Science.

Education policy-making

The view was expressed that, in the past 20 years, there has been too much encroachment of politics into education, into areas which should be left to the professional judgement of the educators (as they are in many overseas countries) and that such lack of trust is dangerous. It was felt that other countries give much more recognition to the educational role of teachers. By contrast, in this country schools are asked to do too many other things: to mop up all kinds of social problems, like obesity, that really aren't their business. By way of illustration, the 2004 policy document Every Child Matters has 25 aims; only two of them deal with academic subjects.

The discussion acknowledged that the Government is obliged to do something about these social problems and highlighted that the school system is one universal service that they control; hence the ready recourse to it as an agency for change. It was pointed out that schools have always, since at least the 1944 Act, been expected to educate the whole child and not just teach subjects; so for all that time, there has been a need to strike a balance between academic and other wider concerns. In this context, it was felt that it is still not the case that Education policy is being driven by a social agenda.

The place of subjects

There was consensus that subject specialism is certainly important as a means of acquiring knowledge, and it is even more effective when greater attention is paid to the connection between subjects.

On the other hand, maybe as a result of pressure from performance tables, there was concern that subjects like History and Modern Languages are becoming more and more the preserve of independent schools, with a potential detriment to social mobility. And the Headteachers present felt that however much the QCDA may say that it is supportive of subjects, when it comes to delivering them in the classroom, there is too much competition from other considerations.

One counter is that Specialist Schools do get children achieving well in minority subjects and as the system of Specialist Schools, with their emphasis on subject disciplines, becomes more widespread, they will provide an answer to many of the issues raised at the conference.

Leadership

The conference agreed that inspiration lies at the heart of what our schools should be providing, and that the premium is on good leadership. The question of giving subjects greater priority is a major issue under live debate, and Heads were encouraged to influence that debate - there is all to play for.

The National College for Leadership of Schools and Children's Services is now paying particular attention to the leadership of teaching and learning at the middle management level; that is the key to a successful school.

It was highlighted that Heads make their own judgements every day in relation to the children under their care; and they have to find a balance, within the framework of accountability, between the legitimate demands of a democratically elected Government and the Head's own priorities.

But it was felt that it was not good enough to say that it is up to Heads to find their way round all the other bits of agenda that schools are encumbered with, and that they can give priority to academic rigour through brave teaching and good leadership. The feeling was that the present system is out of balance. Delegates thought that there are just too many initiatives, too many changes. It may well be that Ofsted has raised standards of teaching; but what it is doing now is to create anxiety about failure in compliance, especially if you are in a National Challenge school.



Summary of conclusions from delegate discussions

The place of subjects in the curriculum

There was wide consensus from the delegates present. They found that:

- Subjects are important to all pupils regardless of background, and knowledgeable and passionate teachers are needed to teach them.
- There is a tension in the system, with the need for the best to achieve and for the interests of all (weaker) students to be looked after.
- There is an entitlement issue: all children need access to good subject teaching and deserve to be stretched in an appropriate way; the job of schools and teachers is to shape teaching styles and approaches to adapt the curriculum to suit them all.
- There has been a reduction in subject content and rigour and this is a matter for concern; contributory factors are:
 - The social agenda which is dominating thinking in schools, with a resultant dilution of education
 - The prevailing culture of narrow accountability and compliance
 - Contextual Value Added, which leads to a focus on outcomes, not on understanding or enjoyment.
- The loss of rigour matters because:
 - You can only develop the necessary intellectual skills around complex and rigorous subject matter
 - Employers want students who are trained in rigorous thinking about difficult subjects
 - Lack of subject knowledge takes away from those who are socially most deprived the best opportunity of overcoming the disadvantages of their background.
- Knowledge is best taught through discrete subjects because:
 - This makes the best use of the interests and passions of the teachers and is most likely to engender the same in their pupils
 - It gives pupils a framework on which to hang their knowledge as well as necessary information for the study of complex topics like The Environment
 - Pupils go to University knowing less and leave University knowing less than they used to; this has a damaging effect on the quality of potential teachers.



The importance of subject teaching in schools from the perspective of Universities and employers

English group

Professor Helen Cooper (University of Cambridge)

Richard Hardie (UBS Ltd, Hackney Learning Trust)

- The study of English Literature is important for everyone because of the ways in which it enlarges the imagination, encourages empathy and extends experience
 - Literature gives us the fullest experience of the best use of language, which in turn provides the means for good communication, the analysis of ideas, and the understanding of ambiguities
 - Teachers face the problems that:
 - The habit of personal reading can no longer be taken for granted, because of all the other leisure activities it is competing with; this means that more has to be done in schools, but not enough emphasis is given to this in teacher training
 - The comparative impoverishment of children's language means that they find many forms of literature difficult to understand even at a basic level
 - Much current assessment is mechanistic, which can kill a love of literature and is inappropriate for the purpose because it cannot cope with ambiguity of meaning and independence of thought – just the things that literature should be fostering
 - In spite of all that, passionate teaching is the best resource for overcoming the difficulties.
-

History and Geography group

Dr Sean Lang (Anglia Ruskin University)

William Eccleshare (Clear Channel International)

- History and Geography are important as subjects, both to the individual and to the employer, because:
 - They are disciplines which require disciplined thinking
 - They provide a context for individual experience
 - They provide opportunities for advancement to all
 - They create a wider perspective and thereby a more rounded personality.
 - In spite of their importance, these subjects are devalued and in decline as a result of pressures from e.g. Ofsted requirements, the Government listening to certain voices in the CBI, and rising University fees which lessen the attractiveness of non-vocational courses
 - To redress this decline, there need to be:
 - Stronger links between schools and Universities
 - More subject-based teacher training
 - A more positive lead from Heads who value the subjects
 - More speaking out by all those who believe in the subjects.
-

Science and Mathematics group

Professor Sir John Holman (University of York)

Phil Hemmings (RM plc)

- Employers are looking for general characteristics like clarity of thought and problem-solving ability rather than specific subject knowledge; but these characteristics and skills are best acquired through rigorous subject study and by students with a record of success in getting through such demanding courses.
- Universities must do more to engage with:
 - Schools at different levels, including younger pupils and those not necessarily aiming at Higher Education
 - Exam Boards, to ensure that they reflect the values and wishes of Universities.
- Teachers need specific subject knowledge as well as teaching skills, and this requirement should be given more prominence in their initial training as well as their continuous professional development.

Summary of presentations

Does subject knowledge matter?

Professor Michael Young (Professor of Education, Faculty of Culture and Pedagogy, Institute of Education, London)

A problem facing schools in the 21st century is not knowing what skills and knowledge pupils will need for their later life and work. The QCDA response has been to:

- Subordinate subject content to the study of topical themes such as the environment and HIV Aids
- Seek ways of relating what is studied to the pupils' everyday experience.

This 'motivational' approach results in:

- Pupils not having the knowledge to study these themes in any depth, or to prepare them properly for Higher Education
- A confusion of the role of the curriculum with the responsibility of teachers.

The weaknesses of this response are that:

1. It is not the role of the curriculum to motivate pupils – that is for teachers, who will or should take account of their pupils' experience in their pedagogy; but it is to stipulate bodies of knowledge, concepts and ideas that future adult members of society should have access to
2. Anyone who identifies a problem – such as racism or obesity – may imagine that school can solve it. But that is not the function of schools; their purpose is to enable pupils to acquire knowledge which enables them to reflect on their experience and beyond and which could be the basis for addressing such problems.

Two further questions:

1. What is a subject focus going to do for low-achieving students?
 - This is not the responsibility solely of the educational system; education cannot compensate for society
 - Low achievers must not be denied access to powerful knowledge
 - Schools may well offer low achievers the only chance to move out beyond their circumstances.
2. How should our approach to subjects differ from the traditional view of them?
 - Academic disciplines are the best way that society has developed for creating new knowledge, and subjects provide the best channel for acquiring this knowledge
 - Subjects and their boundaries are critical in helping students to establish their own identity as learners
 - The 21st century curriculum should start with knowledge acquired through subjects, not with society's problems
 - Modern schooling is not about students adapting to a fixed group of subjects; subjects change over time and the curriculum includes new subjects. What subjects offer is systematically related sets of concepts for students to make sense of the world.

The National Curriculum has become primarily an instrument of accountability, reflecting a lack of confidence in the teaching profession. How far is this mistrust justified, and what can be done to create a new level of trust between society, the government and the professional educational community? For trust is the key to the future and subjects are one of the instruments of that trust.

Is there a current crisis in subjects?

Professor David Lambert (Chief Executive of the Geographical Association and Professor of Geography Education, Institute of Education)

There is a crisis for subject teaching which is brought about by:

- An overemphasis on learning generic skills
- The priority given to 'good causes' such as environment and health
- The replacement of education by a too all-embracing vocational agenda
- League tables and other accountability measures which divert attention from the educational curriculum

The notion of 'learning to learn' is firmly embedded in the national strategy, and of course the purpose of being at school is to learn. But pedagogy is not a substitute for curriculum. Learning, of itself, is not necessarily a good thing. It is morally empty; it depends what you learn. Education requires that you ask 'What should I teach and how should I teach it?'

Teachers are not just facilitators of learning but repositories of knowledge and curriculum-makers. They have something they want to teach and for a reason beyond 'teaching a good lesson' according to the book. They are not just delivery technicians but need to be given the support, incentive and opportunity to engage with their subjects, and think deeply about what they are to teach and how.

Curriculum-making should be seen as an overlapping plane that draws from the interest and curiosity of the students, the subject material and methodology, the teacher's own experience, knowledge and pedagogy, and observes a balance between them.

Subjects represent the best way of exploring the world around us, engaging us in distinctive modes of investigation and analysis; they are an educational resource of enormous power, but requiring specialist teachers and a separate identity in the curriculum.

The whole enterprise should be driven not by concerns about levels of attainment but by a larger vision; not just to arrive at a destination (by Sat Nav, as it were), but to 'travel with a different view'.

The View from Schools

Sir Paul Grant (Head Teacher of the Robert Clack School, Dagenham)

The keys to moving the school from one that was failing to one that is consistently rated as Outstanding have been:

- *Effective behaviour management*
- *Focus on subject specialism; not only a strong emphasis on English, Mathematics and Science, but also the provision of rigorous subjects including English Literature, History, Geography and Modern Languages. These are not and should not be just the domain of elite institutions.*

Schools in challenging circumstances must have access to academic rigour, research and scholarship. This requires excellent teaching by excellent subject specialists, sustained by a programme of Continuous Professional Development: training not in leadership and management, but designed to inspire teachers so that they in turn will instil passion for the subject into their pupils.

Our aim is success across the curriculum so that our pupils are fitted for Higher Education, the professions, trade or other employment; and so that none of them in later years can turn round and accuse us of having deprived them of opportunities.

Catherine McCormack (Head Teacher of South Wirral High School)

The position of subjects is threatened by:

- *The low priority given to subjects in the QCA view of the curriculum*
- *The Media which, whenever League Tables are published, delight in headlines like "Pupils going backwards in 3Rs"*
- *Ofsted, basing judgements on the level of exam results, such that Heads have to consider making compulsory subjects that yield higher grades more easily, at the expense of harder subjects like History and Geography that have more lasting educational value*
- *Pressure from employers who want subjects to show 'relevance'.*

Fundamental to the quality of work at our school and the success of our pupils are:

- *A curriculum that is an entitlement for all, where pupils have the right to opt in, even for difficult subjects like Mandarin*
- *The Specialist Schools system, which means that we have expert teachers in one area who lead the pedagogy throughout the school and provide a shared understanding of good teaching and learning*
- *A training programme which requires each subject specialist to go and spend a day at another specialist school outside the area once every three years*
- *An emphasis on creating independent thinkers who can make their own judgements about the mass of information that they have access to*
- *A training programme which requires each subject specialist to go and spend a day at another specialist school outside the area once every three years.*

Background

The Prince's Teaching Institute is an organisation, run by teachers for teachers, that had its origins in a series of Summer Schools which aimed to inspire teachers in their subject disciplines, to develop subject expertise and to give them the confidence to introduce their pupils to challenging material. On the basis of the popularity of these Summer Schools, The Prince's Teaching Institute (PTI) was formed and has now expanded to offer a wide range of subject development in partnership with Cambridge University, including Headteachers' conferences and a membership scheme for school departments who wish to stay in touch with each other and enrich their subject provision.

The philosophy of the Prince's Teaching Institute is rooted in its commitment to improving children's education in state schools. 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.

In December 2008, The PTI brought together a number of notably successful Headteachers from a range of different schools, as well as a panel of leading educationalists, to discuss the factors that enabled them to achieve so much in their schools and to see whether there were lessons to be learned for schools that were not so successful. The conclusions presented a paradox: that success in schools tends to come from Heads having the judgement and self-confidence to make up their own minds about which initiatives to follow and which to disregard; the better the schools, the more latitude they can take. On the other hand, the less successful a school is, the more the hands of the Heads are tied by restrictions and impositions which make it increasingly difficult for them to use their particular knowledge and skills to solve the problems.

Although there was no opportunity to seek views on how best to resolve this paradox, there was unanimity among the delegates that the opportunity to have such discussions was valuable and should be continued. To that end, in January 2010, the PTI organized a further conference of Headteachers from a wide cross-section of Secondary Schools all over the country. Its focus was on the place of intellectual rigour and intellectual challenge in schools, with a particular emphasis on the role of subject disciplines across the ability range. This paper is a summary of the proceedings.

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Attendees

Ms Kate Adie OBE	BBC	Mr Frank Maguire	Canon Palmer Catholic School
Mr David Airey	The Charles Read High School	Mr David Mansfield	The Coopers Company and Coborn School
Mrs Elizabeth Allen	Newstead Wood School for Girls	Dr John Marincowitz	Queen Elizabeth's School
Mr David Allsop	Queen Elizabeth's High School	Mrs Rachael Matthey	Isambard Community School
Ms Daryl Allwood	Beaverwood School for Girls	Mr William McAllilister	Homewood School & Sixth Form Centre
Mr David Anderson	Queen Elizabeth's Grammar School	Mrs Bernice McCabe	The Prince's Teaching Institute, North London Collegiate School
Ms Jacqueline Anthony	Special Schools and Academies Trust	Mrs Catherine McCormack	South Wirral High School
Sir William Atkinson	Phoenix High School	Mr Alan Moore	Rainham Mark Grammar School
Mr David Atton	The Park Community School	Ms Maureen Moran	English Association
Mr Miles Bacon	Thurstable School	Mr Paul Moss	St James Junior School
Mr Andrew Baker	Westcliff High School for Boys	Mr Steve Munby CBE	National College
Mrs Gill Bal	Wembley High Technology College	Ms Rhonda Murthar	Stewards School
Prof Derek Bell	Wellcome Trust	Mr Jeremy Newton	The Prince's Foundation for Children and the Arts
Mr Christopher Bennet	Ormiston Bushfield Academy	Mrs Eunice Newton	Aston Comprehensive
Ms Jill Berry	Dame Alice Harpur School	Mr Stephen Nokes	John Hampden Grammar School
Dr George Berwick CBE	Ravens Wood School	Ms Tracey O'Brien	Southfields Community College
Dr Irene Bishop	St Saviour's and St Olave's School	Dr Stephen Pam	The Cavendish School
Mr Oliver Blond	The Prince's Teaching Institute, The Henrietta Barnett School	Mr Gordon Parry	Hazelwick School
Mr Russell Boulton	Flegg High School	Miss Erica Pienaar	Prendergast Hilly Fields College
Mr Stephen Box	Sir Henry Floyd Grammar School	Mr Richard Pilgrim	Charters School
Mr Steve Brace	Royal Geographical Society	Mr Chris Pope	The Prince's Teaching Institute
Mr John Cabot		Mr Geoffrey Rees CBE	Ivybridge Sports & Community College
Mr Stephen Carey	St George's C of E School	Mrs Liz Reid	Specialist Schools and Academies Trust
Mrs Louise Ceska	Newlands Girls' School	Mrs Carol Reid	Caludon Castle Business & Enterprise School
Mrs Nicole Chapman	Chelmsford County High School for Girls	Mrs Julie Richards	Watford Grammar School for Girls
Ms Penny Charnock	Specialist Schools and Academies Trust	Mr Martin Roberts	The Prince's Teaching Institute
Mr Nick Christou	East Barnet School	Mrs Carolyn Roberts	Durham Johnston Comprehensive School
Miss Hilda Clarke	Tiffin School	Mrs Dana Ross-Wawrzynski	Altrincham Girls' Grammar
Dame Julia Cleverdon DCVO, CBE	Teach First	Mrs Karin Rowsell	Nonsuch High School for Girls
Professor Helen Cooper	Cambridge University	Mr James Sabben-Clare	The Prince's Teaching Institute
Mr Anthony Corish	Bishop Challoner Catholic Secondary School	Mr Chris Seward	Davenant Foundation School
Mrs Sharon Cromie	Wycombe High School	Mr Tom Sherrington	King Edward VI Grammar School
Mrs Jane Davies	Manor Community College	Ms Anne Shinwell	Parkstone Grammar School
Mr Tim Davis	Teach First	Sir Pritpal Singh	Drayton Manor High School
Ms Monica Duncan	Northumberland Park Community School	Mr Benjamin Slade	Manor Community College
Mr William Eccleshare	Clear Channel International	Mr Peter Slough	Small Heath School
Mr Mark Emmerson	KPMG City Academy	Ms Annette Smith	Association of Science Educators
Mrs Lesley Farmer	Hailsham Community College	Mr John Stanley	St John's Catholic Comprehensive School
Mr Michael Foley	Great Cornard Upper School & Technology College	Mr Paul Strong	William Farr (Church of England) Comprehensive School
Ms Liz Francis	Training and Development Agency for Schools	Ms Chris Sydenham	Ellen Wilkinson School for Girls
Mrs Marion Gibbs	James Allen's Girls' School	Mrs Maire Symons OBE	Bishop Challoner Catholic College
Mrs Edwina Gleeson	Newport Girls' High School	Mr Nick von Behr	Royal Society
Mr Anthony Glover	The Becket School	Mrs Carole Watson	Bishop Ramsey Church of England School
Sir Paul Grant	Robert Clack School	Mrs Sharon Watt	City of Portsmouth Girls' School
Mr Tony Gray	Teignmouth Community College	Mr Philip Wayne	Chesham High School
Mrs Barbara Greatorex	Wallington High School for Girls	Mr John Weeds	Reading School
Mr Richard Hardie	UBS Ltd	Mr Mike Welsh	National Association of Head Teachers
Mr Ian Hawkins	Monks Walk School	Mr John Welsh	Bexley Grammar School
Ms Caroline Haynes	Tendring Technology College	Mr David Wheeldon	King Edward VI Five Ways School
Mr Chris Healy	Balcarras School	Mrs Jenny Wilkins	Skinners' Academy
Mr Phil Hemmings	RM plc	Mrs Helen Williams CB	Department for Children, Schools and Families
Mr Hugh Hennebray	Uckfield Community Technology College	Sir Michael Wilshaw	Mossbourne Community Academy
Mrs Sarah Hill	Regents Park Community College	Mr Tim Detheridge	Wootton Upper School
Professor Sir John Holman	University of York, National Science Learning Centres	Mrs Linda Wybar	Tunbridge Wells Girls' Grammar School
Mrs Margaret Holman	Bishop Stopford School	Professor Michael Young	Institute of Education
Dr Sue Horner	Qualification and Curriculum Development Agency	Miss Avril Vaz	Ravens Wood School
Mr Mark Housden	Oakwood Park Grammar School	Mr Kelvin Zane	Haydon School
Mrs Barbara Howse	North Chadderton School & Sixth Form College		
Professor Celia Hoyles OBE	National Centre for Excellence in the Teaching of Mathematics		
Mr Christopher Hummerstone	The Arnewood School		
Dr Elspeth Insch	King Edward VI Handsworth		
Mr David Jones	Association of Subject Associations		
Ms Emma Jones	Fortismere School		
Mr Rosemary Joyce	Tonbridge Grammar School		
Ms Jenny Jupe	Specialist Schools and Academies Trust		
Mr Alan Kelsey	The Prince's Teaching Institute		
Ms Sue Kirkham	Association of School and College Leaders		
Professor David Lambert	Institute of Education		
Mr Tony Lambertson	Christleton High School		
Dr Sean Lang	Anglia Ruskin University		
Mr Trevor Langston	King's Grove School		
Ms Teresa Leech	Blenheim High School		
Mr Andrew Linnell	Desborough School		
Mrs Gillian Low	The Lady Eleanor Hollis School		
Mr Geoff Lucas	Headmasters' and Headmistresses' Conference		
Ms Helen Lucas	English Association		
Mrs Hilary Magee	Maidstone Grammar School for Girls		



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