



English • History • Geography
Modern Foreign Languages • Latin
Summer School

JUNE 2013 HOMERTON COLLEGE CAMBRIDGE



CLARENCE HOUSE

After the last residential course for teachers of Modern Foreign Languages run by my Institute one of the delegates wrote: *"It has inspired me and re-awakened my passion for languages, as well as reminding me how much I loved studying languages myself. This I hope to bring back to my pupils in order to inspire them in the same way."*

That sums up exactly what these courses are intended to achieve – re-invigorated teaching and a stronger desire to pass on the passion for learning to the next generation.

The fact that we are now into the second decade since the first of my Summer Schools was held in 2002; that the number of subjects we cover is still expanding and that we have had such an enthusiastic response from the delegates who have taken part suggests that there is a real hunger for professional development of this kind among teachers. And this, I am sure, reflects their concern about the importance of what they are doing; a concern which I passionately share.

If the world in which our children will live is to be one in which truly civilized values can flourish it will need a breadth of knowledge and understanding of the kind that only a good, rounded education can provide. The composition of this year's Summer School provides a good opportunity to make these sorts of vital connections. Bringing together so many subject strands may be an administrative challenge but it will, I hope, encourage you to take a wider view of what your teaching may contribute to the education of the whole person – among other things, the sense of personal identity from English, of national character from History, of the world we live in from Geography and of different cultures from Modern Foreign Languages. I might add that I am delighted that room has been found for Latin on this course for the first time. It provides us with direct access to the wisdom of the ancient world, as well as being an invaluable instrument for learning correct grammatical usage.

So there should be much to enjoy in this course, much to learn – from each other as well as from your lecturers – and, I hope, much of lasting value to take back to your schools.



WELCOME FROM THE COURSE DIRECTOR

I am delighted to welcome you to this Prince's Teaching Institute 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 place an 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? 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 the policy makers.

But 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". The signature is written in a cursive, flowing style.

Bernice McCabe
Course Director



COURSE BACKGROUND

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



KNOWLEDGE AND SKILLS

Now entering their eleventh 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 and Residentials have focused on the educational 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.

One of the abiding tensions in education is that between the teaching of knowledge and the teaching of skills. Often employers tend to stress the importance of acquiring skills and competencies, whilst academics are generally 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 has no doubt about the primacy of subject knowledge. 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. Furthermore, 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 revised framework of the National Curriculum published for consultation earlier this year. 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.*"





CURRICULAR DEBATE

Over the past ten years and more, delegates have been invited to discuss and respond to current questions of educational principle and practice. The PTI has been happy to work with teachers as a mouthpiece for the profession. It is encouraging that, 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, the PTI has come to be respected as an independent forum for debate.

The consultation period for the revised framework of the National Curriculum may now have come to an end; but this does not mean the end of curricular debate for the time being. Teachers will still want to exchange ideas about the best ways of delivering their subjects. Furthermore the framework document reminds us in its second stated aim that *“the National Curriculum is just one element in the education of every child. There is time and space to range beyond the National Curriculum specifications.”* So how are these spaces to be filled?



EXAMINATION AND ASSESSMENT

Examination and assessment are essential elements in any formal process of education; they should also encourage good learning. There has been a widespread and strongly held belief amongst teachers who have attended previous PTI Summer Schools 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. 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.

Finding the right solution to this problem is a major challenge. The withdrawal of proposals to replace GCSEs in core subjects with a new English Baccalaureate Certificate leaves the debate very much open still. The Chairman of the Parliamentary Education Select Committee has, quite properly, said that *“no sensible reform of assessment can take place without clarity as to what is to be taught”*. In other words, curricular reform has to be agreed before decisions are made about how it will be examined. That is an encouragement to our delegates here to consider the two things together.



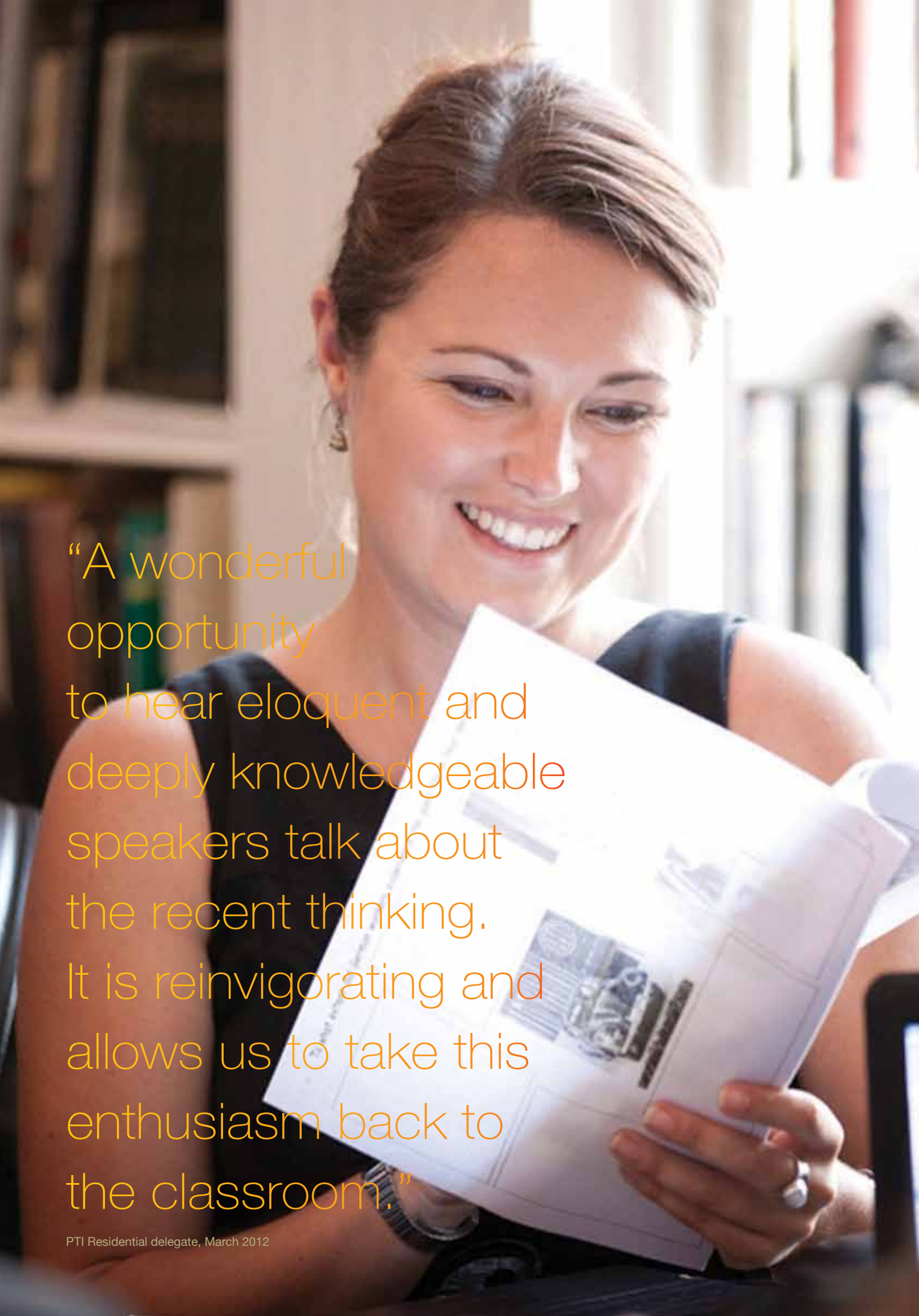


OUR AIMS

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 the subject
- Promote and provide subject-based Continuing Professional Development for teachers
- Encourage and inspire teachers by demonstrating good use of academic rigour and challenge in the classroom
- Create stronger links between academic departments in schools and universities
- Promote and enable a more constructive dialogue between teachers and government educational agencies on issues relating to curriculum development, assessment and training
- Promote the establishment of a national body independent of government that will enhance effective subject teaching and uphold teachers' professional standards.

The Institute brings together teachers and leading academics with a view to encouraging rigorous and challenging subject teaching in all schools for children of all abilities. It demonstrates how children can be inspired, and consequently achieve higher standards, by teaching that goes beyond the constraints of exam syllabuses and by rich subject provision that incorporates extra-curricular activities. It also provides an additional pathway of communication between teachers, Higher education and Government Agencies.

A woman with brown hair tied back, wearing a black sleeveless top, is smiling while looking down at a large white document she is holding. The document appears to be a brochure or report with text and a small image. She is wearing a watch on her left wrist and a ring on her left hand. The background is a blurred library or bookstore with bookshelves filled with books.

“A wonderful opportunity to hear eloquent and deeply knowledgeable speakers talk about the recent thinking. It is reinvigorating and allows us to take this enthusiasm back to the classroom.”



ENGLISH, HISTORY AND GEOGRAPHY

The Aims

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 subject 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 in order to promote interest in the subject, intellectual independence and critical thinking
- Encourage and support teachers in their efforts to make a difference in their own schools through the introduction and implementation of ideas encountered in the course.



The 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 to 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 in order 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

- How can we make a broad and deep study of History engaging, rewarding and inspiring for all young people, whatever their ability?
- In general terms, what historical topics should pupils have studied at each of the Key Stages and whose choice should this be?
- What kinds of teaching are most likely to develop in pupils a capacity for independent critical thinking combined with intellectual rigour?
- What constitutes good teaching resources– and bad ones? Are current needs for teaching resources being met? If not, how can they be?
- What role, if any, should school History play in developing individual and national identity and a sense of shared values? What role, if any, should school History play in public commemoration?

GEOGRAPHY

- What does rigorous school Geography look like? What geographical topics should students study at each of the Key Stages? How can teachers best teach 'the big geographical picture'?
 - 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 core 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?
 - What are the best ways to approach the learning and teaching of difficult and contemporary geographical topics and materials so as to make them enjoyable and rewarding for all students, whatever their background and ability?
 - How important is rigorous, contemporary and enjoyable fieldwork and what opportunities should there be for students to participate in learning outside the classroom activities in the Geography curriculum?
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LANGUAGES AND LATIN

The Aims

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

- Develop expertise and facilitate the sharing of good practice in the teaching of Languages
- Emphasise the importance of rigorous teaching and accuracy in the study of Languages
- Highlight the value of studying Languages in providing not just a communication skill (in Modern Foreign Languages) but also a means for improving pupils' general use of language and giving them a broader cultural awareness through the study of literature, civilisation and history
- Ensure continued debate about the importance of studying Languages and their place within today's curriculum
- Provide opportunities to inspire, engage and motivate teachers of 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 the immediate exam requirements.



The Objectives

To address these fundamental questions:

MODERN FOREIGN LANGUAGES

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?

LATIN

Why do we teach Latin?

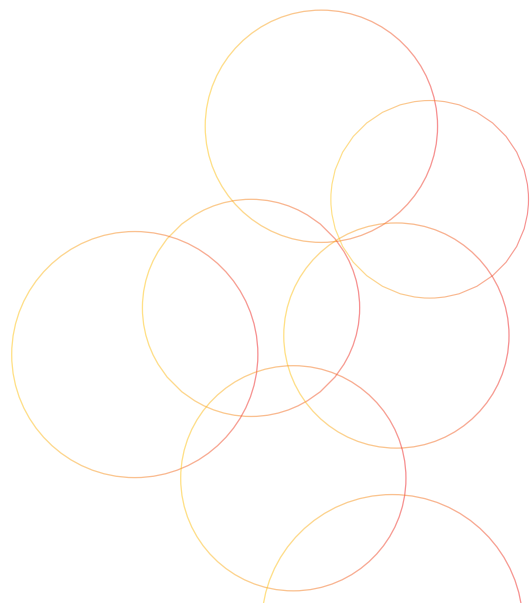
- What value does the study of Latin have for students in today's crowded curriculum?
- What makes ancient languages worth teaching per se?

What should we teach?

- What elements do we consider important in the teaching of Latin?
- How important is the study of ancient literature, history and culture?

How can we best teach Latin?

- How can we ensure that teaching is rigorous and enriching?
- How do we develop students' confidence with a non-spoken language?
- How can we make Latin engaging, challenging and rewarding for students of all abilities?



Schedule Monday 24th June

TIME	ENGLISH	HISTORY	GEOGRAPHY
0900-1000	Registration		
1000-1025	Course Welcome by Course Director		
1025-1120	Keynote Address Lord Hennessy <i>Never lose a holy curiosity (Einstein): Or how to get out of bed on a wet Monday in February</i>		
1120-1140	Break		
1140-1240	Pupil Panel English, History and Geography		
1240-1345	Lunch		
1345-1445	Group Workshop <i>Why English matters</i>	Group Workshop <i>Why History matters</i>	Group Workshop <i>Why does Geography matter? What does rigorous Geography look like? Sharing best geographical practice</i>
1445-1545	Lecture Sir Tom Stoppard <i>Work and play</i>	Lecture Michael Wood <i>Why does medieval History matter?</i>	Lecture Professor Iain Stewart <i>50 Shades of grey; Communicating rocks</i>
1545-1600	Break		
1600-1700	Lecture Dr Gavin Alexander <i>Lyric language</i>	Lecture Professor John Morrill <i>Great Man: Great ideas? Wrestling with the thought of Oliver Cromwell</i>	1600-1650 Lecture Dr Kendra Strauss <i>Changing geographies of labour and work</i>
1700-1800	Seminar Dr Gavin Alexander <i>Grammar and the study of literary texts</i>	Group Workshop <i>Sharing good practice: The what, who and why of "historical greatness"</i>	1650-1740 Lecture Professor Hazel Barrett <i>The future of the HIV/AIDS pandemic</i>
1800-1930	Break		1740-1810 Group workshop <i>Reflecting on the afternoon's lectures. How can we implement these ideas in the classroom</i>
	1810 – 1930 Break		
1930	Reception and Dinner After dinner talk Michael Wood		

FRENCH		SPANISH		GERMAN		LATIN		TIME	
Registration								0900-1000	
Course Welcome by Course Director								1000-1025	
Keynote Address Lord Hennessy <i>Never lose a holy curiosity (Einstein): Or how to get out of bed on a wet Monday in February</i>								1025-1120	
Break								1120-1140	
Pupil Panel Modern Foreign Languages and Latin								1140-1240	
Lunch								1240-1345	
Group Workshop <i>Why do we teach?</i>		Group Workshop <i>Why do we teach?</i>		Group Workshop <i>Why do we teach?</i>		Group Workshop <i>Why do we teach?</i> <i>Articulating why Latin is valuable and worthy of a place in today's curriculum</i>		1345-1445	
Lecture Dr Amira K Bennison <i>Language, culture and identity in the Arab world</i>						Lecture Professor William Fitzgerald Why read Latin poetry?		1445-1545	
Break								1545-1600	
Lecture Dr Ian James <i>Les avant-gardes et la technologie</i>		Lecture Professor Chris Pountain <i>El español de hoy: lengua en evolución</i>		Lecture Professor Anthony Phelan <i>Märchen und kein Ende -- deutsche Erzählkunst am "Ende der Kunstperiode"</i>		Group Workshop <i>Sharing good practice</i>		1600-1700	
Group Workshop <i>Sharing good practice</i>		Group Workshop <i>Sharing good practice</i>		Group Workshop <i>Sharing good practice</i>		Lecture Dr James Clackson <i>When did Latin stop being spoken?</i>		1700-1800	
Break								1800-1930	
Reception and Dinner After dinner talk Michael Wood								1930	

Schedule Tuesday 25th June

TIME	ENGLISH	HISTORY	GEOGRAPHY
0900-0930	Schools Programme Overview		
0930-1030	Lecture Professor Helen Cooper <i>Shakespeare on comedy and tragedy</i>	Lecture Dr Sujit Sivasundaram <i>Changing conceptions of Empire amongst historians</i>	Lecture Alan Kinder <i>Keeping up with curriculum change</i>
1030-1130	Choice of seminar Dr Hester Lees- Jeffries <i>Romeo and Juliet as comic tragedy</i> or Dr Fred Parker: <i>The Merchant of Venice</i>	Choice of seminar Dr John Slight <i>The British Empire and Islam</i> or Dr Emma Hunter: <i>Wind of change: New perspectives on decolonisation in Africa</i>	1030-1115 Group Workshop <i>What makes an outstanding Geography Schools Programme submission?</i>
1130-1200	Break	1130-1145 Break	1115-1130 Break
1200-1300	Group Workshop <i>Current issues in subject area: Approaches to the C19th novel requirement</i>	1145-1245 Group Workshop <i>The National Curriculum for History</i>	1130-1245 Lecture Christian Nold <i>Mapping emotional change</i>
1300-1345	Lunch	1245-1330 Lunch	1245-1315 Lunch
1345-1545	RSC Workshop <i>Romeo and Juliet</i>	1330-1430 Lecture Professor Gary Sheffield <i>The centenary of the First World War: Challenges and opportunities</i>	1315-1630 Field Work <i>To what extent is Cambourne a typical Cambridgeshire village?</i>
1545-1600	Break	1430-1645 Field Visit <i>Sidney Sussex College</i>	1630-1700 Break
1600-1700	Lecture Professor Adrian Poole <i>Isaac Rosenberg's Rat</i>	1645-1700 Break	170-1800 Lecture Professor Jonathan Bamber <i>Future climate change</i>
1700-1800	Group Workshop <i>Sharing development objectives</i>	Group Workshop <i>Sharing development objectives: The Schools Programme</i>	
1800-1930	Break		
1930	Reception and Dinner After dinner talk David Aaronovitch		

FRENCH	SPANISH	GERMAN	LATIN	TIME
Schools Programme Overview				0900-0930
Lecture: Laura McMahon <i>Film and philosophy in contemporary France</i>	Lecture: Dr Stuart Davies <i>¿Es el pasado un país extranjero?: La guerra civil en novelas del siglo XXI</i>	Lecture Dr Martin Ruehl <i>Händler und Helden: England in den Augen der Deutschen, 1860-1990</i>	Lecture Professor Ingo Gildenhard <i>Virgil's Aeneid in its cultural context</i>	0930-1030
1030-1100 Break			Seminar Bob Lister <i>Teaching Latin: Taking it as it comes</i>	1030-1130
1100-1300 Workshop <i>Inspiring ideas for language teaching</i>			Break	1130-1200
			Group Workshop <i>Current issues in subject area</i>	1200-1300
Lunch				1300-1345
Language Taster Workshop <i>Choice of Farsi, Hindi, Hebrew and Arabic</i>			Field Visit <i>Using evidence: Inscriptions and numismatic</i>	1345-1545
Break				1545-1600
Lecture Christophe Gagne <i>Impoli, moi? Français et Britanniques en interaction</i>	Lecture Dr Rosemary Clark <i>Soñando identidades: Bernardo Atxaga, Lucía Etxebarria y Juan Marsé</i>	Lecture Dr Sheila Watts <i>To Zmasche with the Brothers Grimm: German dictionaries past and present</i>	Lecture Professor Stephen Oakley <i>Knowing some History helps: The background to Cicero, In Catilinam 1.1-5 and Horace. Odes 3.14</i>	1600-1700
Group Workshop <i>Sharing development objectives</i>	Group Workshop <i>Sharing development objectives</i>	Group Workshop <i>Sharing development objectives</i>	Group Workshop <i>Sharing development objectives</i>	1700-1800
Break				1800-1930
Reception and Dinner After dinner talk David Aaronovitch				1930

Schedule Wednesday 26th June

TIME	ENGLISH	HISTORY	GEOGRAPHY
0900-1000	Workshop Ben Faccini <i>Creative writing</i>	Workshop Dr James Harris <i>Stalin and the Great Terror</i> and <i>Leeds University podcasting</i>	Lecture Dr Jonathan Darling <i>Changing geographies of mobility: Population</i>
1000-1100			Lecture Professor Klaus Dodds <i>Polar Scrambles? Making sense of the Arctic and Antarctic</i>
1100-1130 Break			
1130-1230	Group Workshop <i>Developing our own specialist subject knowledge</i>	Group Workshop <i>Designing the curriculum</i>	Group Workshop <i>Sharing thinking: How will we address changing Geography in the classroom?</i>
1230–1330 Lunch			
1330-1530 Report back on key themes Plenary discussion panel of educationalists			
1530 Evaluations			





FRENCH	SPANISH	GERMAN	LATIN	TIME
Workshop <i>Inspiring language stories</i>			Workshop <i>Building a profile</i>	0900-1000
			Lecture Dr Carrie Vout <i>Classics in contemporary culture</i>	1000-1100
Break				1100-1130
Group Workshop <i>Developing our own specialist subject knowledge</i>			Group Workshop <i>Developing our own specialist subject knowledge</i>	1130-1230
Lunch				1230-1330
Report back on key themes Plenary discussion panel of educationalists				1330-1530
Evaluations				1530

KEYNOTE SPEAKER



Professor Peter Hennessy is Attlee Professor of Contemporary British History at Queen Mary, University of London. He was recently elected a Fellow of the British Academy. Before joining the Department in 1992, he was a journalist for twenty years with spells on *The Times* as a leader writer and Whitehall Correspondent, *The Financial Times* as its Lobby Correspondent at Westminster and *The Economist*. He was a regular presenter of the BBC Radio 4 Analysis programme from 1987 to 1992. In 1986 he was a co-founder of the Institute of Contemporary British History. His books include *Cabinet* (1986), *Whitehall* (1989), *Never Again: Britain 1945-51* (1992), *The Hidden Wiring: Unearthing the British Constitution* (1995), *The Prime Minister: The Office and Its Holders since 1945* (2000), *The Secret State: Whitehall and the Cold War* (2002) and his most recent publication is *Having It So Good: Britain In The Fifties* (2006).

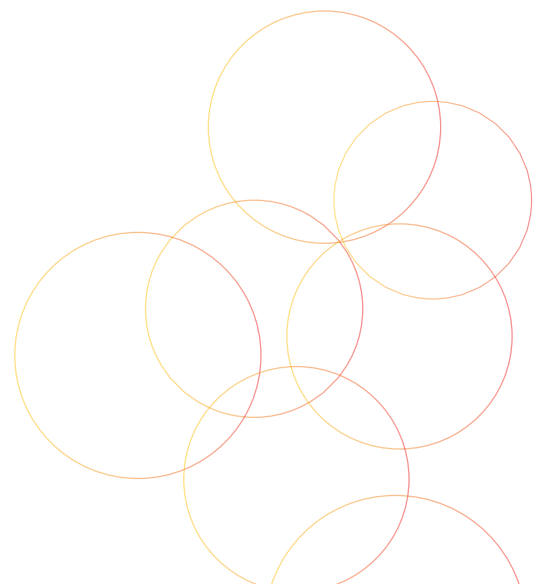
AFTER DINNER SPEAKERS



Michael Wood is the writer and presenter of many critically acclaimed television series, including *In the Footsteps of Alexander the Great*, *Conquistadors* and *Story of India*. Born and educated in Manchester, Michael did postgraduate research at Oxford in Anglo-Saxon History. He had ambitions for a career as a medieval historian but says he was 'drawn away by television' and by the possibilities of popularising history, which has always been his great passion. His films have centred on history and travel but have also included politics - *Saddam's Killing Fields*, as well as literature and cultural history - *Shakespeare; Hitler's Search for the Holy Grail*. But his great passion is British history – a subject to which he returns as often as possible.



David Aaronovitch is a British author, broadcaster and journalist, who contributes regularly to *The Times*. In 2001 he won the Orwell Prize for political journalism and the What The Papers Say Columnist of the Year award in 2003. He studied Modern History at Balliol College, University of Oxford and finished his study at the Victoria University of Manchester. He has spoken at PTI events previously, most recently at a Residential course at Crewe Hall in 2008.



PANELISTS



John Carr is Deputy Director of the National College for Teaching and Leadership and leads the Quality and Priorities Division (QPD). This division is responsible for improving specific aspects of teacher training, enhancing the delivery of training and the role of schools in ITT, and developing training content in line with government priorities. He worked for the Training and Development Agency (TDA) for several years before it was incorporated into the Teaching Agency, leading work on NQT induction, postgraduate professional development, workforce remodelling and the development of the Masters in Teaching and Learning qualification. This followed a range of roles in other national education bodies and in higher education administration.



Hardip Begol is the Director for Assessment, Curriculum and General Qualifications at the Department for Education, a post he took up in January 2012. Previously, he was the Bill Manager for the Education Act 2011 and, from 2007-2010, Deputy Director for Special Educational Needs and Disability. He joined the Department for Education in 1995 and has worked on a wide range of policies including teacher training, intervention in poorly performing local authorities and higher education. He was the Secretary to the Disability Rights Task Force. He has also worked for Deloitte (Touche Ross) as a trainee chartered accountant, KPMG Consulting as a public services consultant and spent a year at the Prime Minister's Strategy Unit.



Tim Oates is Group Director of Assessment Research and Development at Cambridge Assessment which he joined in May 2006 to spearhead the department, which has produced work which commands national and international respect. He was previously at the Qualifications and Curriculum Agency (QCA), where he had been Head of Research for most of the previous decade. With Mike Coles, he developed the new pan-European 8-level qualifications framework. He is active in transnational comparative work on examinations standards, regulation and management of national assessment arrangements, and post-16 vocational education and training. He has advised the UK Government for many years on both practical matters and assessment policy. From 2010 to December 2011, he was Chair of the Expert Panel advising the Secretary of State for Education on the review of the National Curriculum in England. He continues to advise Government on the development and implementation of the National Curriculum and allied policy.

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

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 Summer School, or email 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 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 Jeremy Paxman, Kazuo Ishiguro, Bettany Hughes and Michael Palin. 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



PTI STAFFROOM AREA

The Schools Programme gives you access to 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.

Thank you to Our Patrons

The Prince's Teaching Institute is grateful to all its donors, without whose generosity it could not undertake its work. We wish to express particular thanks to our 2012 Club and Patrons, whose multi-year financial commitment to the PTI enables us to provide teachers with the long-term support they require.

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BERNICE MCCABE Course Co-Director

Bernice McCabe, Headmistress, North London Collegiate School, and Co-Director, The Prince's Teaching Institute. 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.

She has served on national education committees in the maintained and independent sectors. Since 2010 she has been 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 (PTI) which she now Co-Directs alongside Chris Pope.

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