



# The Educator

Journal of the Worshipful Company of Educators



***Pamela Taylor, Master Educator 2019-20***

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## Annual Assembly and Banquet, 21 June 2019

### The Master's Addresses to Annual Assembly and at the Banquet



Pam Taylor\_Banquet Speech

This Company has done me the honour of electing me as the nineteenth to hold the title of Master, and I now accept this with gratitude and a real sense of excitement at such a privilege to work with you all in this capacity. In this age of 'gender fluidity', I have a modest part to play. I was Mistress in 2008 (when David was Master) and now, after 11 years, I am astonished to find myself Master. 11 years ago, we were a Guild; we attained our Livery about half-way through the intervening period. David's installation dinner, when the Guild was aged 7, was held in Bakers' Hall with a capacity of some 70: ten for every one of our years. Now we are 18, and we celebrate that with the astonishing number of 180 present tonight in this Hall. The ratio is unchanged, but the intimacy and proximity

of our pre-prandial socialising have certainly become tangibly closer. Then we had 200 Freemen; now we have more than that number of Liverymen (210) and over 110 Freemen as well.

### A Company coming of age?

The realisation that we are 18 this year prompted two thoughts. First, I found it fascinating to look back over more than 17 years of Newsletters, as a way of tracing our progress and development. A number of you will know our revered Foundation Master, Professor Raoul Franklin, who is sadly no longer able to come to our events. I was intrigued to read some prophetically aspirational words of his: *'My hope for the Educators is that by 2020 they will have managed to establish Education as a profession recognised by the City of London in the same way many others are.'* Well, we have undoubtedly made significant gains in this respect—and the next twelve months will give us plenty of challenges.

Secondly, if the seven-year-old Guild in 2008 was an excitedly energetic, but in many ways inexperienced, Key Stage 1 pupil, is it reasonable to claim that, at 18, the Company has 'come of age'? That would perhaps be a bold claim. In many ways we are undoubtedly still on a learning trajectory (though that is as it should be, given our commitment to lifelong learning). Neither do eighteen-year-olds tend to claim—or at least merit—a claim to full maturity.

Nevertheless, I do believe that—thanks to the unstinted efforts of my predecessors as Master, the work of our Wardens and Court, and the invaluable contribution of so many of our Liverymen and Freemen—the Educators now command wide respect within the City. Many now recognise our capacity to help to coordinate the



extraordinary range of charitable work, geared towards schools and FHE, which the Livery movement carries out in the City and far beyond. The work of the City's Education Board has benefited greatly from the participation of our members. Our Trust has spearheaded some inspiring and ground-breaking initiatives, such as the recent seminar on Prison Education at Fishmongers' Hall. Furthermore, through our willingness and ability to give a lead to cross-Livery initiatives—such as, notably, Livery Schools Link and, more recently, the Sheriffs' Challenge—we have cooperated more and more effectively with other Companies and their Masters and Wardens.

All of which points to our commitment to achieving ambitious outward-facing aims and to a rapidly-increasing maturity, as we continue to work towards the achievement of our 5-year plan, which will take us to 2022 and our 21st birthday (a more proper age for marking the coming of age, some of us traditionalists may feel). But we have already done a great deal to improve our internal workings and increase our goals in terms of *professional development and fellowship*. With our fully established Livery status (we are now not even the lowest number on the order of precedence) and—very recently, at our superb Mansion House banquet—having obtained our Royal Charter, we can certainly claim to have become a body that has attained its majority.

### Our team

I could not have contemplated undertaking the responsibilities of Mastership, were it not that—as Court Assistant and Warden—I have had ample opportunity to witness the outstanding quality of those who serve the Company in these offices. So, I am delighted to welcome and commend to you the new team of Wardens: Richard Evans as Upper Warden; Roy Blackwell as Middle Warden; and, the newest of the team, Caroline Haines as Lower Warden. I look forward to our time together and to the continuation of the outstanding work of Janet Reynolds as Renter Warden and Ravi Gill as Honorary Treasurer. In addition, it is a great pleasure to welcome Sandra Holt and Kevin Everett as our newly elected Court Assistants.

The team of Master and Wardens depends utterly on the efforts of many other members of the Company, and I should like to pay a particular tribute to some of those. First, a word to Christian Jensen. The Company has been blessed since its inception with talented and committed tenants of this vital role. Christian has returned to his onerous duties undaunted by his spell of ill-health, and is carrying these out, as ever, with unflinching grace, good humour and loyalty. In his office, volunteers Mary Wallis and Enid Weaver have worked magnificently and tirelessly. There have been many logistical challenges in preparing for the attendance at this Installation Dinner of no fewer than 180.

I am delighted that the Reverend Mark Perry has accepted my invitation to continue as our Chaplain for this year. Geoffrey Edwards, our Almoner, never fails to show his warmth and compassion in tending to our spiritual as well as physical health, and we look forward to another of his inimitable graces tonight.

The work of our Committees and other groups seems to be expanding exponentially (if I may dare use a mathematical term in the presence of our Immediate Past Master), and all of these need Chairs and Secretaries: I would like to thank all of them for their commitment. As our Special Interest Groups grow and flourish, they too have been most ably led. After over a decade of managing our annual Public Speaking Competition, I am passing that baton into the extremely capable hands of John Dewhurst: I believe passionately in this event, which places in the spotlight those we educate and prepares them with vital life skills.

I also look forward eagerly to working closely with our Trust Chair, Jennie Somerville. The Company and Trust are, and need to be, joined at the hip, and it is a delight for the Company to be able to bask in the reflected glory of the Trust's many admirable expressions of our shared purposes.

The efforts of all of these—and of many others whom I do not have the time to mention—mean that I approach my year with full confidence that we shall continue to prosper and develop on all fronts, with our unique blend of professional stimulation, warm fellowship and charitable outreach. Of course, I have some particular aspirations for the year.

### Engagement

I am keen that the Company will offer opportunities for as many as possible to involve themselves fully in our varied activities. For me, it has been a particular privilege over the past two years to chair the relatively new Engagement Committee, which has the opportunity to look across the range of our activities, while taking care not to tread on the toes of those who lead our other Committees—whose brilliant efforts on our behalf I warmly commend to you. And the Special Interest Groups, sponsored by the Engagement Committee, give opportunities for those with similar professional interests to engage in exploring topics close to their hearts—united by their special interests. This is a rapidly-developing aspect of our work and has already had some notable successes.

Our titles and structures are nothing if there is not a strong connection to our members, who need to feel that we have something real and worthwhile to offer them. We have ample evidence of increased participation in our activities, with the innovation of regionally-based events a definite sign of progress—and not only the Master's Progress. Moreover, the presence of such a wonderful number at this evening's banquet is undeniable evidence of members' willingness to commit time and resources to the Company.

There are many encouraging signs that we are reaching out more and more effectively. But there is still much to be done. One of our early Masters wrote that our '*greatest strength lies in our comprehensive coverage of all aspects and levels of education, together with our independence*.' This remains just as true.



## Communications

*Effective communication* lies at the heart of all we do. I shall seek to maintain the admirable flow of communications to members established by my predecessors. You will, I hope, forgive my inadequacies with social media, although I shall try. Emails are likely to be my main vehicle, but I intend to make sure I get to know as many of you as possible through face-to-face meetings.

I was intrigued to see that—some fifteen years ago—the Guild conducted a questionnaire of members' interests and aspirations. It concluded that there was a small number of aims which attracted particularly strong agreement. Foremost among these were:

- To provide a stimulating professional forum for educators of all kinds;
- To provide congenial and lively social events; and
- To pursue our charitable object of supporting the development of educators.

That these remain central to our overall aims and objectives is heartening. It is clearly vital that we develop our external communications hand-in-hand with our *internal ones*—not least by building on the excellent links we have with Livery Companies, and making more of the capacity for collaboration with other bodies.

Internally, I shall aim to ensure that our programmes continue to provide a range of activities that promote both our general interests, offering ample chances for open communication and mingling with others with perhaps very different professional specialisms and the special interests that I touched on in the previous section.

## Seminars

The overarching themes of *breadth, balance, access* and *inclusiveness* will underpin our programme of seminars, which I shall be launching in the early autumn. *Assessment* will also be on the menu, you may not be surprised to hear. And finally, we shall be returning to the topic of *lifelong learning*, by asking questions about how well our education prepares young people with the skills and qualities they need in our ever-changing society.

Some years ago, we put some weight behind the 'No child left behind' movement. This to me remains no less central, and should be a guiding principle for all our approaches to school *curricula* (where I wish to ensure our strong focus on the *creative and performing arts*) and not least to assessment (the field which I have been concerned with professionally over many years). It applies no less to adults, both those within our Company and those to whom we reach out in our charitable enterprises.

*Pamela Taylor, Master 2019-20*



## The Master's Encomium for the Immediate Past Master



*Lis Goodwin, Past Master*

As the first to address you as our 'Immediate Past Master', I have the great pleasure of thanking you, on behalf of us all, for your tremendous work over the past year. You now take on a role which is well recognised throughout the Livery movement, so much so that, in Bylaw 53(d), the post is formally designated as 'Deputy Master'. Our Company has always acknowledged its importance, and our IPMs have proved invaluable, indeed indispensable sources of wisdom to their successors. I lose no time in stating strongly my intention to draw as heavily as possible on all of that accumulated knowledge and experience.

The very term 'Past Master' has, of course, passed into our language as the quintessence of expertise. As a great lover of words, I relish the fact that synonyms include: virtuoso, wizard, genius, maestro, connoisseur and authority—all of which everyone here will see apply particularly well to you. Your year has witnessed, under your assured and sage guidance, a number of outstanding social and professional events, but also the highly significant acquisition of our Royal Charter, with a hugely enjoyable and memorable banquet at Mansion House, attended by over 250.

You have always been a great believer in inter-Livery cooperation, and there have been many occasions which have brought us closely together with other Companies, not least with the group of Modern Livery Companies. Livery Schools Link has long been spearheaded



by the Educators. Under your leadership the part we have played has become even more significant, and this year's Careers Showcase—held in the Guildhall over two days and involving many hundreds of primary and over a thousand secondary school pupils—was a superb demonstration of how powerfully the Livery Companies can come together in the cause of promoting education.

There was a time, I am told, when getting Livery Companies to work together was a Herculean challenge—the term 'herding cats' springs to mind. But times have changed, and we can now celebrate a second pan-Livery event, the Sheriffs' Challenge. You, as Master, have presided over our leading administrative role, and particular appreciation is due to Anne Punter. Your year's programme has strongly followed our growing tradition of inviting Masters and Wardens of other Companies to our events. This was particularly notable at the excellent Military Lecture—organised by Trust Treasurer and Court Assistant Simon Denny—at which you took our links with the armed forces to a new level, with new formal agreements. It was an equally striking feature of the splendid event on Prison Education—under Trust Chair Jennie Somerville's lead—in conjunction with the Prison Education Trust and the Fishmongers Company, who made available their magnificent Hall.

I can say, without fear of contradiction, that your year as Master has advanced the Company in many ways, and consolidated the growing recognition in the City that we are a real voice and make

a real difference. But, of course, this has not happened by accident. It is down to your outstanding and diligent efforts on our behalf, and your regular and informative bulletins have borne testimony to the busy schedule you have carried out. At our events, you have always been there to impart your shrewd advice, friendly company and exceptionally efficient management, with an impressive grasp of detail as well as great clarity over the bigger picture. You have shown yourself to be a byword for efficiency, a model of diplomacy, and a staunch supporter of the Company, Livery movement and City of London. To be able to observe at close quarters the admirable way in which every challenge has been faced, and every initiative progressed, has been for me a rare privilege.

What has indeed been a memorable year was crowned for many of us by a delightful visit with you to Montpellier, a city equally loved by you and your consort David—whom I would also like to thank, and whose unwavering support we have all greatly appreciated. You have earned a good rest, and we do hope you will take it. But we know it is not in your nature to go off quietly into the sunset—even if you were tempted to do so. Not only I, as a new and somewhat apprehensive Master, but the whole of the Company will look forward to your continuing to play a highly significant part as we move ahead. We thank you warmly for an inspiring and hugely enjoyable year under your consummate leadership.

*Pamela Taylor, Master 2019-20*



## Pamela Taylor, Master Educator 2019-20



*Pamela Taylor, The New Master*

This year's Master, Pamela Taylor, studied Drama and Education at the Rose Bruford College, where she qualified as a teacher, and then completed a BA Honours in English and American Literature at the University of Kent at Canterbury. She had a long teaching career, and worked in both the maintained and independent sectors, teaching English Language and Literature, Drama and Theatre Arts in both single-sex and mixed secondary schools. She was Head of English at Bromley High School (Girls' Day School Trust) for seventeen years.

Increasingly, she became involved in the world of assessment for national school examinations, becoming a Principal Examiner, Chief Examiner and ultimately Chair of English Examiners at Pearson Edexcel, a post she still holds. Her examining expertise led to opportunities to train English teachers in the UK and she was also involved in 'Poetry Live' sessions in London and in radio master classes on English Literature. She is a member of the Chartered Institute of Assessors and an English Expert for Ofqual.

Since leaving teaching she has worked as examiner, trainer, writer, scrutineer and consultant. Her experience of running courses for teachers and students is extensive, both in the UK and internationally, such as in Europe, Australia, China, Africa, the Middle East, India, the USA and Sri Lanka. She has written a number of books on the teaching of English Language and Literature, as well as having contributed to a large number of practical teaching resources which have been used to help students and teachers prepare for their examination courses.

She is married to David, Past Master Educator (2008-2009), and has two children, Alex and Penelope, and two grandchildren, Annabel and Benjamin. She lives in Sevenoaks in Kent. Her main interests are literature, theatre, music and the arts, gardens and travelling.



## Sir Michael Tomlinson CBE

Speech given at the Banquet following the Annual Service on 27 September 2019



Master, Wardens, my Lord, My Lady, Alderman, Visiting Masters, Ladies and Gentlemen. It is an honour and a pleasure to have been invited to this evening's dinner, particularly as I have known the Master for some years as well as her husband, David, with whom I worked for many years.

The improvements made in education in recent years need to be recognised. They bear testimony to the dedication and hard work of our teachers and leaders and deserve to be valued more than they are presently. Changes in education have been the norm since the mid-80s, but most of those changes have been driven by successive governments. In all cases, the education and training sectors have responded positively—but not always uncritically—and have sought to implement the changes. However, I believe we are now in a situation where the demands for change are coming increasingly from outside of the government—from business, higher education, the new digital developments (including AI), and from international decisions (for example, climate change).

What seems not to change is the high priority all give to education in its widest sense and to its role in delivering any changes. The obvious questions are whether the education and training services, in their widest sense, are ready for change and what will be needed to make a success of the changes.

What then might be the role of education and training in defining the changes needed—and, indeed, what might be the role of this esteemed Company? In the ten minutes I have this evening I will restrict myself to a few headlines and to some possible avenues for further discussion. By way of background, the changing nature of work, the increasing emphasis on skills and the need for flexibility in life are some of the factors underpinning the demand for change.

From my perspective, there are a number of matters that need serious attention and change if every young person is to achieve as highly as possible—which, given the need for the country to produce its own skilled people, is a requirement. The first is to have the three pathways (academic, technical and apprenticeship) available to all students from the ages of 14 and/or 16. For far too long we have failed to have a high-quality technical pathway that provides clear progression and is valued by employers. We continue to have: largely age-related qualifications; a poor record of Level 2 completion after 16; and a poor record of success in resits of English and mathematics post 16. As a consequence, we have the largest tail of underachievement in the OECD countries. Our apprenticeship route still has no overall qualification associated with it and is too often not presented as a valid alternative to the other two pathways. Neither do we have a national plan for continuing education for adults.

A further issue being raised increasingly is the place of skills within the curriculum—and indeed the importance of the extra-curricular or co-curricular provision made in one form or another by most schools. We do seem to have a significant level of agreement—among employers, FE, HE and various bodies—about the skills young people need. Here, the City of London has set out its response under the title 'fusion skills'<sup>1</sup> which seem to have much support. But—whether within subject studies or through extra-curricular activities—insufficient attention is given to these skills within syllabuses or in the way examination outcomes are presented.

Employers and HE are giving increasing emphasis to skills. This relates in part to the rapid changes already underway within the employment sectors, where these skills are key to the flexibility, team work, capacity to learn new skills and techniques, and the resilience and wellbeing said to be needed. Whilst much can be done within compulsory education and training, these changes also require strong and easily accessible continuing education, whether provided by employers or by the state.

If we can introduce this concept of continuing education from cradle to grave, we will then need a qualification framework that is sufficiently flexible—such that achievements and qualifications can be added to at any age—and that also recognises and gives credit for the skills developed and for the experience gained. For me this can only be achieved with a Baccalaureate structure—though this is not the first time I have argued for this! It is possible to envisage a Baccalaureate for those aged 16 to 24 and another, building on the previous one, for those aged 24 and over.

Let there be no doubt that what I am setting out does not mean that knowledge is no longer needed. Neither does it threaten many of the existing courses and qualifications, though their content may need to be reviewed. However, in order to give good advice as to the next appropriate stage of learning, we will continue to need a means of assessing attainment at sixteen. Is the GCSE the most appropriate

1. <http://democracy.cityoflondon.gov.uk/documents/s99446/Appendix%20%20CML%20Delivery%20Plan.pdf>. In *Transferable Skills in the Workplace*, (June 2019) a report by NESTA (formerly the National Endowment for Science, Technology and the Arts) for the Corporation of London explains that 'The City have defined fusion skills to include a combination of so-called 'soft skills' as well as technical skills that people will need to thrive in the workforce of the future. This concept builds on the idea that a merging and blending of skills and industries—including arts, design, technology and business—are key components of the current and changing labour market.' (page 7). the skills identified include: oral communication/presentation skills; collaboration and teamwork; initiative; problem solving; organisational skills; adaptability/flexibility; independent working/autonomy; written communication; critical thinking; resilience; creativity; analysis and evaluation skills. [This footnote is an editorial addition.]



means of doing this? This question continues to be asked—and, sooner or later, an answer will be needed.

In conclusion, I believe we face a number of challenges in education. These include:

- the curricular provision needed to meet the abilities and aspirations of all young people;
- the place of skills within the curriculum;
- the ways in which student achievement is assessed and recorded; and
- the creation of a plan for continuing education for all.

If we fail to deal with these matters, we may well fail to equip young people with the knowledge and skills they will need in order to succeed in a rapidly changing world. All of this will require significant training and support for our teachers.

I believe a Company such as the Educators has a key role to play in shaping this agenda and in contributing to the search for answers. You are able to rise above politics and to utilise the experience and skills of the members of the Company to present a well-argued case—not only for reform, but also for what the reforms need to be. In this way you may well be able to influence policy thinking. I wish you well and believe the Master has the energy, drive and passion needed to take on this challenge.



## MEMBERSHIP GAZETTE

### Admissions to the Freedom and Livery

	1 Jun 17	19 Feb 18	31 May 18	23 Aug 18	3 Dec 18	1 Mar 19	15 May 19	9 Sept19	28 Sept19
Liverymen	187	<b>192</b>	<b>196</b>	<b>200</b>	<b>204</b>	<b>210</b>	<b>206</b>	<b>215</b>	<b>217</b>
Freemen	102	<b>106</b>	<b>103</b>	<b>102</b>	<b>101</b>	<b>99</b>	<b>94</b>	<b>95</b>	<b>106</b>
Associate Liverymen	3	3	3	3	3	3	3	2	2
<b>Total paying membership</b>	<b>291</b>	<b>301</b>	<b>302</b>	<b>305</b>	<b>308</b>	<b>312</b>	<b>303</b>	<b>312</b>	<b>325</b>
Clerk Apr18 (Dr Misha Hebel)	1	1	1	1	1	1	0	0	0
Honorary Liverymen	10	10	10	10	10	10	10	10	10
<b>Total membership</b>	<b>301</b>	<b>311</b>	<b>312</b>	<b>315</b>	<b>319</b>	<b>324</b>	<b>314</b>	<b>322</b>	<b>335</b>
Corporate Trust Patrons	1	1	1	1	1	1	1	0	0

### Admissions to Freedom and to Livery

Elections	Admitted to the Freedom	Admitted to the Livery	
<b>21 June 2019</b>	Olga Bottomley John Brewer Jennifer Burrett Christopher Coleridge Cole Simon Engwell Jane Fox	Andrew Gower Madeleine Gower Scott Hanlon Irfan Latif	Adedamola Aminu David Barker Alan Brockwell Paul Gallagher Elizabeth Garner Neil Morgan
<b>27 Sept 2019</b>	Joanne Bishenden Hugo de Burgh Theodore Frazer Dawn Ward Brett Bader Aaron Etingen* Chris Green Kalpesh (Pesh) Kapasiawala David Malachi Andrew Moran	Kim Rihal His Honour John Samuels Michael Wear James Adeleke* James Dixon Youssef El Shaikh* Celine McDaid Lucia Sisalli Pamela Thomas	Philip Callaghan-Wright

\* Subject to attending an event



## Declarants

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### Olga Bottomley—21 June 2019

Olga Bottomley has been a Trustee of the Cadet Vocational Qualification Organisation for 13 years, supporting the education programme for young people through uniformed youth services activities. For ten years, Olga has run her own leadership and management business where she proactively develops leadership skills within the apprenticeship sector, driving positive change. She has been an associate Ofsted inspector for 10 years. Olga is a Quality Mentor with the armed forces, large employers, government bodies, colleges and training providers.



### John Brewer—21 June 2019

John Brewer is a City of London Guide, a Clerkenwell and Islington Guide, a Licensed Black Cab Driver and Qualified Taxi Guide. He has taught Tai Chi for over 30 years, including teaching at the Guildhall School of Music and Drama as part of the Performance Skills Course. John is a Freeman of the City of London and is a member of the Worshipful Company of Hackney Carriage Drivers. He was born, and has lived, in London all his life. His love of learning is lifelong. Having gained a BA (Hons) in Philosophy from the Open University, he is now studying for a BSc (Hons) in Mathematics and Physics.



### Dr Jon Davis—21 June 2019

After several years in investment banking and in the Cabinet Office, Jon Davis has studied and worked in Higher Education for over two decades in two London Universities. He was a student, then Associate Director of Corporate Affairs and lecturer at Queen Mary University of London. Jon is now lecturer of No. 10 Downing Street and HM Treasury-partnered history at King's College London. He is Director at the Strand Group at King's College and an author of two books published by Oxford University Press. He is a Freeman of the City of London.



### Mark Dawe—21 June 2019

Mark Dawe holds a BA Honours degree in Economics and an MA from Pembroke College, Cambridge. He trained as a Chartered Accountant at KPMG. Mark's wide experience includes posts as: Chief Executive of Oxford, Cambridge and RSA Examinations; Deputy at Canterbury College; Principal of Oaklands FE College; Deputy Director/FE Strategy at the DES; and Deputy Director, Adult Basic Skills Strategy Unit. He has also worked in an Internet start-up supporting FE Colleges. Mark is currently Chief Executive at the Association of Employment and Learning Providers. In 2018, our livery company awarded Mark the Master's Award for work in his sector.



### Simon Robert Engwell—21 June 2019

Simon Engwell is a Teacher of Science at GCSE and a Chartered Engineer. He holds a BSc (Eng) Mechanical Engineering from Imperial College, an MSc in Manufacturing from Open University, an MA in Environment, Policy and Society from Open University and a BA (Open) specialising in Creative Writing. Simon spent the first 20 years of his career building and operating automotive industry manufacturing facilities. For the next 20 years he applied his Lean Thinking and business transformation skills as a management consultant. Simon is: a Freeman of the City of London; a Liveryman and Court Assistant of the Management Consultants livery company; and a member of Vintry and Dowgate Ward Club.



### Jane Fox—21 June 2019

Jane Fox is currently Head of Geography at The London Oratory School, Fulham. She holds a BA Hons Geography from the University of Wales, and a PGCE from University of Cardiff. Her initial teaching post was at St Cyres School in Wales. Jane prepared pupils for GCSE and A level at West Thames College and Ealing Tertiary College. She has experience as a Royal Botanic Gardens Kew teacher, enhancing the learning of visiting groups of pupils



### Dr Andrew Charles Gower—21 June 2019

Andrew Gower is Principal at Morley College. As a teacher, manager and musician, Andrew has held senior roles in Further and Higher Education, including: Vice Principal at East Kent College; Director at Broadstairs Campus of the Canterbury Christ Church University; Lecturer at Canterbury College; and at Kingston University. Andrew sang for many years as a bass lay clerk in Canterbury Cathedral Choir. He holds: a BA (Hons) in Music and Information Technology; a PGCE, Master of Philosophy in Music; a PG DMS in Management Studies; a DPhil in Music, and an MEd.



### Madeleine Jane Gower—21 June 2019

Madeleine Gower holds a BA (Hons) in Education and Religious Studies from Canterbury Christ Church University and the NPQH. She is Headteacher at Bredgar Church of England Primary School in Kent. With 25 years' experience gained after graduating in Religious Studies and Education, Madeleine's career as an educator includes leading learning across all stages of the Primary phase, and a specialism in meeting children's additional learning needs. She is excited to learn that the Educators' Trust Fund provides investment for the development of innovative practice.



### Rosalind Janssen—21 June 2019

Rosalind Janssen has had a 44-year career at University College London. For 24 years she held the post of Curator in the Petrie Museum of Egyptian Archaeology and, for 6 years, was a Lecturer in Egyptology at the Institute of Archaeology. Her final post was Lecturer in Education, UCL Institute of Education. Currently, she is: an Honorary Lecturer at UCL; and an Egyptology tutor at the University of Oxford and at the City Lit. Rosalind is working with the Clerk to the Carpenters' Company on the production of a new baptismal font at the Dutch Church in Austin Friars.



### Richard Joseph Logue—21 June 2019

Richard Logue has been running his own project management consultancy company since 2004. His specialism is Programme Controls of Infrastructure projects. Past clients include the BBC, Heathrow Airport, Network Rail and at present he is working on a Transport for London train overhaul project. Richard holds a Post-graduate Diploma in Business Studies from the University of Hertfordshire and an Irish Schools Leaving Certificate. For four years he was a school governor at Frith Manor Primary School.



### Timothy Alastair McGregor—21 June 2019

Tim McGregor was a primary school teacher in West Sussex. He moved into outdoor education in Hertfordshire and the London Borough of Lewisham. He gained a B.Ed (Hons) Outdoor and Environmental Education and Masters Level units related to his professional area. He is studying for an MBA Leadership. Tim's work has included: Farming and Countryside Education (FACE); Plantlife International; the National Trust as Property Operations Manager, Flatford; and Head of Visitor and Commercial Services, Wakehurst, the Royal Botanic Gardens, Kew. Currently, Tim is the Centre Manager of Arundel Wetland Centre, working to inspire through learning a love, respect and understanding of the world around us.



### David Ingle Skidmore—21 June 2019

David Skidmore is Emeritus Professor of geography and rural policy. For 30 years until 2018, he taught and researched in four universities, concluding at Glyndwr University. He was Director of several EU/Welsh Government-funded projects in horticulture business development. David now works as a consultant on plant health education, is Honorary Keeper at the Lovell Quinta Arboretum in Cheshire and contributes as a Geography Ambassador to education. David is a Fellow of the Linnean Society of London, the Royal Geographical Society, the Chartered Management Institute and the Royal Society of Biology. He is also a Chartered Science Teacher and a Primary School Governor.



### Victoria (Vicky) Snow—21 June 2019

Vicky Snow holds a BA (Hons) Economics, University of Manchester and an MA International Economics from Kingston University. She is currently Associate Director of Middle Office at a global Hedge Fund, Varde Partners. She previously worked for Bank of New York and in Third-Party Hedge Fund Administration for a US Bank based in the City. Her work involves her in internal governance, board meetings and valuation forums. She is passionate about the opportunities for social mobility that good education provides and is keen to support teachers and lecturers in their vocation. Her particular interest is in the company's work with Livery Schools and schools in boroughs adjacent to the City of London.



### Reuben Francis Thompstone—21 June 2019

Reuben Thompstone has been the Mayor of the London Borough of Barnet. Previously he was the Lead Member for Children and Education for five years. Reuben has 18 years' experience as a teacher in a range of faith and non-faith schools, and a Pupil Referral Unit, three years as Head of Year, and a year as an Assistant Headteacher. He has school governor experience and is a Registered Foster Carer with the London Borough of Haringey.



### Andrew Michael Wilson—21 June 2019

Andrew Wilson is Senior Campaigns Manager, NHS England. Since 1992, he has produced health-related public education campaigns for governments, including the City of London. Andrew has lectured in Photo-Journalism at MacLeay College, Sydney. He is a Trustee of Spitalfields City Farm and a Member of the City of London Guide Lecturers' Association. Andrew says that his 'work in public health marketing has educated millions of people and contributed to the saving of many lives and to reducing serious harm.'



### Jack Henry Yeomanson—21 June 2019

Jack Yeomanson currently works as a Network Co-ordinator in the Streetworks section of the London Borough of Wandsworth. He is a qualified City of London Guide and a member of the City Guides committee, leading a number of guided walks in the City of London. Jack believes that joining the Educators will allow him to take his passion for the Square Mile into showing people around the City of London as well as introducing more people to the City and its institutions.



### Brett Bader—27 September 2019

Brett Bader is a business owner specialising in pre-hospital, educational, safety and sports leadership. He is also an Army Officer, Adjutant General's Corps—Educational & Training Services, and was formerly a secondary school senior leader and manager. He is a qualified teacher and has a National Professional Qualification for Headship. Brett says he wishes to 'work actively alongside others with the same vision and interests to promote the exchange of education and learning.'



### Joanne Bishenden—27 September 2019

Joanne Bishenden has worked in the education sector for nearly 20 years. She is a senior educational consultant working across the domestic and overseas education and training sectors delivering large-scale change programmes, organisational operating models, and curriculum reform. Previously, Joanne was a secondary school Assistant Head Teacher, having been Head of Sixth Form and Head of Science. Joanne says, 'As my experience and knowledge of education grows I become more passionate about its pivotal role in society to address the inequalities we know exist.'



### Jennifer Burrett—27 September 2019

Since 2016, Jennifer (Jenny) Burrett has been Director of Education and Strategy for the Wishford Schools and also owns a consultancy in leadership, mentoring, compliance and training. She has held the roles of Head of Felsted Preparatory Schools, Pastoral Deputy, Housemistress and modern foreign language teacher. Jenny gained a degree in French and Spanish from Durham University, and a PGCE and Masters Degree from Cambridge University. She has qualifications as an Independent School Inspector and roles in the Independent Association of Preparatory Schools.



### Theodore Frazer—27 September 2019

Theodore (Theo) Frazer is the Assistant Director of Music at King Edward's School Witley. He is Assistant Housemaster of Ridley House, and Head of Royal School of Church Music Voice for Life training at King Edward's School Witley. Theo is also a freelance organist, a professional solo singer, choral singer and choral conductor. For him, joining our livery company means he can 'continue his learning as a teacher from people from all subjects, disciplines and experience to make himself a better practitioner for people of all ages to learn from.'



### Chris Green—27 September 2019

Chris Green is the Executive Director of Gulf Education Services and has wide experience of the education system as a teacher, school principal, local authority and Ofsted lead inspector, chief education officer, national government adviser, and writer on education. Chris has been active in the education voluntary sector. He has been a Member of the City of London Guide Lecturers' Association since 1998. Chris says, 'I became more closely associated with livery companies in my role as Director of Education when the Mercers' Livery Company took on the sponsorship of a new City Academy in Walsall. It is those experiences that have stimulated my interest in joining the Educators' Company.'



### Kalpesh (Pesh) Kapasiawala—27 September 2019

Kalpesh (Pesh) Kapasiawala is Managing Director at a Property Investment company in London. He has a passion for community service and charitable giving—focusing on education and special needs. Pesh is Chair of Trustees at Youth Employment Strategy (YES) aiming to motivate and encourage students how to improve their employability skills. He is also: a trustee at Grant Farm Centre Trust; a management committee member of Loughton Youth Project & Waltham Abbey Youth 2000; and a Governor at two schools.



### Celine McDaid—27 September 2019

Celine McDaid has been involved in education, formally and informally, since the age of sixteen. She has experienced education from piano to Latin classes, from private tuition to university departments, from ancient to 18th century history. Celine's current role as The Donald Hyde Curator of Dr Johnson's House, London enables her to experience education from language acquisition to linguistics. 'Access' has been intrinsic to her work as a teacher and educator in museums, from pre-school to U3A. Celine hopes to contribute to the work of the Arts and Culture Special Interests Group.



### John Mead—27 September 2019

John Mead is Buildings Manager at the Sir John Cass Foundation. He managed the Foundation's Primary School site for fourteen years. He is: Assistant District Commissioner for Westminster Scouts; Assistant Group Scout leader for the 1st City of London Scout Group and District Advisor on safeguarding for four London boroughs; and a council member of the London Children's Flower Society. He became a Liveryman of the Worshipful Company of Gardeners in 2018 and a Freeman of the City of London in 2007.



### Dame Alison Peacock—27 September 2019

Dame Alison Peacock is the Chief Executive of the Chartered College of Teaching. She has taught throughout her career in primary and secondary schools and was also a member of the Hertfordshire advisory service. Prior to joining the Chartered College, Dame Alison was Executive Headteacher of The Wroxham School in Hertfordshire. She holds an MEd from the University of Cambridge and was recently made Honorary Fellow of Queens' College Cambridge. For Alison, 'the work of The Worshipful Company of Educators represents the high regard with which the education profession is held.' By joining our Company, she demonstrates her support for what she describes as 'our important work in celebrating the profession.'



### His Honour John Samuels QC—27 September 2019

His Honour John Samuels has been an educationalist for almost sixty years—although he says that he only recognised that description recently. His experience as an educator is wide. He has been: an ad hoc teacher; college Governor; educational grant-maker; pupilmaster; judicial tutor; Trustee, Chair and now President of the Prisoners' Education Trust; advocacy tutor and trainer; and a prisoner discussion group leader. He adds, 'Being homework supervisor to my grandchildren is also one of my skills.' John is an Honorary Professorial Fellow, Roehampton University and a Retired Circuit Judge (Central Criminal Court and elsewhere).



### Pamela Thomas—27 September 2019

Pamela Thomas has taught Biology in a comprehensive school in Islington where she became Deputy Head of Science. Following a career break to raise her children, Pamela worked for about 25 years as a Special Needs Teacher at a school in Roehampton. To support her practice Pamela achieved a Diploma from the Dyslexia Institute. After working as a special educational needs coordinator for four years at a school in Central London, she worked as a Special Needs Tutor for children who were not able to access aid in school. Pamela is a Freeman of the City of London.



### Dawn Ward—27 September 2019

Dawn Ward is Chief Executive and Principal of Burton and South Derbyshire College of Further and Higher Education. She is also Deputy Chair of the Chartered Institute of Further Education. Dawn has thirty years' experience in education as a Vice Principal, Senior Lecturer and Lecturer. Her other experience includes ten years working internationally within the education sector delivering lectures and training in Australasia, the Far East and Europe. Dawn says, 'The Worshipful Company of Educators is renowned for its discussions, seminars and debates which I believe will provide rich and diverse opportunities for my personal development.'



## Michael Wear—27 September 2019

Michael Wear is Director of Education of a training company, Athena Training UK, delivering a variety of courses in literacy, numeracy, first aid, health, social care and specialist courses for businesses and charities. He has developed training programmes for other providers and government agencies, and also runs teacher training courses. Michael is: a qualified St John Ambulance trainer, giving him the opportunity to train brigade and public members; and a Freeman of the City of London.



## City Briefings

These courses - organised by the City Livery Committee - are very useful to new Freemen and to those thinking of progressing within the Livery.

They run from 17:00 to 20:00 at Livery Hall, 71 Basinghall Street, Guildhall, London, EC2V 5DH.

There is a charge of £20 per person.

Refreshments are provided and spouses are welcome.

Upcoming dates are: Tuesday 11 February 2020  
Wednesday 20 May 2020  
Tuesday 15 September 2020  
Monday 9 November 2020

For more details, see <https://www.liverycommitteecourses.org/city-briefings.php>



## News of Members

### Past Master John Leighfield CBE

Warmest congratulations to Past Master John Leighfield CBE on his election as an Honorary Fellow of Exeter College, his *alma mater*, where he read Greats. Some of us were privileged to gain some insight into John's long and fruitful relationship with the College when we who attended the excellent banquet held there during John's magisterial year (2015-16).

### Past Master Sir Roderick Floud

For years, I've been one of the millions of people who visit the gardens of the National Trust, Historic England and the National Gardens Scheme. They're joined each year by 12 million overseas visitors, for whom a visit to a park or garden is the most popular activity. Like all of them, I've marvelled at the beauty of Britain's countless gardens, great and small; over 1400 are listed as of historic importance, but there are far more to interest any garden-lover. However, as an economic historian by profession, I've always wondered: how much did this garden cost to create and to maintain, often over several centuries?

*An Economic History of the English Garden* is an attempt to answer this question and to describe its overall context, the growth of the garden industry. I had to do the research and write the book because no-one could answer my question. The typical garden history book, replete with beautiful photographs, does not mention money; garden history as it is normally conceived is a branch of the history of art and design, or of botany, and money does not seem to intrude. Few guide books to the stately homes of England and their gardens mention their cost. My own profession has ignored gardens; its interest in luxury consumption and its possible role in stimulating the Industrial Revolution seems to stop at the front door of the mansion.



My book, which has taken over ten years to prepare and write, relies on many sources, but probably the most important are the National Archives, with their voluminous records of the royal gardens, the county record offices which hold the records of many landed families and their estates and the archives of stately homes like Longleat, Chatsworth and Waddesdon. I've really only skimmed the surface, relying on the records of six English counties to give an indication of the rest. I've had to ignore, for reasons of time, Scotland, Wales and Ireland, with their magnificent gardens.

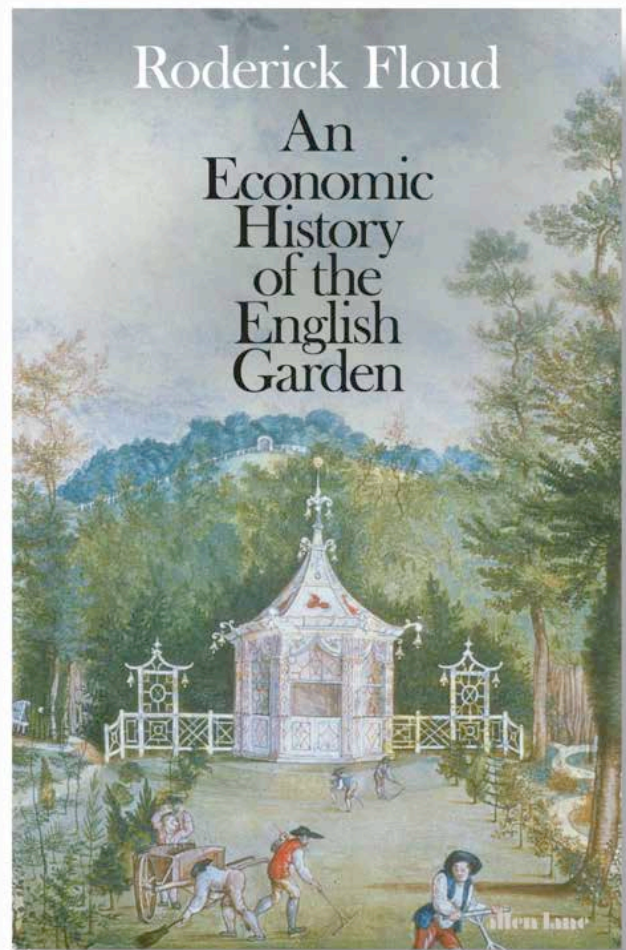
Nevertheless, the answer to my question is clear. For at least 350 years, the English have been spending the equivalent, in modern values, of billions of pounds each year on their gardens. A recent study by Oxford Economics calculates that 'ornamental horticulture' as it calls the activity, contributes about £12 billion directly each year to GDP and that does not include our own labour (which isn't part of GDP because money doesn't change hands). It may not have been quite so much in the past—although there used to be far more paid gardeners than today—but it has definitely been several billions in modern terms each year since 1660, when my book begins.

Why 1660? Because in that year Charles II took up his throne and immediately began to spend money on gardens. The aristocracy soon followed and were aided and abetted by a thriving industry of nurseries, seedsmen and designers. The age of the great gardens from then until the Napoleonic Wars saw successive fashions in garden design, each accomplished by expensive earthmoving projects. The villas of the growing middle-class, typically with

gardens of several acres, followed, as did the creation of public parks. Then came, in the twentieth century, millions of suburban houses each with their front and back gardens.

There is much more to tell: the ways in which technology developed in our gardens has changed our lives, giving us central heating and glass and steel skyscrapers; the importance of public spending and the "Old Corruption" in financing great gardens; the extraordinary skill of gardeners bereft of formal education; kitchen gardens as a form of luxury spending. All in all, my book tells the story of a great British industry which most people don't realise even exists.

*Past Master Sir Roderick Floud FBA*



### Court Assistant James Crabbe

*James, on his appointment as a Guest Professor at Wuhan Business University, China, on 14 November 2019.*



# The Educators' Trust

## What a Difference Your Donation makes!

What a marvellous year the Trust has had fulfilling its charitable purpose, thanks to the donations of our Freemen and Liverymen.

You will have read about the amazing winners of our 2019 awards programme in the June edition of *The Educator*, in particular the eight winners of the Inspirational Educator Award in Hospital Education, the theme chosen by the Trustees for its unrestricted funds. Most of us never consider what happens to children's education when they have long spells in hospital until a child in our own family is affected. Hospital schools have to provide the most comprehensive service for all ages covering the whole range of subjects and levels of the National Curriculum, and are subject to regular OFSTED inspections.

Children are taught at the bedside, in isolation units, in wards or other on-site classroom facilities, depending on whether they are: inpatients; long-term outpatients unable to attend their own school; recurring brief inpatients, such as those on dialysis; or in child psychiatric units. We received 19 outstanding nominations from hospital schools across the country.

Our eight winners were clearly inspirational, using every innovative pedagogic practice and technology to deliver highly personalised programmes to sick children. Your donations enabled us to celebrate and reward these outstanding educators.

2019 also saw the second year of our joint award for the Prison Educator of the Year with Prisoners' Education Trust. The Chairman of the Trust, Dr Jennifer Somerville, announced the overall winner from 15 winners in the competition sponsored by the Prisoners' Learning Alliance at its Annual Conference, held this year at the Open University in Milton Keynes. The winner was a Peer Mentor, a trained serving prisoner, whose skills, qualities and actions were said to change fellow prisoners' attitudes to education, make them aspire to improve their lives and not to re-offend. He received a standing ovation of several minutes from the whole assembly. In his acceptance, he said he was hugely honoured by the award bestowed on him by the Educators.

For 2019-20, we will add two more awards, increasing the total to 22. The new awards are to the Defence Academy and to the Army Educators (Royal Army Educational Corps & Educational and Training Services Association) for excellence in education effectiveness that enables military personnel to manage in an increasingly asymmetric world.

This year—again thanks to your donations—the Trust has been able to branch out in its activities to meet the second of its Charitable Objects—viz. to support the holding of discussions on educational matters. Many of you will have attended the seminar on prison education, held jointly with the Prisoners' Education Trust on 24 May 2019, a full report on which appears below.

Central to the programme of the evening were presentations by three of the award winners of the Inspirational Educators Award in prison education in 2018. The event, generously hosted by the Fishmongers' Company in their splendid livery hall, provided a forum for award-winning prison education practice, and received much enthusiastic feedback. The Trustees feel that the occasion did much to raise the company's esteem in the City and beyond.

On the strength of the success of this initiative, the Trust is planning with the National Association of Hospital Educators to organize a similar seminar in the summer of 2020 on the topic of hospital education, including providing a platform for three of our outstanding 2019 award winners.

I hope that this account of the Trust's charitable activities assures you of the impact that your donations are having on the beneficiaries and in enhancing the Company's reputation in the City as a lively, progressive, modern livery. And, of course, I also hope that in November 2019 you will look favourably on the Trust's annual letter asking you to give generously.

*Dr Jennifer Somerville, Chairman of Educators' Trust*

## Letters to the Editor

Since this possibility was announced in Educator 47, no letters have been received. Nevertheless, here is a brief reminder of the relevant rules.

1. Word limit: 200 (excluding header, greeting and signature)
2. The subject matter must relate to 'educators' as such
3. Letters should be addressed to 'The Editor' at [max.weaver@btinternet.com](mailto:max.weaver@btinternet.com)
4. No letter will be published without its author's by-line.
5. Publication and editing shall be entirely at the discretion of the editors (the Editor and the Assistant Editor, Liveryman Val Hiscock)



## The Educators' Trust and the Prison Education Trust a great joint event at Fishmongers' Hall, 28 May 2019

Over 120 guests—including: a Sheriff; 16 Masters of Livery Companies; two QCs, a prison governor; front line prison educators; academic researchers and representatives from funding charities and the Ministry of Justice—gathered in the impressive Fishmongers' Hall on 28 May 2019 for the Seminar on Prison Education, organised by the Educators' Trust and the Prisoners' Education Trust (PET), the largest national charity in the field. After a reception of sparkling wine and canapés, we were led into the superb Banqueting Hall where we were formally welcomed to the Fishmongers' Hall by the Prime Warden, David Robertson.

The Trust Chairman, Dr Jennifer Somerville, outlined the Educators' ongoing engagement with prisoner education, in particular the choice of this theme for the *Trust's Inspirational Educator Award* in 2019. Three of the winners of that award followed with presentations of their prison projects. These made fascinating and very different stories: one about construction industry workshops in prisons, with guaranteed mentored employment on release; another about a commercial fashion training and manufacturing unit; and the third on using Shakespeare as an interactive tool to develop foundation skills, emotional intelligence and self-confidence in prisoners.

Then we heard from a panel of experts: a prison governor, two charity funders of prison education and an academic who researches the impact of prison education on recidivism. Expertly chaired by the CEO of PET, Rod Clark, the panellists answered interesting and challenging questions from an enthusiastic audience.



The seminar concluded with a farewell address by the Master Educator, Dr Lis Goodwin, who profusely thanked the Prime Warden for Fishmongers' generosity in gracing the seminar with their beautiful hall and hospitality. The evening, however, was not over. It continued with very lively networking in the Court Dining Room, eased along by further delicious canapés and wine. A most interesting and successful evening, doing much to raise the Educators' profile and prison education with the Livery and beyond.

*Report: Dr Jennifer Somerville, Chair of the Educators' Trust  
Photo courtesy of the Worshipful Company of Fishmongers*



## Introducing the Trust's new Honorary Secretary

Glynne Stanfield, Partner and Head of UK Governance and External Relations Practice and International Education Practice at Eversheds-Sutherland.



Glynne grew up in South Wales and read law at Jesus College Oxford. He was one of six South Valleys schoolchildren that Jesus College admitted each year without the need to sit the then compulsory entrance exam. This allowed the College, which has strong Welsh connections, the chance to reach out to students that might otherwise not have been able to get into Oxford University—an early example of widening participation. Glynne says, 'It explains my deep-seated enthusiasm for acting for

education institutions; education has allowed me to do things my grandparents could only have dreamed about.'

And so it has. Glynne is a partner in a leading law practice in the City of London, specialising in mergers and acquisitions, and is recognised as a leading lawyer in the UK legal directories *Legal 500* and *Chambers*.

He has made education—and especially Higher Education—a particular professional interest. In the UK, he has advised on: the setting up of the Quality Assurance Agency and the Office of the Independent Adjudicator; a number of UK university mergers, incorporations and strategic alliances; the take-over of BPP by Apollo Global; and the setting up of both The Alan Turing Institute and The Crick Institute. He acts for the Russell Group for which Eversheds Sutherland is company secretary and provided David Willetts (when Universities Secretary) with non-political input into the most recent White Paper on Higher Education reform. He has written governance papers for the Universities UK, 157 Group and for The Leadership Foundation. Other UK projects include: advising a number of FE colleges on sponsoring academies, on mergers, de-mergers and federations Glynne has acted for many private education companies including Private Equity firms

He has also advised on the establishment of UK university campuses abroad, including: City University's campus in Dubai, University College London's campus in Australia and Abu Dhabi, and Newcastle University's medical school in Malaysia.

What does such a busy man do for relaxation? 'Well,' he says, 'As a father of four lively children much of my spare time is devoted to family activities. We all love to travel and keep fit.' Glynne joined the Educators in 2008 and became a Liveryman in 2014.



## Trustee Profile: Past Master Dr Yvonne Burne OBE JP



Yvonne was educated at Redland High School in Bristol. She studied French and German at Westfield College, London University, obtaining a first-class honours degree before completing a Ph.D. She began teaching in the state system where she met a fellow teacher, Pam Taylor, the current Master, and her Consort.

Yvonne's life took an unexpected turn when her husband, Tony, was seconded to the Foreign

Office in Washington. She gave up teaching to accompany him to America with their new-born baby girl. The time in Washington was one of the happiest periods ever and saw the birth of their son. Yvonne embarked on a new career in publishing and writing in Washington, combining this with motherhood and the duties of an Embassy wife.

On the family's return to London, Yvonne continued her publishing career, becoming a Commissioning Editor. However, combining the demands of the travel involved in publishing with those of a young family led Yvonne to return to teaching. Shortly afterwards she became the Headmistress of St Helen's, Northwood (1986-95), then a boarding and day school. She later became Headmistress of the City of London School for Girls.

Since stepping down as Headmistress in 2007, Yvonne has worked as an appraiser and mentor of Heads and Deputies in HMC and Girls' Schools Association. She has also been closely involved with the appointment of Heads and Deputies and was a senior consultant for RSAcademics and Thewlis Graham Associates. The Girls' Day School Trust has invited her to advise on change management and school mergers. Yvonne is also invited from time to time to sit as the independent advisor during formal hearings of complaints. Yvonne also worked extensively to set up independent and state school partnerships. She served for 10 years as a magistrate.

Yvonne is a member of the Association of Governing Bodies of Independent Schools Board and a governor of various HMC and GSA schools. She is also a member of the Education Panel of the Wolfson Foundation. She has been an inspector for the Independent Schools Inspectorate and served on the Board of Brighton University and as a Trustee of Westfield College and a number of educational charities, including Tomorrow's Achievers and Since 9/11. She is about to become a Trustee of the British Skin Foundation.

Yvonne was part of the very early group which worked towards setting up the Worshipful Company of Educators. She became Master in 2009 and is now a Trustee. Yvonne is also a Liveryman of the Worshipful Company of Innholders, where she sits on the Patronage Committee. She is also a Freeman of the Worshipful Company of Pewterers and a Fellow of the RSA. Yvonne was awarded an OBE in 2008 for her services to education in London.



## Trustee Profile: Past Master Peter Williams, CBE



Peter returned to the groves of academe as a university administrator at the Universities of Surrey and Leicester. In 1984 he broadened his horizons and took up the post of Deputy Secretary of the British Academy. This fascinating job covered all manner of tasks linked to research in the humanities, from acting as secretary to the *Corpus Vitrearum Medii Aevi* (medieval stained glass) to undertaking a long tour of China in search of academic

partners, as well as running the national Postgraduate Studentships in the Humanities scheme. After six years with the Academy, Peter moved into the new and highly contested world of quality assurance in the (then) 'old' universities. In 1990 he was appointed as Director of the Academic Audit Unit (AAU) set up by the Committee of Vice Chancellors and Principals as one of the first higher education quality assurance agencies, which asked individual universities how they assured their academic quality and standards. In 1992 the AAU was abolished and its work subsumed into a new Higher Education Quality Council (HEQC). In HEQC he vastly expanded the AAU's work to include all higher education institutions. In 1997, (here Peter humorously notes a pattern in the fate of the organisations which employed him) the HEQC was abolished and replaced by the Quality Assurance Agency for Higher Education (QAA). Peter was appointed as its Director of Institutional Review and in 2001 he became its Chief Executive. He retired in 2009—before he could be abolished.

During his time as QAA's Chief Executive, Peter was also an active member of the European Association for Quality Assurance in Higher Education (ENQA). Between 2005 and 2008 he was President and was one of the principal authors of the original European Standards and Guidelines for Quality Assurance in Higher Education (ESG). His aim was to make quality assurance a vital tool for academics and a means of underpinning and promoting the strengths and reputation of higher education in the UK and the European Higher Education Area. A very tall order and one which is likely to be 'in progress' for a very long time to come. Peter was recruited to the Guild of Educators by Max Weaver in its earliest days and served as a Court Assistant. He was elected as Lower Warden in 2010 and became Master in 2014. In his Master's year he concentrated on developing the Company's administrative capacity, overseeing the appointment of its first paid Clerk and the acquisition of the first office, in Painters' Hall.

Peter now lives in the remote North-East Norfolk countryside with his wife Fiona. They have two sons, Edmund, who is a software engineer in Dorset, and Hugo, who works for a media company in London. Peter remains active in retirement. He served as a Governor and Vice-Chair of Cardiff Metropolitan University, as a Trustee of Richmond, The American International University in London, and as Chair of the British Accreditation Council (BAC). He is now chair of NORAH, the Norfolk Archives and Heritage Development Foundation, and Churchwarden of two local churches. One of these (Crostwight) has an important, though crumbling, set of medieval wall paintings. Peter hopes to see these repaired and conserved before he finally merges into the landscape. Peter has three honorary doctorates and was appointed CBE in 2009 in recognition of his services to higher education.



## Military Links

### Taps at Reveille? Alternative Pedagogies for Military Education

On the 18 July 2019, the Worshipful Company of Educators, Military Special Interest Group (MSG) met to discuss alternative pedagogies for military education. This is an important and timely topic. Presently, Her Majesty's Armed Forces must protect a nation that is both more secure and more vulnerable than in any other era in its illustrious history, while concurrently preparing for an imminent 'age of uncertainty' (HM Government, 2010). The military must strive to protect the UK population and project global influence, (HM Government, 2015) while being heavily committed at home and abroad (Royal Air Force, 2017). Furthermore, all this has to be accomplished under the shadow of substantial austerity measures and an increased political appetite for presence at home and abroad (as demonstrated only recently with the military being called to assist after the Salisbury novichok attack and the Whaley Dam evacuation). The austerity measures imposed over the last decade have eroded the military's ability to gain the technological edge—by procuring costly bespoke equipment—that has traditionally provided the UK with a comparative advantage. The Ministry of Defence (MoD) has acknowledged that the resources needed to simultaneously defend against the plethora of projected threats facing the United Kingdom—preparing for contingent warfare and attempting to

remain a player in the field of global air power—far exceeds the financial resources the Treasury can afford. Therefore, under current planning assumptions (Ministry for Defence, 2013), a dynamic, agile and well-prepared, flexible workforce represents the best chance of securing a competitive edge in any future conflict (O'Neill, 2015) and is the most credible financial solution to help effectively employ air and space power<sup>1</sup> in the coming decade.

To achieve the desired political and military aspirations, the MoD must continue to invest in advanced technical systems, but more importantly recognise and promote people as the focal point of its capability and its greatest asset and the only way to fully exploit this capacity. In 2017, Air Chief-Marshal Sir Stephen Miller (the then Chief of the Air Staff) publicly acknowledged this in his Strategy for *Delivering a World-Class Air Force*. He asserted that that the workforce must be agile, adaptable and capable and that, over the coming ten years, 'We know that the successful delivery of air power relies on our people.' (Royal Air Force, 2017). For the RAF, Cranwell is the education academy which provides initial training to all RAF personnel who are preparing to be commissioned officers (Fig. 1).



Figure 1: The Red Arrows flying over RAF Cranwell, the Royal Air Force training and education academy which provides initial training to all RAF personnel who are preparing to be commissioned officers. The College also provides initial training to aircrew cadets and is responsible for all RAF recruiting along with officer and aircrew selection. (<https://uopnews.port.ac.uk/wp-content/uploads/2012/09/PBS-CAPON-RAF-Cranwell-WEB1.jpg>)

1. In July 2019 the Defence Secretary announced the MoD's ambitious space program, committing £30M to a fast track launch of a satellite demonstrator within a year. The team will consist of UK and US Defence personnel and contractors and will be called team ARTEMIS.



Given the increased pressure to deliver in a climate of austerity, it is essential that all ranks are exposed to a continuum of holistic professional military education (PME) in order to allow them to develop an intellectual foundation that places the conceptual component or thought process (Ministry of Defence, 2014) at the heart of the way they operate (Brown, 2015). Therefore, the importance of education to the long-term success of the military can never be over-emphasised (Kainikara, 2015). Relevant PME that is underpinned by doctrine is widely recognised as a necessity for creating and supporting operational flexibility (Kisley, 2007).

In order for military personnel to feel comfortable in conditions of ambiguity and uncertainty they need realistic training which replicates the complexities of the 21st century geopolitical environment (Ferdinando, 2014) in order to out-think the enemy. In order to do this, the traditional didactic, chalk-and-talk approach to training, whereby a more senior rank stands in a classroom and tells a more junior rank how to complete a task is no longer appropriate. Military personnel must develop a deep understanding, across a range of cognitive, affective, interpersonal and physical components through a continuum of formal and informal training, education and operational or simulated exercise experience (Schatz, Fautua, Stodd & Reitz, 2015).

### Could pedagogies adopted by other sectors of education, which MSIG members have experience in, help transform military education?

During the MSIG meeting, we explored some potential alternative pedagogical options in the development of which members of the MSIG have been involved in civilian education and discussed whether any of them offered value to the learning processes required in the RAF. We focussed on *Askit* and *Openfutures*. Before looking at them in detail, we asked ourselves, 'What is education for?' Throughout educational sectors, it is clear that—neither locally, nationally, or internationally—'one size does not fit all'. However, one can draw together a number of principles, similar to those enunciated in the Cambridge Primary Review (Alexander, 2010), which is recognised as a milestone in current thinking for modern Pedagogy, at whatever level:

- Entitlement
- Equity
- Quality, standards and accountability
- Responsiveness to national need
- Balancing national, local and individual
- Balancing preparation and development
- Guidance, not prescription
- Continuity and consistency
- Respect for human rights
- Sustainability
- Democratic engagement
- Respect for evidence
- Resources and support

Two other recent reports are relevant to the development of a future strategy of education in the military: a Royal Society Science Policy Centre Report (2014) sets out a vision for science and mathematics education: and the CBI Education Report (2014)

sets out a new approach for our schools and for employability. These reports suggest that the education system is currently too much of a conveyor belt—it moves learners along at a certain pace, but does not deal well with individual needs. This conclusion fits perfectly with an educational approach that enhances attitudes and behaviours, whilst also developing aptitudes and work readiness. Such an approach fits perfectly with *Askit* and Open Futures.

### Askit and an Open Futures Approach

Open Futures (OF), supported by the Helen Hamlyn Trust, ran from 2005 for 11 years with widespread success in primary and secondary education. It reached more than 50,000 children in the UK. The OF approach—linking enquiry and skills—develops academic skills, inspires students to want to learn, and enhances cultural and economic growth in this country. The teaching techniques developed in primary schools could be enabled in other sectors, so that all learners can benefit from the OF approach.

OF developed *askit* in partnership with SAPERE, the Philosophy for Children charity. *Askit* was based on a thinking skills pedagogy developed over 40 years ago and in widespread use in over 60 countries (see Topping & Trickey, 2007). The programme is flexible, using models that allow for teacher interpretation, last longer and generate a wider range of outcome gains than prescriptive models. The approach involves: teachers using feedback from students that reveals what students know and understand; and teachers providing direction, but also stepping back when they see that learners are progressing towards meeting success criteria. The diversity of an OF approach with *askit* allows the development of a 'multidimensional' ethos, where the variety of ways to learn and succeed boosts confidence and performance.

*Askit* has 4Cs of thinking:

- Caring = listening and valuing what others say, showing interest, being sensitive
- Collaborative = responding and supporting, building on each other's ideas
- Critical = questioning and reasoning, seeking meaning, evidence, reasons, distinctions
- Creative = connecting ideas and suggesting comparisons, examples, alternative explanations

*Askit* engenders a Community of Enquiry; Enquiry is at the heart of *askit*.

- Every individual is valued for his/her unique experience and interests
- Key aims are to develop understanding and good judgement, and the sense of community grows as learners learn to listen to each other, building on each other's thinking and respecting differences
- The sense of community grows as learners learn to listen to each other, building on each other's thinking and respecting differences
- Its power emanates from what students are able to do by the time they finish *any course at whatever level*



Importantly for consideration by the military, *Askit* has also been used successfully in Further Education (FE) with adults (Crabbe et al., 2015). Central Bedfordshire FE College adopted *askit* in April 2013. The approach fitted in with their thinking and their students' thinking on:

- Developing students as independent learners and thinkers
- Developing students' problem-solving skills
- Developing students' literacy skills
- *askit* complemented what was an essentially vocational skills-based curriculum

The impact of using *askit* throughout the College was considerable. For example, the QAA report in May 2016 stated:

- 'Philosophical enquiry enhances the development of analytical, critical and creative skills
- Staff teaching in higher education have used the skills developed through philosophical enquiry training to encourage higher level thinking abilities of their students
- Students were aware of philosophical enquiry and how opportunities had been taken in class to explore wider ethical and social issues. Examples of this include ethical hacking, parental influences, and homelessness.
- The progression of learners to employment or FE/HE rose to 98 per cent.

### Evolution: The Helen Hamlyn Centre for Pedagogy at the Institute of Education (UCL)

OF has now evolved into *The Helen Hamlyn Centre for Pedagogy* (0-11) (HHCP) at the Institute of Education, part of University College, London (UCL). HHCP aims to develop outstanding pedagogy for the benefit of children in early years and primary education, particularly children who are experiencing disadvantage. To achieve this, HHCP is committed to:

1. making a demonstrable impact on pedagogy in a range of settings, including formal education, homes and other educational environments;
2. improving pedagogy through research that is close-to-practice, using qualitative, quantitative and mixed-methods designs; and
3. contributing to wider use of the most effective pedagogy by engaging in partnerships with outstanding organisations and individuals.

The summary of outcomes in the first year of HHCP (June 2018-May 2019) includes:

1. a successful inaugural conference to launch the Centre as an international hub for research and knowledge exchange about the education of children aged 0-11 years, particularly children who are living with disadvantage;
2. the launch of a raft of world-class research, knowledge exchange, enterprise and teaching activity; and
3. regular meetings with HHCP Advisory Board to broker connections with wider stakeholder groups.

Although HHCP staff concentrate on primary and early years, their work provides vital information on pedagogies useable in other situations, for example with prisoners (see Crabbe, 2016; 2019) and with the military.

### Moving from discussion to action

There are clear synergies between the community of enquiry approach that *Open Futures* and *askit* promote and the skill set which a 21st century armed force requires to prepare itself for the next conflict. Therefore, Professor James Crabbe and Squadron Leader Jill Matterface are exploring how the *askit* approach could be used in Professional Military Education through liaison with HHCP. This opportune meeting of civilian and educational specialists at the MSIG meeting has the potential to help shape military educational and for all involved this is a very exciting prospect.

At present the MSIG committee is composed of serving and retired military personnel as well as uniformed youth volunteers and those with no military background but with an interest in military education or history. If you would like to come along and join in the conversation, please contact Professor Simon Denny and we will make you feel very welcome.

*Court Assistant Professor James Crabbe and  
Liveryman Squadron Leader Jill Matterface RAF*

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## Professional Development with the Army's Educators

In May 2019 the Worshipful Company of Educators affiliated with the Royal Army Educational Corps and Educational and Training Services Association (RAEC & ETS Association). As part of our relationship with the Army's educators, the Master and Professor Simon Denny were delighted to attend the ETS Branch Conference on 4 October 2019. The conference, attended by over 240 ETS officers, as well as the Commander of the Joint Training Team in the Royal Navy, had the theme of individual and organizational learning and featured some excellent and thought-provoking input from both senior military officers and civilian experts.

Three topics were examined during the day:

- The Science of Learning—how it can be used to improve the Army's operational capability,
- Evaluation and Return of Investment—how can the Army change its narrative to better value the contribution of learning to its outputs and improve its evaluation practices, and
- Organisational Design and Development—is the Army getting the science and practice right?

As an example of Continual Professional Development, the conference was a model of its kind. Very new ETS officers (Second Lieutenants, newly commissioned from the Royal Military Academy, Sandhurst) were able to talk with their boss, and their boss's boss's boss!

During the lunch and tea breaks the Master and Simon Denny enjoyed talking with several ETS officers, including two Company members, Lt Col Caroline Emmett and Major Brett Bader. Other ETS officers have signed up to attend some of the professional development seminars the Company is holding.

The Master said, 'We are very keen that our relationship with the RAEC & ETS Association is not simply an exchange of dinner invitations. Being part of such an interesting conference, and having ETS officers coming to our seminars, shows we are bringing new learning and new thinking to each other. It is a great partnership.'

After the conference, the Master and Simon Denny were honoured to attend the ETS dinner at Worthy Down Officers' Mess. They might wish to claim that they continued their professional development long into the night. But, perhaps, after the third glass they decided to just have a most enjoyable time.



Figure 2: The Master and Professor Denny with Brigadier Suzanne Anderson (Commandant ETS) and Colonel Joanne Burgon. (Readers might like to know that Colonel Burgon and our Clerk served together in Iraq.)



## FEATURES

# The XVIth Congress on Logic, Methodology & Philosophy of Science & Technology

In early August, the XVIth Congress on Logic, Methodology and Philosophy of Science and Technology (CLMPST) was held in the Golden City of Prague and at least two Liverymen of our Company were attending. The Congress is a quadrennial global event, bringing together researchers in logic and philosophy of science from around the globe to discuss the methods, opportunities, and limitations of the scientific endeavour. This international meeting with over 800 delegates from 60 countries formed a contrast to the more internal activities of our Company. Max Weaver, who presented a revised version of his paper 'Pegging Levels'<sup>1</sup> in section C.7 (Philosophy of the Humanities and the Social Science) at the Congress asked me to provide an overview for our members to highlight the differences in perspectives and to suggest possible links.

### Global Science



Liveryman Max Weaver, 6 Aug 2019

(picture: Benedikt Löwe)

Curiously unbeknownst to many scientists, scientific disciplines are organised at the global level. National learned societies, representing their discipline within a given country, join an International Union for that discipline. All of these International Unions have important global tasks, some of them with public visibility. For examples: the *International Astronomical Union* (IAU) famously downgraded the status of Pluto from being a planet to being a dwarf planet in 2006 and, in 2008, introduced the term 'plutoid' for these

celestial bodies; and the *International Union of Pure and Applied Chemistry* (IUPAC) is responsible for naming newly discovered chemical elements and is organising this year's celebrations of the *International Year of the Periodic Table* (IYPT). The International Unions themselves are then organised in an umbrella organisation called the *International Science Council* (ISC) and similar institutions exist for the humanities (*Conseil International de Philosophie et des Sciences Humaines*, CIPSH) and engineering (*World Federation of Engineering Organizations*, WFEO). These Councils represent the voice of science and academia in general at UNESCO and the United Nations.

The *International Union for History and Philosophy of Science and Technology* (IUHPST) represents logicians, historians of science, and philosophers of science (organised in two Divisions) at this global level and hosts two congresses, one for the historians and the other one for the logicians and philosophers of science. The Prague event that Max and I attended was the latest edition of their philosophy congress.

British philosophy of science was prominently present at the Congress: my Cambridge colleague Hasok Chang served as the

chairman of the Joint Commission, bringing together historians and philosophers of science; one of the three plenary talks was given by Joel Hamkins, the Sir Peter Strawson Fellow at University College Oxford; the IUHPST Essay Prize was won by Agnes Bolinska and Joseph Martin from Cambridge; and Durham's famous philosopher of science, Nancy Cartwright, was elected as the next President of the Division.



Hanne Andersen, chair of the Programme Committee, 5 Aug 2019

(picture: Romana Kováčová)

### Bridging Across Cultures

The theme of the Congress—emphatically highlighted by Hanne Andersen, the Danish chair of the Programme Committee—was 'Bridging Across Academic Cultures' (with a respectful nod to Lord Snow's 'two cultures'). The philosophy of science is naturally at the nexus between disciplines. Equally at home in the sciences, the humanities, and the social sciences, it often mediates between disciplinary traditions and serves as a translator between mutually unintelligible academic vernaculars. Even beyond the need to bridge between different academic cultures, philosophers of science need to bridge other cultural divides between: academics and policy makers; scientists and science communicators; researchers and educators; and those created by vastly different ambient national academic cultures.

Different national academic cultures create a powerful source of friction and stimulation during these global congresses. The members of the Union are national committees representing countries, each coming with their own regional traditions and expectations, and the General Assembly held during the Congress with national delegations and a vote on where to hold the next congress resembles those of other global bodies such as the United Nations or the International Olympic Committee. Should you want to make travel plans, the 2023 Congress will be held in Buenos Aires.

1. The original is available in M. James C. Crabbe, Benedikt Löwe, Max Weaver, editors, *The Educator's Role in Higher Education: position papers from a project of the Special Interest Group Higher Education of the Worshipful Company of Educators*, OxCHEPS Occasional Paper No. 69, 2018, pp. 6-20. Revised version available at: <https://1drv.ms/w/s!AKWG8UsPPDACjlpTBQQTDU3pV6mGzQ?e=560ZOM>



Liveryman Benedikt Löwe during the Opening Ceremony, 5 August 2019

## Education

There is a plethora of interfaces between philosophy of science and education. First of all, education is an academic discipline in its own right and thus can be studied by the philosopher of science. Furthermore, philosophy of science can and should inform our science teaching. Last, but not least, science education is often seen as one particularly important instrument for the discussions on the interface between science and policy: e.g. one way to tackle anti-scientific tendencies could be to strengthen the role of science education, preferably informed by philosophy of science, in the overall educational system. Philosophers of science are fully aware of this crucial role of education. One of the commissions of the Division is the *Inter-Division Teaching Commission* (IDTC) and, in

2015, the philosophers of science adopted the *Helsinki Manifesto*, affirming that logic and philosophy of science 'should play a central role in the education of scientists and in the education of a science-literate citizenry'.<sup>2</sup> The current international political discourse of fake news, alternative facts, post-truth, and science denialism suggests that these are fundamentally important educational tasks for the immediate future.

Liveryman Benedikt Löwe

[Liveryman Benedikt Löwe is the Secretary General of the International Union for History and Philosophy of Science and Technology (IUHPST) and was a member of the Core Team of the Programme Committee of CLMPST XVI in Prague.]



CLMPST XVI conference photo, 8 August 2019 (picture: Romana Kováčová)

2. Division of Logic, Methodology and Philosophy of Science and Technology of the International Union of History and Philosophy of Science and Technology, Bulletin No. 22, Mathematical Logic Quarterly 61:6 (2015), pp. 383-398.



## The Lord Mayor's Appeal Project 2019: Mozart's Don Giovanni

This project with Garsington Opera was part of a programme of educational and charitable activities taking place during the office of Alderman (and our Court Assistant) Peter Estlin as Lord Mayor of London. It combined three exciting and novel events: a charity fundraising dinner at the Guildhall; a performance of Mozart's opera *Don Giovanni*; and an unparalleled outreach opportunity for 250 secondary school students. The Master and Wardens were approached to suggest names from the Educators' Company for the small Organising Committee, and the authors of this report were subsequently appointed. It took over a year of planning but raised £63,714 net for the Lord Mayor's Appeal.

Garsington Opera is internationally renowned for productions of great artistic quality and for promoting exciting new musical talents, from the UK, who are beginning to make their names on the international opera stage. This project gave 250 London 11-18 year-old school students an opportunity to work with a team of world-class directors, composers and singers exploring Mozart's music in detail. They developed their musical and performance skills, composed their own pieces in response to Mozart's opera, and came together to share their work in a one-day event at the Old Library at the Guildhall in the City of London.

The project provided an exceptional opportunity to a new generation of young people to study musical and dramatic themes in six state schools in London—Prendergast School; Hammersmith Academy; Prendergast Ladywell School; Drapers' Academy; City of

London Academy; and Westminster City School. Before workshops in the individual schools, there was a workshop in the Guildhall in May 2019 for all the school teachers involved. This introduced the specially written version of the opera by Omar Shahryar, one of the Garsington team, where Don Giovanni is a YouTube sensation, Donna Elvira is a Rap artist, and Leporello in his Catalogue aria sings of Don Giovanni's YouTube followers—'But in China, one billion and three...one billion and three!' At the workshop the teachers—and some members of the organising committee—engaged in tableaux (see Figure 1) which would then be used with the students.

After this each school had its own workshop with the Garsington team, directed by Karen Gillingham, with Kate Laughton as Project Manager. This involved the students not only acting and singing, but also writing words to accompany the narrative and in setting them to music. Figure 2 shows students from Westminster City school with professional baritone Robert Gildon, who sang Leporello.

Schools then partnered with another school from the six in an additional one-day cluster workshop to further explore the key themes of the opera. The project culminated in a performance for all the students and the creative team with the professional singers, and instrumentalists from the Guildhall School of Music and Drama in the Old Library at the Guildhall on the afternoon of 16 July 2019 (Figures 4 and 5). A team of students from Hammersmith Academy worked alongside designer Bernadette Roberts in creating set and costume ideas for the final performance.



Figure 1: School teachers and members of the organising committee in a tableau from *Don Giovanni* at the initial teachers' workshop at the Guildhall.



Figure 2: Students at Westminster City school in their workshop with Director Karen Gillingham (far left), arranger and composer Omar Shahryar (left, in green) and singer Robert Gildon.



Figure 3: Rapper and poet MC Angel playing Donna Elvira surrounded by a group of her supporters.



Figure 4: Leporello (Robert Gildon) finally confesses he is in fact Don Giovanni on line, and is dragged down to Internet Hell by the assembled company. Donna Anna (Samantha Crawford) as Donna Anna rails at him in the background.



Figure 5 Lord Mayor Peter Estlin thanks all those involved in this very special afternoon event.

One of the schools—Hammersmith Academy—was invited to remain at Guildhall to perform an extract of their work to the guests at the fundraising dinner (Figure 6), who later heard a performance of Don Giovanni directed by Deborah Cohen and sung by the Alvarez Young Artists of Garsington Opera in the main Guildhall. This was a real showcase for some outstanding young opera singers, with the sets based on the current production at Garsington Opera by Michael Boyd.

This project aimed to give to all 250 students added value in musical and dramatic experience that we hope will continue long after the end of these unique and exciting events. Funds raised at the dinner went to The Lord Mayor's Appeal, which supports three inspirational charities over three years; Place2B; OnSide Youth Zones; and Samaritans. As the Lord Mayor said, 'The Lord Mayor's Appeal will also continue to grow and develop pioneering City-wide initiatives which will not only change people's lives, but save them.'

Report by Court Assistant James Crabbe & Lower Warden Caroline Haines CC  
Photographs by James Crabbe



Figure 6: Donna Elvira (left), Donna Anna and the students from Hammersmith Academy drag the perfidious Leporello/Don Giovanni down to Internet Hell at the evening reception.



# Pinner's Progress

## First OFSTED 'outstanding'



Pinner High School, a brand-new school that opened in September 2016, has been rated 'Outstanding' in all categories by Ofsted at its first inspection. This is the highest rating that is available.

7 per cent of the high schools inspected by Ofsted in the first term of this academic year were rated 'Outstanding' and the Pinner is proud to be one of those celebrating their achievements. The Founding Headteacher, Chris Woolf, congratulated the staff and students on doing such a fine job. He said,

*'I have absolutely brilliant colleagues, and what is so pleasing is how the very positive comments in the report cover so many parts of the school. It includes all aspects of school life; quality of teaching, academic achievement, student wellbeing, and the amazing range of opportunities we offer students. To be rated 'Outstanding' is a real team effort, one where every member of staff has really played their part. I am biased, but I think our students are fabulous, and it is always pleasing when other people see this too. They feel their school is Outstanding, which is a great sign. Students and staff are feeling very proud of themselves. We are a school for the local community and they deserve the absolute best.'*

Pinner High was set up by the Heads of the other high schools in Harrow, who came together to form the Harrow Academies Trust. The Chair is Dr Janice Howkins, who is also Headteacher of Bentley Wood High School. She said: 'We are very proud of everyone at Pinner High. This judgment is a credit to the students, staff, governors and families who work so hard and so well together.'



Freeman Chris Woolf,  
Headteacher

Chris Woolf's letter to parents telling them about the inspection judgement paid tribute to the work of the other Heads who set up the school. He also thanked the parents for their faith in the school when there was no track record of success on which to judge the school. The 'Outstanding' judgement, he said, showed parents had made the 'very best choice.' Whilst he noted the delight at the inspection judgement, he also referred to exciting challenges ahead as the school continues to grow rapidly, and will number 700 in September.

Chair of Governors Dr Ahmed was elated at the news, and said 'An outstanding judgement from Ofsted is well deserved recognition for our staff, governors, students and families at Pinner High School who have all worked together to achieve this. I am immensely proud of this achievement. Well done Pinner High!'





## Social Committee Events

### Educators' Quiz 3 April 2019

Quizzes are all the 'thing', nowadays and as knowledge is our 'thing', it seemed appropriate that the Worshipful Company of Educators' Social Committee should have their own.

So, the WCE Inaugural Quiz was held in the most appropriate of surroundings, the City of London School for Girls, Barbican. We were honoured to have as our Quiz Master, Past Sheriff Adrian Waddingham, who took great delight in testing our knowledge and in teasing us for our lack of it. There to assist him was our own Angela Waddingham, who kept score.

Before gathering in our teams, we relaxed our brain cells with a glass of wine and hummed along to music provided by the Social Committee's resident pianist, Jonathan Taylor. After this, we adjourned to our tables and the business of the evening began.

Each round featured a school subject and challenged us to scratch up the answers from the depths of our knowledge, experience and inspiration. As always, the surprise is not what you remember, but what you've forgotten!

Ten teams played and we were joined by other Liveries, Mistresses and Consorts, Past Master Educators, Past Masters of other Liveries, Ward Clubs, relatives and friends.

Supper was provided by the Social Committee and was a generous meal of quiche, salads and fruit. Jonathan played again whilst this was being served and then quizzers were invited to visit Matron's Tuck Shop to test and guess the chocolatey offerings. Can you tell a Lion Bar from a Picnic?

At the end of the evening emotions ran high as we applauded the winners and awarded prizes. Small arguments blossomed as to who had been right, wrong, or simply confused. However, no fighting broke out and any disorder was quickly contained as a small packet of sweets was presented to each quizzier as a reward 'for trying'.

Much fun was had and best of all £640 was raised for the new Almoners' Fund. Thank you to everyone for their support.

**NOW BE AWARE!** The next Educators' Quiz will be held, in the same venue, on Thursday, 19 March 2020. BE THERE, OR BE SQUARE!

*Renter Warden Janet Reynolds*



## The Master's Weekend in Montpellier

### 10-12 May 2019

Over the years, the city of Montpellier and its surrounding countryside have become a second home to our Master (2018-19) Lis Goodwin and her Consort, David. As they know the area well, it was an obvious base for their 2019 Master's Weekend. After much consideration, the hotel they chose was the stylish *Le Métropole*, an old Belle Époque mansion in the centre of the city, which had been renovated and redecorated in the art deco style. So, it was here that we refreshed ourselves, unpacked our bags and prepared to enjoy the weekend ahead.



*Hôtel Le Métropole*

#### A Tram Ride and a Walk before Dinner

To introduce us to Montpellier, David had prepared a short tour of the city. Thus, in glorious sunshine, our large and lively group of Educators boarded a tram in the centre of this southern French city to enjoy our introductory ride. These trams are a major feature in Montpellier, forming one of the largest tram systems in France—four lines and about 56 kilometres of track. Each line is distinguished by bright and contrasting colours and the newest line features decoration by Christian Lacroix, a graduate of Montpellier's University.

Our tram ride and walk introduced us to the endeavours of Georges Frêche, the controversial former socialist mayor of Montpellier, who had much to do with Montpellier's post 1970s expansion. The modern city is a curious blend of the neo-classical and the 'wacky'. The latest addition to the landscape is an apartment block designed by Japanese architect Sou Fujimoto and called *L'Arbre Blanc*. We were told this had been designed to look, yes, exactly like a 'white tree'. Opinions were divided, but humour levels were high.

Our walk back to the hotel took us through some of the leafier parts of the city and along the tree-lined boulevard that leads to the main square, *La Comédie*. Here the architecture is solidly 19th century—ornate and grand. This part of the city was built on the



*L'Arbre Blanc*

success of the local wine industry and thrived until the 1890s, when phylloxera devastated the vines. Historically, this proved to be a blessing, as the wine was of a very poor quality. Hence, when the industry was resurrected, emphasis could be placed on quality and not quenching.

The evening brought us together for our first dinner. Beforehand, we heard from Dominique Duthel, Head of Lycée Français de Barcelona, who gave us a talk on the move to make the French education system more egalitarian and inclusive. Our dinner featured regional specialities and we were able to put questions to our speaker over coffee.



*Bell Epoque in La Comedie - Nicknamed 'The Diver'*



*The Master and Dominique Duthel*



## An Introduction to Picpoul de Pinet Wines, a Farm Lunch and a Trip to an Unusual Wine Store

A prompt start to Saturday saw us boarding our coach for the *Bassin de Thau* otherwise known as the *Étang de Thau*. This is an eerie string of lagoons that stretches along the French coast, from the River Rhône, to the foothills of the Pyrenees and the border to Spain, in the Languedoc-Roussillon. Although of high salinity, it is still considered the second largest lake in France. From the coach we had a good view and were able to spot the flamingos 'grazing' in the waters.



Learning How Pomegranates are Cultivated

Our first stop was a winery, where we met Pierre Pic, a good friend of our Master and her family. He was, for over 40 years, the master baker in a town near Montpellier and he is still involved in the training of bakers. Pierre had organised a tour of the wine co-operative and an explanation of the wine-making business. We were able to see exactly how the process unfolded, from the arrival of the grapes to the bottling of the finished product.

Back on to our coach and, by now, the famous southern winds had started to blow. Fortunately, the weather was holding and the sun was shining, because our next stop was an *al fresco* lunch at a farm. When we arrived, locally caught mussels were roasting over an open fire and the wine was ready on the tables. The farm had a diverse output, wine, cereals, soft fruit and, most interestingly, pomegranates. The latter are a new and innovative source of income for local farmers, as their juice is growing in popularity as a health drink.



Roasting the Mussels





Our French hosts chatted to us over lunch, which was a generous French paella featuring local sea food and meats. We also enjoyed the local cheese, fruit and wine, which tasted all the better for the fresh air and informality.

After many exchanges of thanks, and often kisses, we moved on to our last stop for the day. As we travelled, we were invited to enjoy the pretty low-lying countryside of the Languedoc, with the mighty Pyrénées in the distance. However, many dozed.

Our final visit was to the ancient abbey at Valmagne. Founded in 1139, it is one of the most beautiful Cistercian abbeys in France and one of the oldest vineyards in the area. Since 1999, it has been focussed on producing organic and bio-dynamic wines.

The nave of the abbey is under restoration, but we were still able to tour the main parts and to take in the vastness of the structure and the beauty of the cloisters. The abbey was deconsecrated long ago and for many years the side chapels were used to house large barrels where the estate wines could be left to mature in the cool of the old stone building. Although no longer used, these barrels remain in place making the abbey a strange mixture of the divine and the profane. We ended our visit with a tasting of the red, white and rosé wines produced by the estate and an opportunity to buy a few souvenirs. It was all rather lovely.



*Wine Barrel in a Side Chapel*

## A Farewell Dinner at the Local Baths and a Morning Walk through Old Montpellier

Back in the city, restaurant Les Bains de Montpellier was a five-minute stroll from our hotel. Built in 1770, the central courtyard and bath cabins of this city bath house have been transformed into dining areas, making it one of Montpellier's most popular eating houses. Over our aperitif, Clare Hart, a member of the Montpellier

City Council, gave a talk which drew together all we had learnt about Montpellier and its development over the centuries. Clare is active in promoting the city and her insights about its future growth gave us much to think about.



*Montpellier's Medical School*

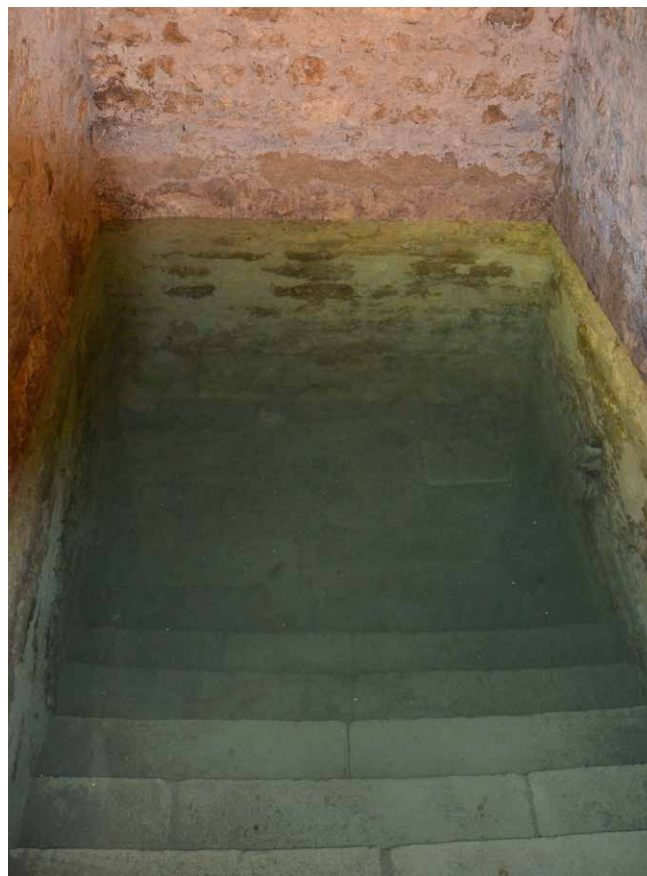


Our meal at Les Bains featured the local magret, or duck breast, as well as some of the other house specialities. We were seated informally and it was a lovely opportunity to continue conversations started during the day, or to start new ones with those we had not had the opportunity to talk to earlier. Food was rich and generous, wine flowed, the mood was mellow and the evening was a great success.

At breakfast, things were quieter and understanding smiles were exchanged. It had been a 'good night out' and most of us needed time to re-join the world at our own pace. However, our guides for our morning tour of old Montpellier arrived promptly and the fresh air was a good tonic.

Our walk was a fascinating trip time back in time. Grand facades proved to be 'tardises' hiding medieval merchant's houses. Down ancient stone steps we found the old ceremonial Jewish bathing pool. In the gothic quarter were the violin makers, the old cathedral and the historic medical school. Finally, we climbed the triumphal arch—every city needs one—to see across the whole city and the surrounding plain. Glorious!

Our Master and her Consort took a great deal of trouble choosing and preparing our outings and activities and everyone who came to Montpellier will have their own special memories and favourite moments from the visit. It proved to be everything that was promised and we are most thankful to the Goodwins for their consideration and imagination. They provided us with a wonderful opportunity to learn something new, in the company of fellow Educators who, may I add, never disappoint when good humour and interesting company is desired.



*A Spring Still Feeds the Ancient Jewish Bath*

*Report and photos: Renter Warden Janet Reynolds*





# Tour of The National Museum of Computing and Bletchley Park

15 June 2019

## Introduction

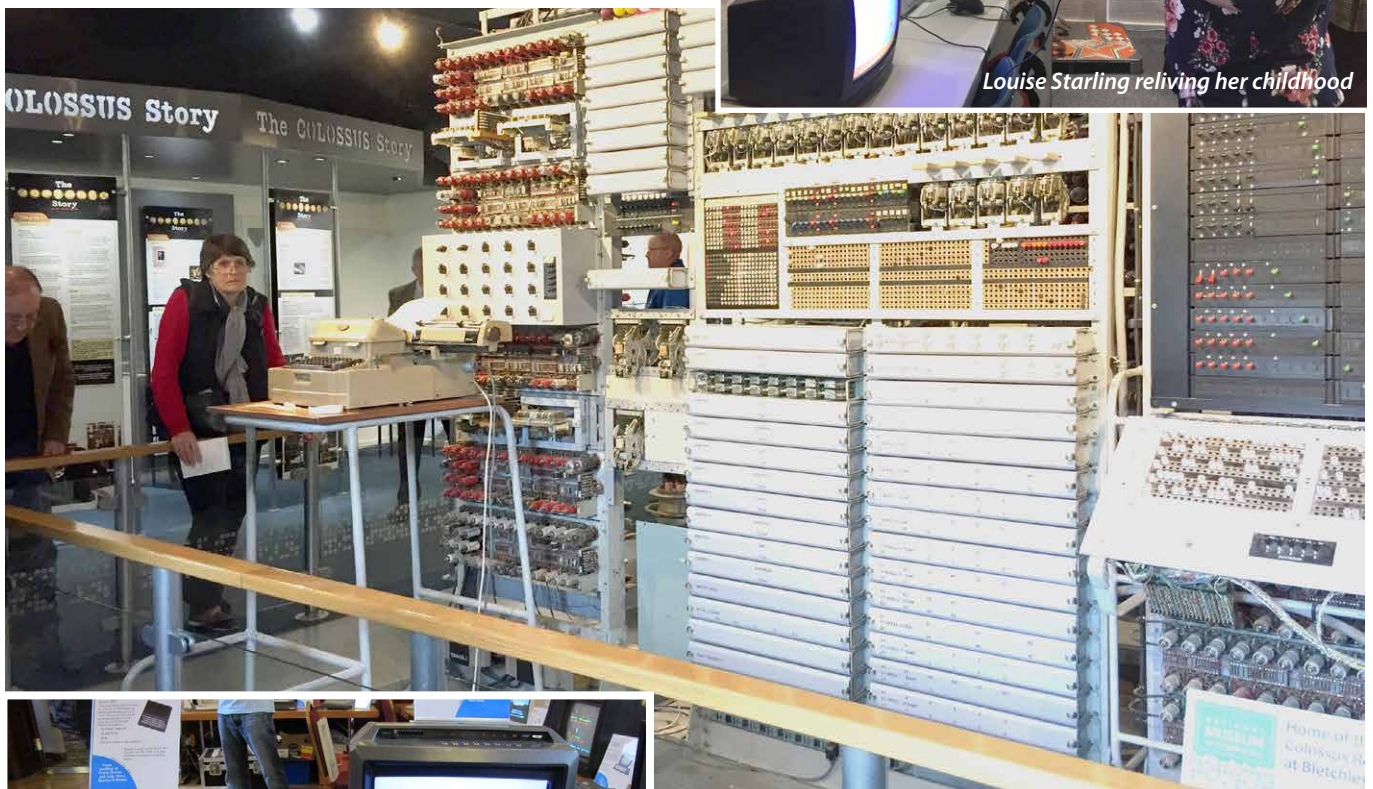
Following her mathematical theme, the Master identified Bletchley Park as an especially worthwhile visit. We were fascinated to see the world's first computers; their electronic development and the amazing journey taking us into the digital age and our current ubiquitous use of information technology. The stimulus from the codebreakers who used the most sophisticated mathematical thinking to unlock the codes and ciphers of World War Two proved an astonishing and still evolving story.

## The National Museum of Computing—TNMOC (for more information see [www.tnmoc.org](http://www.tnmoc.org))

Around 20 Educators and their guests gathered for morning coffee and biscuits in a classic wartime hut in Block H of the Bletchley Park campus containing TNMOC—an independent organisation from the Bletchley Park Trust. We were immediately given a challenge to our own recollections and understanding of computing by a table quiz. We had to put in time order a range of different components from the past 50 years—won by guest Paul Cantell with 8 out of 13 right.



*Louise Starling reliving her childhood*



*The Colossus Machine*



*An old Sinclair ZX 81 and Spectrum*

After an introduction, which highlighted the hands-on computing experiences offered to young visitors, we had a guided tour of the collection of machinery—small and massive—including the Tunny and Colossus with the Bombe demonstrated by volunteers. We enjoyed seeing familiar 'old' gadgets from Sinclairs to iPods, and were impressed by the banners emphasising the roles that significant women have played in achieving technological changes and progress. Lunch gave us a moment for fellowship—exchanging our own recollections over nibbles and sandwiches—and then the energy to walk on round the buildings of Bletchley Park itself.



## Bletchley Park

(for more information see [www.bletchleypark.org.uk](http://www.bletchleypark.org.uk))

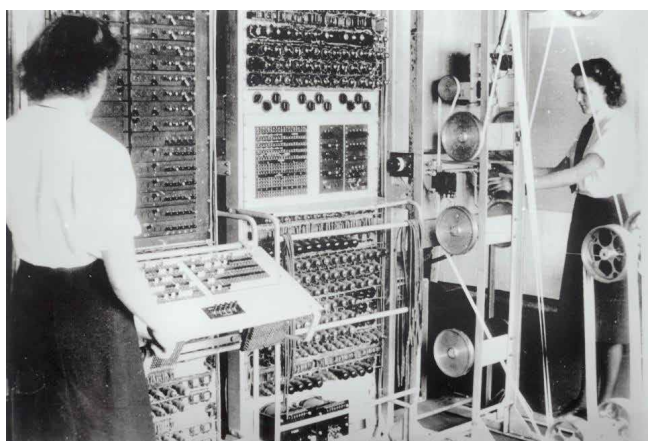
Once inside, some of us joined a public tour, others made their own ways with the audio guide, others via the guidebook. The war time history and applied demonstrations was explained through the exhibitions in the Mansion and Huts. They showed us perfectly how mathematical skills can be applied in a creative and “outside the box” way, and how the inventive thinking of the code-breakers paved the way for innovative developments, changing so many aspects of our daily lives. The interpretation really succeeded in keeping the atmosphere of the place as well as giving the fascinating and still evolving story of codes and codebreakers. At the end of the day we had afternoon tea in the Learning Room, with a talk from Kate Travers, Head of Learning; speaking of the range of visitors, work on-line and outreach into schools.

One of our group, who was on the Turing Centenary Advisory Committee in the Alan Turing Year 2012, was particularly pleased to have the chance to visit Bletchley. Other participants commented:

*‘To see such innovative machines actually working, with your skilled demonstrators explaining them, was an added bonus.’*

*‘We thought the “card tables” activities in the Huts were brilliant—absorbing, challenging and attractive to try. It gave us renewed respect for those who worked in those Huts solving inscrutable codes at a time of great danger. The sheer volume and quantity of messages swirling around for deciphering every 24 hours was awe-inspiring.’*

Report: Liveryman Alice Hynes  
Photos: Renter Warden Janet Reynolds



Codebreakers at work



Bletchley Park



# Worshipful Company of Educators Events Calendar Summary 2019-20

Date	Day	Time	Event
<b>2020</b>			
20 Jan	Mon	11.00	Master & Wardens
20 Jan	Mon	14.00-15.30	Engagement Committee Meeting (8 Little Trinity Lane)
23 Jan	Thur	15.00-22.30	Court Meeting & Court Dinner (Girdlers' Hall)
27 Jan	Mon		Social Committee event (TBC)
27 Jan	Mon	18.00	Master's Seminar 4, 'Universities for Life or University of Life?': Peter Williams (Past Master) (ARU)
5 Feb	Wed	PM	Social Committee: Visit to Harrow School
10-12 Feb	Mon-Wed	Evening	Sheriffs' Challenge heats (Coventry University, London)
6 Mar	Fri	Evening	Admissions Ceremony & Franklin Lecture, Speaker Prof. Becky Francis, Lecture and Supper
9 Mar	Mon	11.00	Master & Wardens
9 Mar	Mon	14.00-15.30	Engagement Committee Meeting (8 Little Trinity Lane)
11 Mar	Wed		Nominations Committee
12 Mar	Thur	Evening	Sheriffs' Challenge Final (Old Bailey, Court 2)
12 Mar	Thur	All day from 10.00	Committee Day
13-15 Mar	Fri-Sun	PM - AM	Master's Progress to Stratford-upon-Avon
19 Mar	Thur	18.00	WCoE Quiz night, City of London Girls' School
23 Mar	Mon	17.45-20.30	WCoE Public Speaking Competition (ARU)
26 Mar	Thur	Evening	Lord Mayor's Banquet for Masters
27 Mar	Fri	11.30	UGS St Paul's, followed by lunch at Painters' Hall
18 Apr	Sat (TBC)	All day	Social Committee: Strawberry Hill and Alexander Pope's Grotto
24 Apr	Fri	15.00-22.30	Court, Declaration/Clothing Ceremony, Election & Awards Dinner
27 Apr	Mon	18.00	Master's Seminar 5, 'Lifelong Learning', led by Prof. Tom Schuller (ARU)
11 May	Wed		Nominations Committee
15-18 May	Fri-Mon		Master's Weekend: Abbaye-Château de Camon, Ariège, France
19 May	Tue	11.00	Master & Wardens
19 May	Tue	14.00-15.30	Engagement Committee Meeting (8 Little Trinity Lane)
21 May	Thur	All day from 10.00	Committee Day
3 June (TBC)	Wed	19.00	Social Committee: Voces 8 Concert and Reception (Gresham Centre at St Anne & St Agnes Church, Gresham Street)
5-7 June	Fri-Sun		Ironbridge weekend
8 June (TBC)	Mon	18.00	Master's Seminar 6 for Masters 'Does education give us the skills for life that we really need?' (ARU)
24 June	Wed	am	Election of Sheriffs (Guildhall)
26 June	Fri	15.00-22.30	Court, Annual Assembly, Declaration/Clothing Ceremony, Installation Dinner (Painters' Hall)

Note that all dates may be subject to change. Please check with the Clerk if you are not sure.

**Committee Day timings are usually:** 10.00 Membership; 11.30 Education; 13.00 Lunch break; 13.30 Trustees; 15.00 F&GP; 17.00 Social.

## The Worshipful Company of Educators

Per doctrinam ad lucem - from learning to light



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