



CLARENCE HOUSE

I have been delighted that my Teaching Institute has now inspired over three thousand teachers since the first Education Summer School was held in 2002. Its work, reconnecting teachers with their passion for their subject and reminding them of the importance of their subject in the education of the next generation is, it seems to me, of vital importance. Certainly, the strongly positive and enthusiastic responses that previous Summer Schools have received confirm that many teachers share my view. So, building on this response and working with the University of Cambridge, The Prince's Teaching Institute now offers stimulating courses in a steadily increasing range of subjects, a wealth of rich teaching materials on its website and the mutual support of an alumni network and the Schools Programme. I can only say how pleased I am that the Institute has made such progress over the years and that, as result, thousands of schoolchildren all over the country have been able to benefit.

One result of this success has been a steady demand for the inclusion of additional subjects. This year sees the breaking of new ground with the creation of a programme for teachers of Modern Foreign Languages. Its importance is obvious. When more and more of our problems – social, economic, political and environmental – have a global dimension, the ability to understand other people is at a premium – not just their language, but the culture and principles that inform their thinking. So the role of the language teacher is crucially important.

One of the strongest elements of the Summer Schools is that they are courses run by teachers for teachers. You are among friends and professional colleagues. I am therefore confident that you will enjoy the stimulus of lectures, debates and discussions and find plenty of value to take back to your schools.



Charles

WELCOME
FROM THE
COURSE
DIRECTOR
BERNICE
MCCABE



I am delighted to welcome you to the 2011 Prince of Wales Education Summer School, as I have done with pleasure every year since our first pilot in 2002. What these Summer Schools have provided 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 Continuous Professional Development should be about; but that such opportunities are rare in their experience and all the more welcome for that.

In response to this evident demand, the Summer School programme is constantly developing and we face steady pressure from teachers and subject associations to add other disciplines. The inauguration of this year's programme in Modern Foreign Languages brings the number of subjects we embrace up to six. The importance of MFL is self-evident in spite of, and perhaps because of, its diminishing status in many schools. We are therefore very pleased to be able to offer you a PTI Languages programme for the first time: not just the Summer School itself but also the Schools Programme and the resources of our website.

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: 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?

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 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 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 Cambridge 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.

Bernice McCabe
Course Director



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. First, Science and Geography were paired to explore the theme of Planet Earth and its People; then Mathematics was introduced. The enthusiastic response of the delegates in every case has been overwhelming and that has encouraged The Prince's Teaching Institute to agree to institute a course for teachers of Modern Foreign Languages.

Now in their tenth year, these short but intense Summer Schools 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 focussed on the central importance of particular subjects, the aspects of them that could or should be taught at different levels, and the best ways for teachers to meet the challenge of doing so effectively. The urgency of engaging in such debate today is highlighted by the steadily diminishing numbers of pupils studying Modern Foreign Languages at GCSE, and the impact that the English Baccalaureate proposal may have on their popularity.

SUBJECT KNOWLEDGE

Even in a world where English is increasingly accepted as the principal medium of international transaction and discourse, the arguments for learning foreign 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. Arguably, what is of more lasting and significant value is the willingness to enlarge one's perspectives by assimilating the ideas, attitudes and sensibilities of a different people. This can only be done by detailed and concentrated study of their language and literature and by immersion in their culture.

For the teacher it is a challenge as well as an opportunity. Those who choose to teach foreign languages do so because they are fascinated by the workings of the language, at a level far beyond the requirements of everyday needs. They 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; 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. They have perceived a target-driven culture that has tended to encourage teaching to the test and the choice of subjects that are perceived as easier. The 2008 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. This concern may still be present, especially given the current context of the renewed interest in Modern Foreign Languages at GCSE.

CURRICULAR DEBATE



Over the past nine years, delegates have been invited to discuss and respond to current questions of educational principle and 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 passion for subjects that they themselves enjoyed.

It is encouraging that The Prince's Teaching Institute, 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 been influential in recent reviews of various parts of the curriculum. A more comprehensive review is under way at the moment, in which the place and status of Modern Foreign Languages will surely be a significant issue. This Summer School is particularly timely in bringing teachers together to discuss such matters, and they can be sure that the conclusions they reach at the end of these few days will carry weight in decisions about the future of their subject.



OUR MISSION



THE PRINCE'S TEACHING INSTITUTE

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.



SUMMER
SCHOOL 2011
MODERN
FOREIGN
LANGUAGES

THE AIMS

The course is intended 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 OBJECTIVES

The objective of the course is to consider three key questions:

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?
- Should we teach literature? If so, which literature should be taught?
- Which languages should we teach?

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?

SCHEDULE Monday 27th June 2011 **Communication**, Culture, Character

TIME	ACTIVITY
9.00-10.30	Registration
10.30-10.50	Course Welcome by Course Director
10.50-11.30	Keynote Address Kate Adie OBE
11.30-12.00	Coffee
12.00-13.00	Pupil Panel Discussion
13.00-13.45	Lunch
13.45-14.00	Schools' Programme Overview
14.00-15.30	Group Workshop 1 – Why do we teach MFL?
15.30-16.00	Break
16.00-17.00	Dr Amira K. Bennison <i>Arabic – the key to the Middle East and its past</i>
17.00-18.30	Group workshop 2 <i>Theory into Practice – Unlocking the student potential in MFL</i>
18.30-19.30	Break
19.30-22.00	Reception and Dinner: After Dinner talk by Jennifer Johnston

"If Ofsted were to assess the CPD given by the PTI, they would have to create a new grading as it goes beyond outstanding!"
2010 Summer School delegate

Monday 27th June 2011

SCHEDULE Tuesday 28th June 2011 Communication, **Culture**, Character

TIME	FRENCH	GERMAN	SPANISH
9.00-10.00	Prof Nick Harrison <i>“Ce pouvoir me fut aussi funeste que sauveur ...” ‘L’enseignement colonial dans deux romans maghrébins (Albert Memmi, La Statue de sel (1953) et d’Assia Djebar, Nulle part dans la maison de mon père (2007)) (in French)</i>	Prof Martin Swales <i>Deutsch - eine schwierige Sprache, die dennoch (oder deswegen?) expressiv sein kann...? Gedanken über den Sprachunterricht und über fünf literarische Texte von Kafka bis Bierman (in German)</i>	Dr Rosemary Clark <i>Soñando identidades: Bernardo Atxaga, Lucía Etxebarria y Juan Marsé (in Spanish)</i>
10.00-11.00	seminar	seminar	seminar
11.00-11.30	Break		
11.30-12.30	Group Workshop 3 – What is the place of literature and film in MFL teaching?		
12.30-13.15	Lunch		
13.15-16.00	Cambridge Walk		
16.00-17.00	Dr Martin Crowley <i>The Indestructible Humanity of Robert Antelme</i>	Dr Martin Ruehl <i>The Importance of Nietzsche</i>	Dr Chris Pountain <i>Spanglish – threat or promise?</i>
17.00-18.30	Group Workshop 4 – Accessing culture through language learning.		
18.30-19.30	Break		
19.30-22.00	Reception and Dinner: After Dinner talk by Sir Christopher Hum KCMG		

I have kept the vulnerable young people I work with in mind - everything has been related to them and I take on the responsibility of providing them with a 'key'. Thank you 2010 Summer School delegate

Tuesday 28th June 2011

SCHEDULE Wednesday 29th June 2011 Communication, Culture, **Character**

TIME	FRENCH	GERMAN	SPANISH
9.00-10.00	Dr Bill Burgwinkle <i>The Crusaders and their literary echoes</i>	Dr Sheila Watts <i>To Zmasche with the Brothers Grimm: German Dictionaries Past and Present</i>	Dr Stuart Davis <i>Is the past another country? 21st century narratives on the Spanish Civil War</i>
10.00-11.00	seminar	seminar	seminar
11.00-11.30	Break		
11.30-12.30	Group Workshop 5 - <i>How can history and/or current affairs support and enhance language teaching and learning?</i>		
12.30-13.30	Lunch		
13.30-15.30	Report back on key themes: Plenary discussion with panel of educationalists.		
15.30-15.45	Evaluations		
15.45	Depart		

Personally, this has been an enriching and rewarding experience which I will carry with me for a very long time. The chance to see through the eyes of a student again after 30 years is a priceless privilege. Thanks! 2010 Summer School delegate

Wednesday 29th June 2011

KEYNOTE AND AFTER DINNER SPEAKERS

Kate Adie OBE



Kate Adie is an author and broadcaster, most famous for her work as the BBC's Chief News Correspondent, reporting from both Gulf Wars, four years of war in the Balkans, the Herald of Free Enterprise disaster at Zeebrugge, the massacre at Dunblane and the Hatfield rail crash. She is also the long-serving presenter of BBC Radio 4's *From Our Own Correspondent*, has been named Reporter of the Year twice by the Royal Television Society and was awarded an OBE in 1993.

Kate Adie grew up in Sunderland and gained her BA from Newcastle University where she read Swedish and also pursued studies in German and Old Icelandic. She is currently the Chair of the National Campaign for the Arts. She has also served as a trustee of the Imperial War Museum, and is the author of a number of books including *Corsets to Camouflage* and *The Kindness of Strangers*.

Sir Christopher Hum KCMG



Sir Christopher Hum has been Master of Gonville and Caius College Cambridge since January 2006. He read Modern and Mediaeval Languages as an undergraduate at Pembroke College, where he is now an Honorary Fellow. Sir Christopher then joined the Foreign and Commonwealth Office, and his career as a diplomat included postings as Assistant Under-Secretary of State (Northern Asia and Pacific), Ambassador to Poland and Ambassador to China. At Cambridge Sir Christopher is associated with the Centre for International Studies and the Faculty of Asian and Middle Eastern Studies, and continues to follow the politics and international relations of contemporary China. Sir Christopher is a member of the University Council, Chairman of Cambridge Assessment (from October 2010), a Syndic of the Fitzwilliam Museum, and the chairman or member of numerous University committees. Sir Christopher was knighted in the 2003 New Year Honours List.

Jennifer Johnston



Jennifer Johnston read Law at Cambridge University as a choral scholar, and embarked on a career as a Barrister, practising from Chambers in Temple. However, the lure of singing proved too hard to resist and she subsequently won a scholarship to the Royal College of Music, completing their Opera Course with a Distinction. She is the recipient of numerous awards, including in 2005 a Wingate Scholarship and Second Prize in the Montserrat Caballé International Singing Competition. The first young artist to have received two Susan Chilcott Scholarships, she is a Royal Philharmonic Society Young Artist and is also a Trustee of the Young Singers' Welfare Foundation. She continues to visit schools and to give music masterclasses, inspired by her mother's work as a teacher. She has sung at festivals across Europe including Festival d'Aix-en-Provence (Title role/*Dido* and *Aeneas*) and the Salzburg Festival (*Carmi/La Betulia Liberata*). Other operatic engagements have included *Dido/ Dido* and *Aeneas* for Opera de Lille and in Madrid, Handel's *Messiah* at the Palau de la Musica, Barcelona under Bicket with the English Concert, Verdi's *Requiem* with the RPO at the Royal Albert Hall, and Mahler's *Second Symphony* under Haitink. She is a member of the Prince Consort and given recitals for the Aldeburgh, Brighton, Rye and Oxford Lieder Festivals, the South Bank Centre and at the Purcell Room.

PANELISTS

Kathryn Board



Kathryn Board has been Chief Executive of CILT (The National Centre for Languages) since 2008. Before this, she worked for thirty years for the British Council. She began her career as a Teacher of English in Afghanistan, and subsequently worked at senior management level in a number of countries including Colombia, Germany, Spain and Peru before taking on the post of Regional Director for the Americas (2000–2002) and later Geographical Director, with responsibility for the whole of the Overseas Network (110 countries) and a member of the British Council's Executive Board (2005 – 2008). Kathryn Board was educated at La Sagesse Convent in Romsey, Hampshire and Royal Holloway College, University of London where she gained a BA (Hons) degree in German and English. She later obtained an MA with Distinction from the University of Leeds in Applied Linguistics and Phonetics and worked as a Senior Lecturer in Linguistics and Phonetics in the English Dept at the University of Ghent in Belgium.

Jon Coles



Jon Coles has been Director General for Education Standards at the Department for Education since September 2010, having been Director General for Schools from April 2008. Before then, he had spent three years as Director of 14-19 Reform, leading work to raise participation post-16 and attainment at 19, reduce NEET numbers and reform qualifications. Previously, as Director for the London Challenge, he was responsible for developing and implementing the strategy to improve secondary education in London. He was also responsible for various Green and White Papers and for taking the 2002 Education Act through Parliament. A qualified secondary teacher, his previous jobs have included implementing the infant class size pledge, developing future strategy for ICT in schools and, on secondment to the Cabinet Office, a strategy for e-government.

Liz Francis

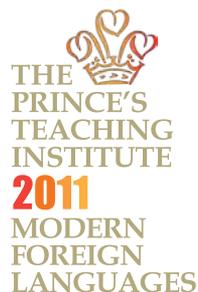


Liz Francis taught in London schools for 5 years before working in a number of government agencies including SCDC, SEAC, SCAA and QCA. At QCA she worked on new modular A Levels for Curriculum 2000 and 14-19 developments. She left QCA to work as a 14-19, then senior advisor for Suffolk LA, where she also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

Liz Francis is currently the Director of Workforce Strategy, Standards and Qualifications at the TDA. This involves supporting schools in improving the quality and impact of professional development. She leads TDA's work on training and teaching schools, professional standards, professional development scholarships, school partnerships and initial teacher training in behaviour management and SEN.



KEEPING IN TOUCH



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 ethos 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 the PTI Mark on your school's stationery and website (above).

Membership is obtained by discussing and agreeing your departmental objectives with your Teacher Leaders during this Summer School, 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 Summer School, or e-mail Ellie Millington:

ellie.millington@princes-ti.org.uk

CONTINUING PROFESSIONAL DEVELOPMENT

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

Past speakers include Kazuo Ishiguro OBE, A.S Byatt, and Prof Marcus du Sautoy. Details of forthcoming events can be found at

www.princes-ti.org.uk/events

We welcome offers to run an event, and if you are interested, please email Sarah Shaw: **sarah.shaw@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 and teaching resources. Should your department join the PTI Schools Programme, all members of your department will gain access to these resources.

ACKNOWLEDGEMENTS



The introduction of Modern Foreign Languages at this Summer School would not have been possible without the very generous sponsorship provided by ICAP plc. The Prince's Teaching Institute was one of the fortunate charities to benefit from the firm's 2010 Charity Day which saw ICAP donate 100% of their revenue on the day of the event (8th Dec) to good causes. Thank you.



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The
Nomura Charitable Trust

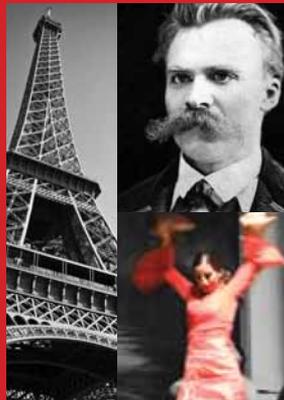
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