

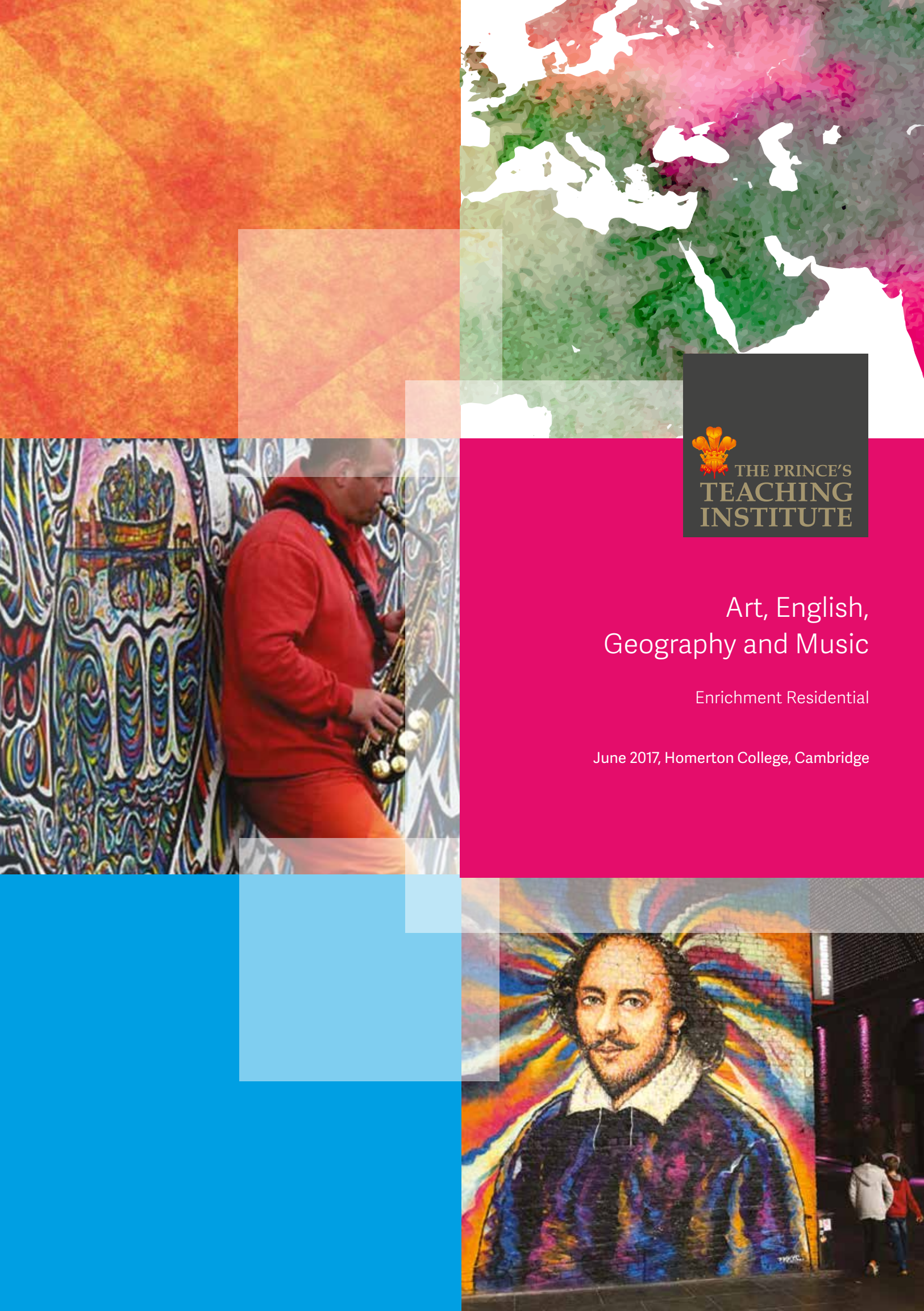


THE PRINCE'S
TEACHING
INSTITUTE

Art, English, Geography and Music

Enrichment Residential

June 2017, Homerton College, Cambridge





CLARENCE HOUSE

I am delighted to welcome you to this Summer School, the twenty-fourth of its kind, which marks the tenth anniversary of the founding of my Teaching Institute. From an initial group of eighty teachers of English and History, in the last ten years my Institute has welcomed over 10,000 teachers in a wide range of subjects, who together have taught over a million children.

Part of the purpose of education, it seems to me, is the need to preserve and nurture the precious threads that link the generations in order to give children, whatever their background or ability, the chance to understand the significance of the culture and ideas which they inherit and the nature of their own identity. These traditions are our common heritage, not the property of the few, and that is why I have always believed that teachers carry a huge responsibility and fulfil such a vital role.

If the world in which our children will live is to be a better place than the one we inhabit now, the need for a breadth of knowledge and understanding is going to be more important than ever. Teachers of English, Music and Art enlarge our perceptions and develop our sense of personal identity through contact with the great works of literature, music and art. Inspirational teaching in Geography has never been more essential, as it will likely be today's children who are tasked with helping to solve the immense challenges that our poor planet faces.

So I trust that this programme of absorbing lectures and stimulating debate in the company of like-minded colleagues will help you in your endeavours, and will inspire you with rigorous and challenging new material to introduce to your students. I am confident that your experience here, like that of the thousands of teachers who have preceded you in the last ten years, will enthuse you and give you plenty of lasting value that you can take back to your schools.

Charles



Welcome from the Course Director

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

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

In the workshop sessions our aim is to offer you a chance to discuss your work with colleagues and to explore some of the more difficult aspects of subject delivery: what parts of our subjects should we be teaching and why, and what are the best ways of doing so? To ensure that these discussions do not remain just at the theoretical level but lead to effective action in the classroom, we shall be introducing you to the PTI Schools Programme which is designed to ensure that your departmental planning is centred on inspiration and enrichment.

At the end of every residential course we 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 policymakers.

The most powerful effect of the PTI courses to date has been that teachers have gone back to their schools feeling it is within their power to change their classroom approach; to put scholarship and a delight in their subjects at the heart of their teaching. For example, one teacher writes, *"This course has given me back my belief in myself and reawakened my passion for my subject. It has also taught me that I am empowered and that I can"*.

I look forward to meeting you all in 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.

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

Bernice McCabe
June 2017

Course background

Since the first Prince of Wales Education Summer School in 2002 these residential courses have aimed to inspire, invigorate and empower teachers. They have used this time away from school to explore their subjects with professional colleagues, leading academics and those concerned with directing national education policy. Discussions have focused on the educational importance of every subject represented, the aspects of them that could or should be taught at different levels and the best ways for teachers to meet the challenge of doing so effectively.

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

Knowledge and skills

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

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

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

Examination and assessment

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

Art, English, Geography and Music

Art and Music allow pupils to both explore the world and communicate their own feelings through sight and sound; it may even become a cathartic tool in uncertain times. These subjects can fuel innovation and foster critical thinking, conceptualisation and resilience, connecting us to the past and pushing the boundaries of human expression. Teachers who continue to grow as artists and musicians in their own right will have students who trust in their guidance and are inspired by their craft. To nurture our future artists and musicians we must find a way to balance the demands of the core curriculum with the need to give all children access to these vital subjects, and ensure that we do not discourage any student from pursuing a passion in the Creative Arts.

The study of English is fundamental to academic life, for proficiency in the language gives pupils the means of effective communication, and through this it is the gateway to all other learning. English teachers have the task of overcoming the pressures of changes in assessment to engage and excite all students, whatever their ability or range of interests, with ever more challenging literary material.

While English is a core subject, Geography is not. Many will argue strongly that it should be. Its subject matter encompasses the whole earth and those who live on it; nothing is more important than that we should acquire a critical understanding of the causes and implications of such global phenomena as climate change, the growth and movement of populations and the development of resources. The very future of the planet depends on it. Geography teachers have the challenge of adapting to a new emphasis on fieldwork while ensuring that they do not lose focus on the bigger issues at stake.

Each of these subjects is crucial in developing pupils as well rounded individuals, with knowledge of our cultural heritage, understanding of the wider world and means to express their creative energy. And whether it is a matter of attracting more pupils to study them at a higher level, or giving them a better understanding of the concepts involved, good teaching is the key: teaching that stimulates interest, excites and inspires. Delegates attending this Enrichment Residential will all have their own ideas about how to achieve this, and the PTI is happy to provide the opportunity for them to learn from each other.

Homerton College, Cambridge



The aims of the PTI

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

Our aims are to:

- Encourage and inspire teachers by demonstrating good use of academic rigour and challenge in the classroom
- Create an inspirational forum, enabling teachers to step away from the classroom and rediscover their love of their subject
- Promote the idea that subject knowledge, subject rigour and the enthusiasm for communicating them are essential requirements for effective teaching to children of all abilities
- Promote and provide subject-based continuing professional development for teachers
- Create stronger links between academic departments in schools and universities
- Promote and enable a more constructive dialogue between teachers and government educational agencies on issues relating to curriculum development, assessment and training

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



The aims of the course

The course is intended to generate discussion about the nature and purposes of teaching English, Geography, Art and Music to:

- Ensure continued debate about the importance of studying English, Geography, Art and Music, and their places in the curriculum
- Highlight the value of English, Geography, Art and Music for introducing pupils to important bodies of literature and history, for developing their communication skills, extending their cultural horizons and understanding their place in a global context
- Develop subject expertise and facilitate the sharing of good teaching practice
- Provide opportunities to re-inspire, engage and motivate teachers, giving them the confidence to introduce pupils, whatever their background or ability, to challenging texts and enriching materials that promote an interest in the subject, intellectual independence and critical thinking





The objectives of the course

To re-inspire teachers to teach their subject in more rigorous, ambitious and creative ways, and to influence their colleagues to do the same.

ENGLISH

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



"I've not had this much time to think and talk about my own teaching practice for years"



GEOGRAPHY

- To consider the importance of Geography as part of the 21st-century curriculum
- To update subject knowledge and the use of new technologies and fieldwork
- To share best practice and build a national network of passionate Geography teachers and leaders
- To discuss subject-specific teaching strategies to ensure a rigorous, inspiring and challenging curriculum



"My fire has been relit and this can only enhance my teaching"

ART

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

MUSIC

- To reaffirm Music as a valued subject within the school curriculum
- To reflect on how students can gain an understanding of social, cultural and historical progression through the teaching of Music
- To consider how performing (learning an instrument) and a schools' instrumental provision contribute to students' greater understanding of music
- To discuss what are the most effective ways to encourage a spirit of curiosity in music
- To exchange ideas about which teaching strategies and technology inspire, excite and are most effective

"This course has encouraged me to engage with the meaning and importance of Music education, not only in itself but as a wider contributor to pupils' diverse education"





TIME	ART	MUSIC
0900-1000	Registration	
1000-1025	Course welcome Bernice McCabe, Course Director	
1025-1120	Keynote address <i>Portraiture and the Royal Collection</i> Anna Reynolds	Keynote address Tim Lihoreau
1120-1140	Refreshment break	
1140-1245	Pupil panel <i>A passion for Art, English Geography and Music: Students' perspectives</i>	
1245-1345	Lunch	
1345-1445	Lecture <i>Activist art</i> Dr Gavin Grindon	Lecture <i>Stalin's playlist</i> Professor Marina Frolova-Walker
1445-1545	Teacher-led workshop <i>Sharing good practice</i>	Teacher-led workshop <i>Sharing good practice</i>
1545-1600	Refreshment break	
1600-1700	Lecture <i>Celebrating the back-of-house</i> Paloma Strelitz	Workshop <i>Song writing in school</i> Keith Ayling
1700-1800	Teacher-led workshop <i>Why do we teach Art?</i>	
1800-1930	Break	
1930	Reception and dinner After-dinner speaker: Professor Susan J Smith	



TIME	ENGLISH	GEOGRAPHY
0900-1000	Registration	
1000-1025	Course welcome Bernice McCabe, Course Director	
1025-1120	Keynote address <i>Imagining what cannot be said in Victorian fiction</i> Professor John Mullan	Lecture <i>Is demography destiny?</i> <i>The political economy of population, resources and development in the 21st century</i> Dr Bhaskar Vira
1120-1140	Refreshment break	
1140-1245	Pupil panel <i>A passion for Art, English Geography and Music: Students' perspectives</i>	
1245-1345	Lunch	
1345-1445	Teacher-led workshop <i>Why do we teach English language and literature?</i> <i>What are our current professional preoccupations?</i>	Teacher-led workshop <i>Why does Geography matter? What are the issues in geographical education?</i>
1445-1545	Lecture <i>Charles Dickens' telegraph: Connection and constraint in Bleak House (1852-53)</i> Dr Ruth Abbott	Keynote address <i>Atlas of countries that don't exist</i> Dr Nick Middleton
1545-1600	Refreshment break	
1600-1700	Lecture <i>Sonnet form, slavery and liberating constraint in 19th-century verse</i> Dr Corinna Russell	Lecture <i>World in motion: Migration and the historical geography of globalisation</i> Dr Philip Howell
1700-1800	Seminar <i>Sonnet form: Freedom or constraint?</i> Dr Gavin Alexander & Dr Corinna Russell	Teacher-led workshop <i>Sharing good practice</i>
1800-1930	Break	
1930	Reception and dinner After-dinner speaker: Professor Susan J Smith	



TIME	ART	MUSIC
0900-0920	Introduction to the PTI Schools Programme	
0920-1025	Lecture <i>From the personal to the global: Fundamental rationales for teaching Art</i> Professor Richard Hickman	Teacher-led workshop <i>Why do we teach Music?</i>
1025-1125	Lecture <i>Drawing from observation and imagination: Image-making after photography</i> Michael Chance	Lecture <i>Assessment in Music education: Some thoughts on the way forward</i> Professor Martin Fautley
1125-1140	Refreshment break	
1140-1240	Teacher-led workshop <i>What Art do we teach?</i>	Teacher-led workshop <i>What Music do we teach?</i>
1240-1330	Lunch	
1330-1540	1315-1700 Visit <i>Tour and engagement session</i> The Fitzwilliam Museum	1340-1440 Teacher-led workshop <i>Developing subject provision in your department</i>
		1440-1540 Recital Musicians from the Royal College of Music
1540-1600	Refreshment break	
1600-1700	Visit continues	Workshop <i>Building a vocal ensemble</i> James Slimings
1700-1800	Teacher-led workshop <i>Developing subject provision in your department</i>	
1800-1930	Break	
1930	Reception and dinner After-dinner speaker: John Sutherland	



TIME	ENGLISH	GEOGRAPHY
0900-0920	Introduction to the PTI Schools Programme	
0920-1025	Lecture <i>Forms of criticism: Writing criticism from 1750 to today</i> Dr Ross Wilson	Lecture <i>Geography, fieldwork and the future</i> Alan Kinder
1025-1125	Seminar <i>19th-century novels: Shorter fiction, longer fiction</i> Led by Dr Ross Wilson	Teacher-led workshop <i>Developing subject provision in your department</i>
1125-1140	Refreshment break	
1140-1240	Teacher-led workshop <i>Sharing good practice</i>	Lecture <i>Changing places: Or why A-Level geographers should study Hackney hipsters</i> Professor Alastair Owens
1240-1330	Lunch	
1330-1540	Royal Shakespeare Company workshop <i>The Tempest</i>	1330-1700 Fieldwork <i>Planning and delivering successful fieldwork</i> Simon Ward
1540-1600	Refreshment break	
1700-1800	Lecture <i>Shakespeare: New worlds and infinite spaces</i> Dr Hester Lees-Jeffries	
	Teacher-led workshop <i>Developing subject provision in your department</i>	
1800-1930	Break	
1930	Reception and dinner After-dinner speaker: John Sutherland	



TIME	ART	MUSIC
0900-1100	Workshop <i>Life drawing</i> The Royal Drawing School	Workshop <i>Composition</i> Frasier Trainer and Lucy Perry
1100-1130	Refreshment break	
1130-1230	Workshop continues	Workshop continues
1230-1315	Lunch	
1315-1415	Seminar <i>What next for Art, English, Geography and Music education?</i>	
1415-1515	What works in schools? <i>My first year in the Schools Programme</i> Nicola Thurlow, Bexley Grammar School (Geography) <i>Supporting our new Year 7</i> Jessica Holmes, Durham Johnston Comprehensive School (Music)	
1515	Evaluations and departure	

TIME	ENGLISH	GEOGRAPHY
0900-1100	Workshop <i>Creative writing</i> Roland Chambers	Lecture and workshop <i>Beyond borders: Changing geographies of migration and asylum</i> Dr Jonathan Darling
1100-1130	Refreshment break	
1130-1230	Teacher-led workshop <i>Developing our own specialist subject knowledge</i>	Lecture <i>Does biodiversity matter?</i> Dr Harriet Allen
1230-1315	Lunch	
1315-1415	Seminar <i>What next for Art, English, Geography and Music education?</i>	
1415-1515	What works in schools? <i>My first year in the Schools Programme</i> Nicola Thurlow, Bexley Grammar School (Geography) <i>Supporting our new Year 7</i> Jessica Holmes, Durham Johnston Comprehensive School (Music)	
1515	Evaluations and departure	

"This time has allowed me to
reconnect with something somehow
misplaced - love of learning"





FEATURED SPEAKERS

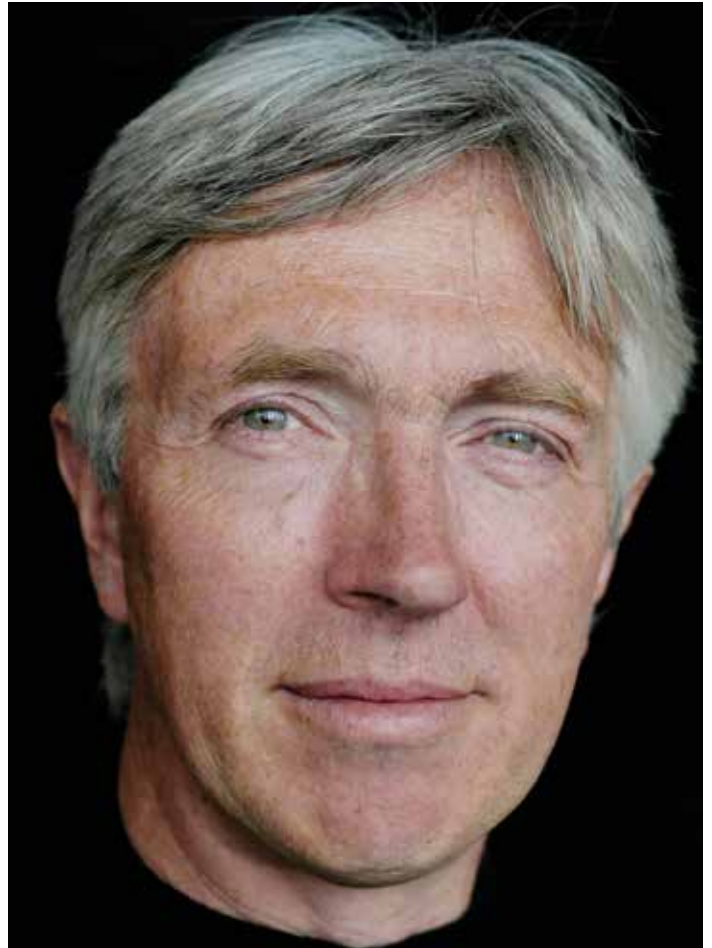


ART KEYNOTE

Anna Reynolds is Senior Curator of Paintings at Royal Collection Trust, where she has worked since 2008. She is part of the curatorial team with responsibility for temporary exhibitions at The Queen's Gallery in London and The Queen's Gallery in Edinburgh, as well as the permanent display of approximately 8,000 paintings across royal residences including Buckingham Palace, Windsor Castle and the Palace of Holyroodhouse. Her exhibitions and accompanying publications include *In Fine Style - The Art of Tudor and Stuart Fashion* (2013), *Royal Childhood* (2014), *A Royal Welcome* (2015) and *Portrait of the Artist* (2016). Anna holds an undergraduate degree from Cambridge University, a Diploma from Christie's Education and a Master's in the History of Art from the Courtauld Institute.

AFTER DINNER SPEAKER

John Sutherland is The Lord Northcliffe emeritus Professor at UCL. He writes regularly for *The Times* and *The Guardian*, and his most recent books have been on methamphetamine addiction, *Dracula*, the Brontësaurus, and Jumbo the circus elephant.



ENGLISH KEYNOTE

John Mullan is Professor of English at University College London. He has published widely on 18th-century literature, including *Sentiment and Sociability: The Language of Feeling in the Eighteenth Century* and *Eighteenth-Century Popular Culture: A Selection*. He has edited works by Daniel Defoe and by Samuel Johnson and has also published *How Novels Work* (2006), which examines novelistic technique, setting contemporary novels against classics of the past, and *Anonymity: A Secret History of English Literature* (2007). His most recent book is *What Matters in Jane Austen?: Twenty Crucial Puzzles Solved* (2012). A broadcaster and literary journalist, he hosts the Guardian Book Club, and appears regularly in literary discussions on BBC radio and television.

AFTER DINNER SPEAKER ◀

Professor Susan Smith, FBA, FAcSS, FRSE, is Mistress of Girton College and Honorary Professor of Social and Economical Geography at the University of Cambridge. She read Geography at St Anne's College, and completed her DPhil at Nuffield College, both at Oxford University. Prior to moving to Cambridge, she held the Ogilvie Chair of Geography at the University of Edinburgh (1990-2004), and was Professor of Geography and a Director of the Institute of Advanced Study at Durham University (2004-9). She is a Fellow of the British Academy, an inaugural member of the Academy of Social Sciences, a Fellow of the Royal Society of Edinburgh, and a member of the Society of Authors.

Professor Smith is active both in the field of social and economic geography and in the interdisciplinary world of housing studies. Her work is centrally concerned with the challenge of inequality, addressing themes as diverse as residential segregation, housing for health and fear of crime. Her current research focuses on the uneven integration of housing, mortgage and financial markets, in particular on the way households accounts have been drawn into global flows of credit and cash.



▶ GEOGRAPHY KEYNOTE

Dr Nick Middleton's background is in the physical side of geography, such as the nature and human use of deserts and their margins, but his interests span the entire subject. His academic role is supplemented by his work as an environmental consultant and freelance author having written more than 300 articles in journals, magazines and newspapers, and 22 books. He is very active in popularizing geography, environmental science and travel, through his writing, public speaking and as a television presenter. A Fellow of the Royal Geographical Society (with the Institute of British Geographers), Nick has served on the Council of the RGS/IBG and on its Expeditions and Fieldwork committee. He has also worked as a consultant to several United Nations agencies, including the UN Development Programme (UNDP) and the UN Environment Programme (UNEP), as well as the World Conservation Union (IUCN), the EU and WWF.



MUSIC KEYNOTE ▶

Tim Lihoreau is the presenter of the biggest breakfast show on commercial radio: Classic FM's *More Music Breakfast*. Tim has won a multitude of awards for his radio writing and production on both sides of the Atlantic, as well as being the author of 11 books. His *Modern Phobias* has been translated into 11 languages. With a degree in Music from the University of Leeds, he was a professional pianist before moving into radio.



Keeping in touch

The PTI Schools Programme

As you have attended this Residential, your department is eligible to join The Prince's Teaching Institute Schools Programme. The Schools Programme is a membership scheme that gives you the opportunity to stay in touch with teachers you have met and allows you to continue to promote the spirit of the Residential once back at school. Members share ideas and projects that enhance their department's subject provision, and meet every year to share experiences and devise further ideas.

Membership gives all staff in your department access to the resources of the Staffroom area of the PTI website, discounts on professional development courses and, after a year, the opportunity to use the PTI Mark on your school's stationery and website (above).

You can join the programme by discussing and agreeing your departmental objectives with your Residential Teacher Leader, with 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 Nicola Bentley: nicola.bentley@princes-ti.org.uk.

Professional development

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

Past speakers have included Professor Iain Stewart, Sir Tom Stoppard and Kazuo Ishiguro. Details of forthcoming events can be found at: www.princes-ti.org.uk/events.

We welcome offers to run these courses. If you are interested, please email Danielle Mayoss at the address below:
danielle.mayoss@princes-ti.org.uk

Website www.princes-ti.org.uk

Our website contains details of all of our activities and events. Membership of the Schools Programme allows you to access the Staffroom area of the website and its expanding library of resources. As well as the opportunity to listen again to many of the lectures from this Residential, you will be able to hear podcasts of speakers from previous PTI events, and access a wealth of presentation materials and teaching resources. Should you join the PTI Schools Programme, all members of your department will gain access to these resources.

“A truly inspirational course that has confirmed my passion for teaching and made me excited to walk into the classroom on Monday morning. Thank you!”





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 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 coeducational boarding school on the island of Jeju in South Korea in September 2011; NLCS Dubai will open in 2017. She is a director of NLCS Enterprises and will be Director of International Schools and Education Strategy for the group from September 2017.

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

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

ACKNOWLEDGEMENTS

The PTI would like to thank Oliver Blond, Barbara Pomeroy, Jess Bedi, Asha Bishop, Gareth Davies, Graham Goldup, Lawrence Haigh, Tom Hardy, Jennifer Pope and Margaret Wheatley for the design of this Residential. We would also like to thank all of the speakers and workshop leaders for their contributions and support.

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Art, English, Geography and Music Enrichment Residential

June 2017, Homerton College, Cambridge

in partnership with



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