



The Educator

Journal of the Worshipful Company of Educators



Virtue in Virtuality: Annual Assembly virtually assembled

‘Even more important than enhancement of the world and enhancements of action and perception are enhancements of the mind. Teaching. Cooperating. Educating. These depend crucially on social interactions, and begin very early in life. They need nothing more than other human beings, though they are even more effective with books and toys and more.’

Barbara Tversky, Mind in Motion: how action shapes thought

(New York: Basic Books, 2019) 282-3



Richard Evans. Master Educator 2020-21
(photograph: Sarah Jane Evans)

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Editorial

This is the twenty-fifth edition since I became Editor in 2005 and it is the bulkiest ever. It is also probably the most varied. There are two reasons. First, we have moved from three to two edition per annum. Secondly, the Company has been resolutely and resourcefully busy, despite Covid 19—or, in James Crabbe's case, because of it (see below). Although we have included some welcome contributions from outside the Company and some copies do come to the attention of non-Members, The Educator's target readership remains the whole Membership, which is necessarily and wholly desirably diverse. The aim of each edition is to give insights and information that relate to the main aspects of Company life. Hence, The Educator:

1. records—for the present readership and for posterity—the formal events, like the Annual Assembly, the admission of new Freemen and new Liverymen, etc.
2. features articles on issues of educational interest
3. records the activities of the Trust (recall that clause 2(ii) of our Royal Charter provides that the Company shall 'Promote, administer, and contribute to the Educators' Trust Fund)

4. reports on the Company's educational activities (recall that clause 2(i) of our Royal Charter enjoins us to 'Raise public awareness of, and to promote, the education profession, and to uphold its standards of excellence and integrity')
5. reports on the Company's valuable and flourishing social programme

Although I had no such clear structure in mind when the Honorary Foundation Clerk announced to me that I was to be Editor, these five functions are now clearly visible in the layout that has evolved over the years since.

This issue continues the practice of including a Calendar of upcoming events. However, especially in the current circumstances, there is a risk that a fixed print calendar will too often misinform. The website and the regular Bulletins are now the best ways in which information about events can be provided. If they do not meet your need, please contact the Clerk by letter or telephone.

Past Master Max Weaver, Editor



Formal and Court Events

The outgoing Master's Report to the Annual Assembly, 26 June 2020



Introduction

My Report of the year covers the events and activities, together with some evaluation of how the Company is currently faring. In this connexion, I was particularly grateful that Sir John Stuttard—member of Court, Past Master and former Lord Mayor—offered his own unsolicited reflections on the Company's recent history from his unique vantage point. Sir John wrote:

'When I look back at the Petition for Livery in May 2013, the membership totalled 239 and the Company had reserves of £50,000, which was a requirement of livery status. The last seven years have been most impressive. The Business Plan drawn up in 2013 has been well and truly met. Haven't you, the team, the Clerk and your immediate Past Masters done well?'

My thanks to Sir John and to other members of Court and Company who have so kindly written to me. Several of these have referred to how disappointing the final three months of lockdown must have been to me—not a bit of it! In a strange way the challenge of seeking to make sure that we did not lose momentum because we had lost the opportunity to meet face-to-face provided opportunities to think deeply about our work and direction which otherwise might not have existed.

Administration, finance and governance

The Clerk is responsible for the efficient operation of the office and is key to the Company's administrative affairs. Last year's report welcomed our new Clerk, Christian Jensen. He is now fully settled into the role and we are looking at finding ways to support him with his onerous tasks and duties, especially through improved information technology (IT) equipment and a new database (September 2020). The Clerk has had valuable support from member volunteers. We are particularly grateful to Liverymen Mary Wallis and Enid Weaver who have been invaluable, not least in preparing for our formal events. The Finance and General Purposes (F&GP) Committee has managed the annual budgetary cycle, together with scrutiny of quarterly management accounts. Through regular review of our Risk Register, it has also addressed the Company's financial resilience. After the rent review of our offices, a new agreement is in place and the figures have been built into the 2019-20 budget.

King & King Chartered Accountants are our Independent Examiners for the Annual Audited Accounts 2019-20. Since the granting of the Royal Charter, we have made substantial progress with the necessary protocols and procedures, and the integration of our governance

with the Bylaws, on which the Company records its great gratitude to Past Master Martin Gaskell and Past Master Max Weaver, whose efforts, have led to the publication at the start of 2020 of new and up-to-date hard copies of the Company's Royal Charter and Bylaws, together with the current Responsibilities and Procedures approved by the Court under Bylaw 28.

2019-20 was the second year of our current 5-year Business Plan, which covers all aspects of our work. We have reviewed this regularly and Court received a full report in June 2020. Committees have taken seriously the requirement to check progress against the targets.



The Court of Educators at the start of the Master's year, 2019-20

Membership

Our membership thrives. The latest figures presented to Court record the highest-ever total of 357 (composed of: 220 Liverymen, 126 Freemen, 9 Honorary Freemen and 2 Associates), an increase of 47 (15 per cent) from May 2019. Our Members are drawn from a wide range of occupations linked to education and educators. We lose members for a variety of reasons: change of job, moving away from the London area, ill-health and reduced mobility. Sadly, we report the death of one of our first Honorary Freemen, John Holland (there is a full obituary in this edition). John was a great source of advice and support during the formation period of the Guild of Educators. A new development is that Court has appointed three 'Friends of the Livery'.

Formal Events

The speakers at our statutory events all chose subjects related in some way to my broad theme for the year 'Education for Life': Professor Caroline Barron spoke at the Installation dinner; Sir Mike Tomlinson, formerly Her Majesty's Chief Inspector of Schools, was our speaker at the Annual Service Dinner; Sir David Lewis, former Lord Mayor of London, spoke at the City Celebration Dinner: his speech is given elsewhere in this issue.

Mr Richard Roberts, Past Master Girdler, was the speaker at the Court Dinner at Girdlers' Hall. On 6 March 2020, our Franklin Lecturer was Professor Becky Francis (until recently Director of the UCL Institute of Education at University College, London and now Chief Executive of



the Education Endowment Foundation). A report on this excellent evening is included elsewhere in *The Educator*. This event was extremely well attended and stimulating in content. As it turned out, it was the last of our London events that we were able to hold before 'lockdown', which has meant that the last three months of the year have been subject to fierce restrictions on movement. Consequently, we have been relying on 'virtual' meetings. Alas, the decision had to be taken to cancel the Elections and Awards Dinner, scheduled for April 2020, although we are hoping to hold an Awards Dinner on 9 October 2020. It is still unclear how many other events will be affected, but the impact of Covid 19 changed radically the shape of the final three months of the Master's year. We hope that the Quiz and the Public Speaking Competition will be rearranged for the Autumn. The Musical Evening that replaced the eagerly awaited VOCES8 concert in June was a virtual evening. The April Court and the June Court, Assembly and Installation were all virtual events, as other Committee meetings, seminars and discussion groups have been.

The Company has used Painter Stainers' Hall for most of our Dinners; in addition, the Court dinner was held at the splendid Girdlers' Hall, by kind agreement of the Master and Clerk. The Annual Service was held on 27 September 2019 at St James Garlickhythe, organised by the Chaplain, Liveryman Reverend Mark Perry, and by kind permission of Father Tim Handley. We were fortunate to have as our Select Preacher the Rt Rev Sarah Mullaly, Bishop of London, who spoke movingly about the role in society of education and of kindness.

Education events

We held a single Franklin lecture and a series of six Master's seminars this year. The face-to-face seminars were held at Anglia Ruskin University and our thanks go again to Ravi Gill, our recently retired Treasurer, for so generously making this convenient and well-equipped venue available to us. There is a report on the seminar series elsewhere in this issue.

The impressive numbers attending these seminars included a good number of non-members—some from other livery companies and some from schools. This has been particularly helpful in continuing my predecessors' excellent efforts to ensure that the Company is able to establish a key role in the City in promoting good practice for educators. A valuable spin-off has been that the Master has been able to be an active member of two City education groups: the City of London Skills Forum and the Liveries Education Network. In addition, it has been possible to follow up contacts made through these events, by responding positively to invitations to visit several inspiring London schools.

The Company has also always had a tradition of events on specific themes of interest to members. An excellent example of this is the subject of 'Education in the Criminal Justice System', on which we held a fascinating event in January 2020, under the fine leadership of Court Assistant Professor James Crabbe and Freeman Judge John Samuels. Again, a great value of this was that we opened attendance

to people from outside the Company, and this enriched the range and quality of discussion. So successful was it that we have already had a follow-up virtual meeting on the parole system and the implications for keeping society safe, attended by a very pleasing number of members and friends.



Liveryman James Crabbe introducing his theme



Vigorous debate

Events for schools

Our Company is pleased to be able to assist the City in education-related matters in various ways. This year was the second in which we were responsible for the organisation of the Sheriffs' Challenge for the Financial Services Group of Companies. The task was efficiently discharged by Liveryman Anne Punter. Each Company chose one or two schools and helped a team of Year 12 students from each school to construct an 8-minute presentation: 'What will be the impact of climate change on the City of London? How will this influence the conduct of City businesses?' The heats were held at Coventry University London, thanks to Liveryman Carole Still. The Final was held on 12 March 2020 at Number 1 Court in the Old Bailey in front of the Sheriffs and two Old Bailey judges. The Sheriffs' Challenge complements our own annual Public Speaking Competition. It was particularly sad that the latter was one of the first casualties of the lockdown in March. I know schools had been preparing eagerly for this event, which was to have been under the new leadership of Liveryman John Dewhurst.



The Company continues to be very involved in Livery Schools Link (LSL). Our team of volunteers—ably led by Liveryman Christine Smith—helped ring round schools to encourage senior school staff to attend the annual LSL Heads' conference on the subject 'Preparing Young People for the Future' (held at Merchant Taylors' Hall on 3 March 2020 and reported in this issue). This was a most stimulating and well-attended event. We had a highly successful stall at both the Primary and Secondary days of the LSL showcase at the London Careers Festival at Guildhall in June 2019. We would again have played a strong part in the planned London Careers Festival in June 2020, but this too had to be an online event because of the coronavirus restrictions. We have volunteers on the panel of Livery members offering to give careers talks in schools. Two of our Past Masters, Susan Fey and Elizabeth Goodwin, are members of the Board of LSL—the latter being its effective and dynamic Chairman.

Social events



Renter Warden Janet Reynolds

Renter Warden Janet Reynolds (in her final year in that role) and the Social Committee again provided an enjoyable, varied programme. A most educative visit to Bletchley Park—with its unique WWII history and artefacts—was jointly planned with the Worshipful Company of Information Technologists. The Autumn programme commenced with an excellent tour of Smithfield, St Bartholomew's Hospital Museum and the two fine churches (at one of which we heard a superb lunchtime concert), before being guided around West Smithfield with assurance and dexterity by Liveryman Angela Waddingham. This was followed, in October 2019, by an enlightening and comprehensive tour around Charterhouse and, in November 2019, by a memorable trip to see the magnificent building of the Coliseum, home to the English National Opera. A new idea was a special event held in June 2019—with a tour and lunch at the House of Lords—especially for new Freemen and those in their first year of becoming Liverymen. We were very delightfully entertained by Baroness Byford.

An exciting innovation this year was the very successful Educators' Advent Carol Service in early December 2019, one of my real 'champagne moments' of the year. It provided a model for future years and a report of the evening features elsewhere in *The Educator*.

We thoroughly enjoyed our visit to Watermen's Hall in January 2020. This event was well-attended and the Assistant Clerk of the Watermen's Company provided a most interesting tour. We followed this with a visit to Harrow School in February. This was a fascinating venue, not least the Speech Room, the Chapel and the Old School Room, with its elegantly-carved graffiti, and the afternoon tea was much enjoyed.

A week before lockdown started, Immediate Past Master Elisabeth Goodwin—supported brilliantly by Liveryman Jean O'Carroll Bailey and the Renter Warden—led a superb 'Master's Progress' to Stratford-upon-Avon in March 2020. We enjoyed after dinner speeches from Liveryman Sheila Cavanagh and RSC actor Christopher Saul. A full report will be found elsewhere in this issue. May 2020 should have seen the Master's Weekend, to Camon, in a contrasting region of South West France. Unfortunately, this fell afoul of the now familiar restrictions. At the point of writing, we are fervently hoping the planned re-scheduled trip will be possible in October 2020.

Events in the City

Many activities attended by the Master and Wardens are planned by the City of London's institutions and Livery Companies. In the diaries I have sent out throughout the year, I have referred to some of these, but would like to draw attention to what was an innovation for us this year: a stall at the Livery Fair and Sheep Drive, which is organised by The Worshipful Company of Woolmen and held on and around London Bridge. The mums and dads were truly thrilled that at last there was a stand with something for their children to do—thanks to the amazing team of doughty educationalists, led brilliantly by Liverymen Ruth Briant and Rebecca Swan. To support the Woolmen's initiative, our team came up with an array of wool- and sheep-connected activities that satisfied all ages—2 to 88—all keen to have a go. And who would have thought that the hit of the day would be making pom-poms from a neat little kit? This was definitely another of my 'champagne moments'!



The Educators' team



The Master and the Lord Mayor: 'Little and Large'

Another honour and highlight was participating in the Lord Mayor's Show, with our small group suitably attired. Our splendid party of five Educators, in the company of many of friends from the Modern Livery Companies, processed for the Lord Mayor's Show. The Worshipful Company of Firefighters arranged for a magnificent horse-drawn fire engine to lead the Modern Livery Companies' part of the procession. Many of the Company were spotted enthusiastically waving as we passed along the densely-packed route, with the stands filled to capacity. For me, the icing on the cake—although the changed weather meant that the icing was a tiny bit soggy—was being asked, with 18 other Masters, to form the Guard of Honour for the Lord Mayor on his return to Mansion House.



Engagement

Engagement in the Company continues to be an important theme and our Special Interest Groups (SIGs) have been active, continuing to expand and to offer opportunities for members to share their specialisms and interests with like-minded members. Even before lockdown, some of the work of these SIGs was done electronically as a useful way of involving more people from a wider geographical spread. These groups were thus well-placed to adapt to the new circumstances when face-to-face meetings became impossible and their virtual meetings have formed a substantial part of the programme our Company has been able to offer during the last three months of my year. Nevertheless, there were several successful face-to-face events in 2019-20, including the June 2019 SIGHE debate on Higher Education and a succession of events on Special Needs and Disabilities, under the banner of 'SIGSEND', and the arts under SIGARTS. The Military Education SIG has been equally active. A new group on School Improvement and Leadership has also been launched with its first Zoom meeting, very well supported and attended.

As Master, I have been particularly keen to meet members, and the 'Meet the Master' reception and buffet supper—a new initiative—took place at the Athenaeum in July 2020. Hosted by Consort and Past Master David Taylor, this proved an excellent opportunity to get to know those who attended what was clearly a much-enjoyed evening.

Military affiliations

Our Military links are important to us and we now have three separate affiliations. We have a Memorandum of Understanding (MoU) with the UK Defence Academy, which is the Higher Education branch of the Military for all three services and thus gives us a link across all of them. We also signed a new MoU jointly with the Royal Army Education Corps and the Army Educational Training Service Association in May 2019. We renewed our MoU with No. 22 (Training) Group RAF at RAF Halton on 4 June 2019. Discussions with the Royal Navy continue. All of this is in addition to our links with the Cadet Vocational Qualifications Organisation (CVQO) where The Trust gives three medals presented by the Master at the annual graduation ceremony at Sandhurst each October. The occasion in 2019 was a splendid event, at which I was accompanied by our Military Liaison Officer Simon Denny, who must be congratulated for continuing to mastermind this work.



With Lord Lingfield, Freeman Guy Horridge and graduates at the CVQO ceremony

Communications: internal and external

We have continued to spend some time exploring ways of making ourselves more widely known as a Company. The Public Relations and Communications Sub-Committee of the Finance and General Purposes Committee has continued to meet. A report from the Marketors' Company—provided through their Outreach programme—was presented to Court in June 2019. It considered, inter alia, how we might better promote our Company to potential new members and to the City. The important areas of good communications with existing members, improvements to the website and retention were also analysed. Much has been done this year to implement these ideas. A sub-committee was set up under immediate Past Master Elizabeth Goodwin to explore the possibilities for a new Database to aid communications and to help the work of the Clerk. The resulting report was presented to Court, and we expect the new system to be in place by September 2020. The Educator gives all our members details of our activities and includes an introduction to our new members. The Company is grateful to Past Master Max Weaver—who is both Editor and the provider of many of the photographs—for this. Also, the Master has produced a regular Newsletter covering the previous months' activities, complete with illustrations. Since lockdown, contact with during these difficult times has been maintained through weekly letters that opened the Clerk's weekly bulletins.

In conclusion

I have looked back with interest over the 'year of two parts'. I was interested to reflect on the wide range of activities and events which have been reported on above and in other parts of The Educator. I was also fascinated to find out whether the period of lockdown had been markedly different in this respect. In making this calculation, I have included all major events attended for the Company: dinners, seminars, discussions, meetings, social activities, Committees, conferences, lectures, Educators' events, City and Livery events (including receptions and lunches) and visits to schools, colleges and universities. The total—and I may have missed the odd one and excluded some short, routine meetings—comes very close to the 200 mark. A revealing aspect is that the figure for 'part 1' was 156; that for 'part 2' was 42—to my surprise almost the same events to time ratio. Of course, in the first part, the score was 'face-to-face 156, online 0', whereas, in the second, it was 'online 42, face-to-face 0'—a game of two 'halves', as they say.

I should like to end by saying two things from the bottom of my heart. The first is just to emphasise what an exceptional privilege it has been for me to try to serve you all in the capacity of Master and how much I have enjoyed every aspect. I have been touched and gratified by the brilliant way in which our resilient and resourceful Company has rallied round and pulled together, to ensure that lockdown has not meant the locking down of our programme. Because of this, these last three months have been as absorbing, demanding—and as fulfilling—as the preceding nine.



Thanks

Secondly, as is often the way, it is impossible to thank individually all those who have given so much to the Company this year: the Clerk, the team of Wardens, the Immediate Past Master, the Chair of the Trust and her formidable team of Trustees, the Court Assistants and all who have led or contributed to the work of our various Committees, SIGs and other professional and social groupings. Each one deserves warm thanks. I must, however, single out 'our gallant Clerk', Christian Jensen. Having worked with him closely over the year, I have been grateful to have his advice and surefooted instincts so readily at hand. Thinking back to when, during my year as Upper Warden, Christian was seriously ill, I find it all the more amazing that he has given his time so unstintingly and effectively, both day and evening, embracing the need to master online technology and set up and run countless Zoom and Teams meetings.



Past Master Peter Williams reads the Treasurer's Declaration at the virtual Annual Assembly

That our finances are in a healthy position owes a great deal to our retiring Treasurer, Ravi Gill, who has been ably assisted by Roger Leung from Anglia Ruskin University (London). Ravi's departure from the post, which he has held with distinction leaves a major gap, but we have made good progress with our planning for the future. Past Master Peter Williams will, for the time being, become Treasurer and Liveryman Jeremy Gibson will shadow him, with the view to taking over the position of Treasurer when he is fully acclimatised. Ravi has been one of the small group called 'Master and Wardens' which has guided our work throughout the year, but in the past three months has come into its own with regular, vital online meetings. They deserve our special thanks, and I have greatly appreciated their unfailing support. Included in this group is our Immediate Past Master (and hence Deputy Master) Elizabeth Goodwin, who has been a source of great support and guidance. All the Wardens who have chaired our Committees



Renter Warden Sandra Holt

Perhaps, too, I can include a word of appreciation for the constant support I have had throughout the year from David, Past Master Educator (2007-2008) and Consort. How energetic and wise he has been. I now move to the role of Deputy Master (Immediate Past Master) and shall do my utmost to support the Master, Wardens and the Company in every way I can. It has been a privilege to serve you and to take the Company forward. I believe that we have raised our profile within the City of London, have continued to develop links with other livery companies, extended the range of relevant areas covered by our seminar series—so aptly focusing on fusion skills and adaptability in this difficult time—and have engaged with increasing numbers of Educators. I am confident that I hand over the Company in a very healthy state, with a remarkable sense of fellowship and a belief that we can make a difference in this changing world. It has been wisely commented that we can never quite return to how things were before lockdown, but I see that as a tremendous opportunity for the Company to develop an exciting range of programmes and activities, embracing the new technologies but also rejoicing in resuming face-to-face events. I wish Richard and all of you a wonderful year ahead.

Pamela Taylor, Master Educator (June 2019-June 2020)



The incoming Master's speech at the Annual Assembly, 26 June 2020



Richard Evans, Master, 2020-21

Immediate Past Master, Past Master, Wardens, Liverymen, Freeman, Ladies and Gentlemen: Thank you for giving me the honour of making me your Master for the Year 2020-21. I am Master number 20—I checked this with our Gallant Clerk—and am delighted to be the leading our Livery into its third decade.

We are coming of age but still young. That is something we can be proud of. We have an extraordinary eclectic mix of Members who work or

have worked in most sectors of education, learning and training, and in the wider related professions. This membership—which continues to grow—is becoming more reflective of the way perceptions and delivery of education are changing. This has been happening for some time but is now shown in stark reality with the current crisis.

Last year—well before the pandemic—I decided on my principal theme for the year, which is 'Visions: 2030'. I want to look forward, to be open to new



ideas and to look for new solutions. This theme will allow us to think outside the box, to look at what we as Educators need to face up to. Education is not static, not set in stone—it must be dynamic, innovative, and available to all, of any age and any background or any circumstances. To me, this is the heart and soul of our Company.

We start off with the Master's seminars in September. These seminars—some with high profile figures—are intended to provoke lively discussion on a range of relevant topics in looking to the future. Likely themes are: 'Artificial Intelligence—Where are we going?' 'The Future of Technology in Education'; 'The Arts, Education & Social Inclusion'; 'The Future of the Degree as we know it'; 'A case study of a social purpose management initiative in a business school'; 'Social Cohesion—Levelling Up, The Role of Education'.

The use of technology such as Zoom has allowed us to reach more members, guests, and friends. For now, we will continue to use Zoom, but we are looking forward to debating and meeting face-to-face. The future will be a blend of physical and online.

Exciting and innovative social events are being planned along with the activities of the Special Interest groups. Our Annual Service will take place on Friday 25th September and the Select Preacher will be the Rt Rev Dr Rose Hudson-Wilkins MBE, Bishop of Dover, a Chaplain to Her Majesty the Queen and the former Chaplain to the Speaker of the House of Commons. Until 2019, she was also Priest-in-Charge at St Mary-at-Hill in the City of London, not far from the Educator's office at Little Trinity Lane.



Encomium for the outgoing Master and her Consort

As your new Master—for all of a few seconds—it gives me great pleasure to say 'thank you' to you Pamela, as our outgoing Master, for the many achievements of your year. One of the delights of this ceremony is that it is my privilege to be the first person to formally congratulate you in your new position as Immediate Past Master. Who would have thought—on 21 June 2019 at your installation as Master—that the world would have been turned upside down within less than 12 months? And that now we would all—well, nearly all of us—be experts in the use of virtual technology?

Your enthusiasm, commitment and love of the Company, have been vividly demonstrated by the number and range of activities—including your Master's Seminars on Education for Life, your encouragement of Special Interest Groups and Members' initiatives, the formal dinners and your promotion of the Company within the City and elsewhere. All of these have enabled the Company to continue to grow.

I now turn to the Consort. Every Master has a Consort but not always a Mistress! I know that you will all join with me in thanking David, for being thoroughly supportive of his Master, now the Immediate

I am very pleased to be able to announce a most generous sponsorship of this year's Master's Seminars. With the support of the Immediate Past Master, I have had many meetings with Liverymen Charlotte Blant and David Willett, to whom I must give huge thanks. The result is that the Open University has agreed to sponsor my key seminars and other activities, and therefore be the Headline Sponsor for the Company for 2020-2021. There is a synergy between our ourselves and the Open University. Indeed, we have several graduates amongst us this evening. The relationship is also historic, not least with our founder, Professor Raoul Franklin who was appointed as a Visiting Professor by the Open University in 1988. This a generous and significant sponsorship in the history of the Company. We look forward to a close relationship in the years to come.

In mentioning Raoul Franklin, I would add that I am hoping that we will celebrate the 20th year of the Franklin Lecture next year with a sumptuous White Tie dinner.

I come to a close with a date for your diaries for next year: my Master's weekend in 2021 will be in the capital of Sherry, the historic city of Jerez in Andalucía. We have pencilled in 23-25 April 2021. Sarah Jane and I look forward to seeing you but, in the meantime, we shall talk on Zoom until the first occasion when we can all meet and celebrate together in person.

Richard Evans, Master, 2020-21



Pam and David Taylor

Past Master. Over the years—and of course as Master yourself in 2008-09—you have continued to make lasting contributions to the Company. David, your unwavering support for Pamela has been obvious. We have all benefited from your delight in asking provocative questions, your work with the Educators' Choir, your unbounded energy, and your infectious enthusiasm in organising the Past Masters' lunches. You have made a lasting commitment to the Company and for that we are truly appreciative. Thank you.

Richard Evans, Master 2020-21



Introducing Richard Evans, Master Educator 2020-21



The new Master prepares for a gruelling year.

Richard Evans' career spans the private, public and charity sectors, holding senior executive positions. Both sides of his family are steeped in education—professors, teachers, headteachers, inspectors, in the private and state sectors.

His career began in the charity sector after university, with Voluntary Service Overseas in Southern Thailand. On his return he taught Politics, History and Humanities, setting up the Social Science department at Wanstead High School. He later moved to Henry Thornton School as Head of Careers and Examinations Secretary before a short stint at South London College working directly to the Principal as Cross-College Pastoral Coordinator. Moving to Woolwich College as Director of Client Services, Richard was responsible for student recruitment, student welfare, learning resources, marketing,

and enterprise at Woolwich College. He was a member of the executive team in the College achieving associate status with the University of Greenwich. Richard then became Deputy to the CEO and Development Director for the HIV/AIDS charity ACET International.

Actively interested in politics overseas, he was a close observer of Spain's transition to democracy and a journalist reporting on US presidential politics. He was a parliamentary candidate in two UK General Elections.

Richard is a founder Director of a leading City headhunting consultancy, Marylebone Executive Search, focusing on the not-for-profit sector including charities and education. Interested in the Commonwealth, he serves on the boards of the Human Ecology Foundation and the Council for Education in the Commonwealth, where he is a lifetime member. He is also Vice Chair of the New Era Foundation and a trustee of the British Georgian Society. He is a Fellow of the Chartered Institute of Marketing, a Fellow of the Royal Society of Arts, and a member of the English-Speaking Union, Irish Literary Society and Institute of Directors. He has been, a parliamentary candidate in two general elections, a primary and secondary school governor, a churchwarden and a former trustee of the charities Brook and Medicalert Educators and was a member of the Lord Mayor's Charity Committee 2013-14.

He is a rusty viola player, keen sailor and hispanophile—and he devours political biographies. Richard is married to Sarah Jane, a Master of Wine. They live in Dulwich and have two adult children.



Introducing Sarah Jane Evans, Mistress Educator 2020-21



Sarah Jane is an award-winning wine writer and a Master of Wine, and former Chairman of the Institute of Masters of Wine. She is co-Chairman of the world's largest wine competition, the Decanter World Wine Awards, and joint vice-Chairman of the Decanter Asia Wine Awards. She travels internationally to speak at conferences, consult for wineries, judge at wine shows, and to research material for her writing.

She has a longstanding affection for Spain. Her first book was *Seville*, and her latest *The Wines of Northern Spain*. She was recently appointed Chairman of the Gran Orden de Caballeros del Vino. Her decorations in Spain and Portugal include Dama de Albariño, Dama de Sellar, and Cavaleiro of the Confraria do Porto. She is a Freeman of the City of London, and a wine adviser to the Corporation of the City of London Hospitality Working Party. Amongst her other activities, she is a founder member of the Academy of Chocolate, which promotes fine chocolate, and is the author of *Chocolate Unwrapped*. She is a former President of the Guild of Food Writers in the UK and was Associate Editor of the BBC's *Good Food* magazine for over a decade.

Sarah Jane attended James' Allen's Girls School in Dulwich, London, and read Classics, and Social Political Sciences at Cambridge University (Girton College).



Sir David Cannadine asks, 'Is too much history happening today?'

Immediately following the Annual Assembly on 26 June 2020, the Master welcomed and introduced Professor Sir David Cannadine as guest speaker. Sir David spoke live on Zoom from Princeton University, New Jersey, USA. Many will have read Sir David's provocative and stimulating books and articles, as well as encountering his radio and television programmes on many aspects of social, cultural, and political history. Born in Birmingham, educated at the Universities of Cambridge and Oxford, he was a Fellow of Christ's Cambridge and subsequently held chairs at the Universities of Columbia and London, where he was Director of the Institute of Historical Research. Currently, he is attached to the History Department of the University of Princeton, a visiting professor in the University of Oxford, and President of the British Academy. Sir David has published extensively, not only highly regarded biographies, but also significant studies of our national inheritance, focussing on the British aristocracy, urban development and the structure of power, issues of class and the themes of cultural expression and ceremony both within Britain and in its empire.



Sir David Cannadine

Thank you, Master, for those very kind words. By the same token, I feel very flattered, deeply honoured and hugely delighted to have been asked to participate in this remarkable ceremony this evening, witnessing your installation as the twentieth Master of the Worshipful Company of Educators. And while, as the thirtieth President of the British Academy, I might feel a slight sense of numerical superiority, the fact is that Richard and I are bound together, not just in terms of longstanding friendship, but also because he is for now a virtual Master of your Company, just as I am a virtual President of my Academy.

The fact that we are both virtual heads of state in our two small realms is merely one indication of the extraordinary times in which we are living; and since I am by trade and by training a student of the past, it's hard not to feel that rather too much history may be happening now: Brexit in Britain, the virus around the world, and the widespread agitations in support of Black Lives Matter. Of course, for most people, living through contemporary crises is hard enough to cope with, let alone also wondering how it might all look in retrospect. But in venturing the view that too much history is happening now, I am not offering a new observation, but am taking some words which Winston Churchill once used to describe why politics in the Balkans were so violent, disputatious and disrupted, and applying them to our own times.

Churchill was a passionate believer in the importance of history, not least because he saw himself as a major historical actor. 'History', he observed in his eulogy of Neville Chamberlain, 'with its flickering lamp stumbles along the trail of the past, trying to revive its echoes, to recreate its scenes, and kindle with pale gleams the passions of former days.' And, he went on to ask, 'what is the worth of all this?' Churchill himself well knew what the worth of all this was. As Arthur Balfour observed, shortly after the end of the First World War, 'Winston has written another book about himself, only this time he has called

it *'The World Crisis'*. A generation later, as he contemplated beginning his multi-volume account of the Second World War, Churchill himself noted: 'History will not be kind to Neville Chamberlain. I know, because I am going to write it.'

Today, and once more, Churchill has become a very controversial figure—at least in some quarters. To professional historians like myself, this is hardly a surprise: for the first forty years of his public life, Churchill was always controversial, and he would probably have been disappointed if that had not been the case. Only from 1940, and increasingly from 1955, until his death, was he the apotheosized figure, widely acclaimed as 'the saviour of our country' and 'the most remarkable human being ever to have occupied 10 Downing Street'. I don't want to wade into the current disputes that surround Churchill on this occasion; but let me offer some other thoughts about him, which I hope are particularly appropriate to the Worshipful Company of Educators.

For most of his life, Churchill deeply regretted that he had not gone to university; and he never ceased to feel a sense of intellectual inferiority compared to such Oxbridge alumni as Curzon, Balfour, Asquith and Birkenhead. Yet from 1929 until his death in 1965, he became the longest serving Chancellor of any British University in his time, namely Bristol; and in the aftermath of the Second World War, he was showered with honorary degrees from grateful universities in Britain, western Europe and north America. And on these occasions, he often spoke with characteristic eloquence and great conviction about why higher education was so important. Indeed, it is fair to say that no British prime minister, before Churchill or since, has so consistently spoken in favour of universities, and of their prime task which he vividly and aptly described as 'organized curiosity'.

Churchill knew that history mattered, and that his version of history mattered; and so it still does today. As we face the unprecedented agglomeration of challenges and crises that now beset us in Britain, the widespread response has been to view them through the familiar prism of the Second World War and our finest hour. As exemplified by the Queen's speech, in which she observed, 'we will meet again', quoting Vera Lynn. The Queen had every right to make those words her own, because she had been there from 1940 to 1945; but perforce, inevitably, and regrettably, she is one of the few who remain of that rapidly diminishing number who can remember what it was like to be alive in 1940.

Dare I, then, intrude a slightly subversive thought, which may seem mildly at variance with what I have already been saying, yet which I fervently hope is not? Is it not time that as a nation, the rest of us who were not there in 1940, move on from the Second World War, or at least begin to get it in a better, more realistic and less nostalgic historical perspective? Beyond question, Churchill was an heroic leader, and I agree with Max Hastings, who rightly acclaimed in one of his recent books what he described as 'the sustained magnificence of [Churchill's] performance.' And my own father nearly died, serving in India and Burma under Bill Slim. The last thing I want to do is to diminish, downplay or disregard what that generation did, or what we who have come after owe to them.

But along with gratitude, we also need realism. We need to remember that for all the heroism of Britain's stand in 1940, the Germany army was primarily defeated by the Russians on the eastern Front; and



than any other western European democracy, Britain included. And while the British have regarded the combatting of the virus as fighting the Second World War all over again, the Germans have seen it very differently and more realistically, which may help explain why they seem to have dealt with the Covid crisis rather better than we have.

The processes whereby societies deal with calamities and recover from catastrophes, ranging from the plagues of ancient Egypt and the Black Death to the First World War, the ensuing influenza pandemic, and the Second World War, are very complex. It is, for example, widely recognized that major contagions not only kill many people, but also, in so doing, expose and draw attention to the inequalities, the injustices and the un-fairnesses in society. And so it is today, not just in Britain but around the world, where those in poverty, with chronic medical conditions, and living in overcrowded accommodation, suffer disproportionately.

But if we are to build back better, and to shape a more just and humane future, there are important and essential lessons to be learned from the past, and one of the prime roles of education in the years ahead will be to keep hammering home that vital message. The past may not repeat itself, either as tragedy or farce, as Marx unwisely claimed: but prior human experience is, in the end, all we have to go on. And now, more than ever, there is much to be learned from the past—provided we do not succumb to the easy illusion that we are fighting a very selective version of the Second World War all over again.



Reverend John Pritchard, incoming Chaplain, interviewed by the incoming Master



Reverend John Pritchard

What made you decide to become priest?

Primarily my love of God. (Take a deep breath everyone; don't give up on this yet!) That love was instilled in me from my youth and nurtured through the reading of the psalms and scriptures, through worship, schooling and education. It naturally became an authentic part of my understanding of what is important for me to reflect in a world where that love can be a catalyst for good.

I was fortunate to grow up around a church community of profoundly inspiring priests and a few who were less than inspiring so that I could experience first-hand fallibility but also see the good both religion and religious people could

Beyond providing the vast repository of prior human experience, on which all societies, if they are wise and sensible, should seek to draw, the ultimate justification for history is two-fold: it is the best antidote to the geographical parochialism which presupposes that the only place is here, and also the best antidote to the temporal parochialism which presupposes that the only time is now. Thus understood, history teaches understanding, tolerance, breadth of perspective and broadness of view. In sum and in short, it teaches wisdom. Put another way, history is the enemy of xenophobia, intolerant nationalism, hostility to ideas and to evidence-based learning.

The last time xenophobia, intolerant nationalism, hostility to ideas and to evidence-based learning exploded in the aftermath of a catastrophic economic downturn of the early 1930s, it did not—to put it mildly—end well. We must all do all we can to ensure the same does not happen again, and that is only one of many reasons why history in particular and education in general are so important.

The pursuit of knowledge, the commitment to evidenced-based learning, the necessity of organized curiosity, across all the disciplines: these activities and these beliefs are the essential underpinnings of any decent, liberal, tolerant, outward-looking society. And that is why schools and universities matter, because that is where those activities are inculcated and those beliefs are taught. Education, Rudolph Nureyev once observed, is the most important thing, because no one can ever take it away from you. How right he was—and how right he still is!

And so I take the greatest pleasure in applauding and saluting the work and the mission of the Worshipful Company of Educators, and I wish Richard Evans a brilliant term of office as your Master. He will, I am sure, make history—but not too much of it!

Sir David Cannadine, President, British Academy

bring to communities. All of this culminated in a belief that even with my failings, I couldn't do anything better with my life than serve God, society and the community in which I live.

We have been created/born to flourish in thought, word and deed, and where remotely possible rejoice and find happiness. Bishop Rowan (Williams) says, 'The world you are easy with is not the full world or the real world.' I believe that as a Christian priest part of my vocation is to remind individuals that they are 'more than they can know'; we are more than our present reality shows us and however comfy we might be, it isn't everything. So, I became a priest because of my love of God and neighbour.



How did you arrive at St John the Evangelist, Upper Norwood?

Initially on the 410 Bus! But it was a long journey from leaving a coastal village in Wales. I left Oystermouth to pursue a career in Music Education and performance. However, the complexities of life caught up with me to thwart my undergraduate degree and—after a short time of ‘being at sea’ in my twenties—I was washed up on the doorstep of the Deanery at Windsor. The Dean was to be my spiritual director and mentor for many years. David Connor was a modest and extremely generous priest. He saw that I had a vocation and recognised that my theological study needed some structure and support; it also needed challenge and guidance. He gave me a place to learn and study under the tutorage of Canon John White. For some years I lived and worked around the Chapel at St George’s and revelled in the lectures, the courses at St George’s House and the generosity and kindness of the community. From Windsor I went up to Oxford and Ripon College, Cuddesdon, to study Theology and from there to my Title post and curacy at St Peter’s Church, Berkhamsted (Graham Greene’s hometown). This post was followed by my appointment as Assistant Priest to All Saint’s Margaret Street off Regent Street and then onto St John the Evangelist, Upper Norwood in south east London.

St John the Evangelist is renowned for its music, its architecture, its High Church tradition—how do you make it relevant to our 21st century lives?

Hmmm, I wonder if it’s the other way round. If I am lucky, those who can engage with the church locally through its music, architecture and tradition find ways of making it relevant to their lives. That doesn’t mean that we rest on our laurels or are complacent or indifferent to them—I know the church has to earn its credibility in the community—but it means that they have to want to be part of a community, they have to want to peer into the unknown and play with ideas and understandings of things articulated, yet unseen. They have to want justice and to participate in a fuller understanding of who we are—having been created to be in relationship with others, often people we wouldn’t normally want to associate with.

The church is sometimes called the place you put things that won’t go anywhere else. In this day, there are more and more people who don’t feel they belong or fit in. So, the church must be a place where anything can happen and where everyone is welcome, where we can encounter God and one another in truth and without judgement or fear. If we are relevant for the 21st Century it must be because we have remembered as religious people what it is to be human alongside non-religious people and to be a church with a non-manipulative agenda other than to see the flourishing of creation.

We have to be authentic, and to be authentic means that we have to care for those parts of our society that are being diminished and abused—BLM, Gender, LGBTQIA+ Poverty, Modern Day Slavery, Human Trafficking. As a church, we have mixed success in defending the rights of those who are oppressed in our society, even in our churches. Perhaps to be relevant in 21st Century Upper Norwood is to know that nothing is finished, and that everything it to be gained by standing in solidarity with those who suffer because their inherent and God-given identity is very good: see Genesis 1.31.

Churches can be intimidating places: how do you make children welcome?

There is a great catholic hymn: ‘Come as you are, that’s how I love you’, which, I think, sums up how we approach children in church and how we seek to make church a less intimidating place for them. Most children in my parish have never seen a building as big St John’s. They come on school visits and we talk about the church being just one of God’s homes (one of many) and I think then we start making church relatable to children—fonts/baths, altars/ here is a table. What do we do at a table? Mostly draw. Sadly, many don’t eat together round a table as families. Or we remind them of storytelling through stained glass, or of the importance of having a place where everything can happen. Joy, sorrow, the ordinary and the extraordinary—all these things happen every day in the house of prayer, just like home.

Perhaps too often, we expect children and adults to get everything offered to them—and in its entirety. Yet, church should be a manageable ‘pick and mix for children—and for all of us. There is a vast amount of information in the building, worship, and in conversation. But take from it at any point what you want, what inspires and engages you or them. Just as education is lifelong, so too is the relationship between children and the church, if we are lucky. It starts somewhere, with a genuine welcome. They can come as they are. My only wisdom is, perhaps, that children are not the future they are the present. Simply by being the present, we meet them where they are and as they are and take it from there.

You have a Harris Academy in your parish—tell us about your relationship with schools?

Long and mixed. In Upper Norwood we have Lord Harris’s first Academy and a remarkable place of learning and achievement. The numbers are impressive, the size and draw of the Academy brings our streets to a standstill several times a year as the open evenings draw thousands of families seeking that illusive place. We host school activities and carol services. We offer pastoral support to the School—especially when children die. I have led conversations on Christianity and on Trans issues.

However, a church can only be invited into schools and this possibility comes down to: the pressures on the Head; often the belief system of the senior leadership team; and what they can cope with. Success can so often lead to self-absorption. Sadly, I have seen entire schools loosen links with the church because the Head doesn’t see it as important, even though 90 per cent of the children come from homes of faith.

We are extremely fortunate to have Katherine Cumberbatch as Principal at the Harris City Academy Crystal Palace. She longs for links with community organisations (amongst them the Church) but the pressures of keeping a high performing Academy high performing are immense, and the hope of a relationships with the community does not always reflect what is manageable or realistic these days. Certainly, this changes year by year, and it’s definitely not a constant decline. Quite the contrary, the Church relates to the Academy by being constant and present, and ready to respond when called upon.



Former Lord Mayor Sir David Lewis challenges our Company

City Dinner, Painter-Stainers’ Hall, 27 November 2020

I come from a family of farmers and teachers—so education is in my blood. In fact, my first job was teaching history part-time when I was at Oxford. I will never forget being told one morning by a 12-year-old boy that his father had said that what I had told the class the day before was wrong. I asked him who his father was. He replied “The Regius Professor of History”. I immediately switched my degree from History to Law.



Sir David Lewis

Master, I must congratulate you and your young Company on your great success and the variety of educational projects in which you are involved including prisons, apprenticeships, charity, and your education for life programme from Primary to HE. But I want tonight to challenge your Company to up its game in the best Livery traditions. ‘Education’ has frequently been a Mayoral theme and it seems to me that your Company has an opportunity to celebrate and indeed to take a

lead in how education is promoted City-wide and throughout the Livery—and, at the same time, to raise the Company’s profile. I can assure you that the Mayoralty would be delighted if you did so.

In your Royal Charter—so ably produced by your scriptor emeritus, Keith Lawrey—your principal object is ‘to raise awareness of, and to promote the education profession, and to uphold its standards of excellence and integrity’. In my view you are now ready to consider moving on to the next stage of leading the national education debate by directly influencing national Government and local authorities in their policy decisions and implementation. This has nothing to do with party politics; it has everything to do with ‘upholding standards of excellence and integrity’. For example, my own mother livery company, the City Solicitors, has numerous specialist committees that: propose legislative changes; review all draft legislation; and are asked and encouraged by Government to do so. We correct many howlers and influence policy.

Your Company has many expert Liverymen in all areas of education. Their individual views might not carry weight with Government, but—under your Company’s collective banner—would be taken seriously and would, over time, be welcomed increasingly by any Government in power. Provided, of course, that those views were non-partisan and apolitical. All Governments—whatever their party politics—try to do what is in the best interests of our children who are, after all, the future of our country. ‘Education, education, education...’ if I remember correctly.

What educational issues could your Company comment on and try to influence? I’ll pose a series of questions, but I’ll not proffer any answers. Although I have been a governor of several state and independent schools and academies, and a governor of several universities (and a Chancellor of one), these questions require your Company’s professional expertise and consultation.

First, tertiary education

1. Recent research shows that less than 50 per cent of university students support freedom of speech and over 40 per cent favour censorship and no-platforming. On some campuses, students have succeeded in getting academics sacked for expressing their views. Is any form of discrimination right? Should universities and student unions champion free speech and academic freedom, provided of course that what is said or written is not illegal? What is the role of 21st century universities? Is political correctness out of control? Is the body, Universities UK, too self-serving?

2. First Class degrees were awarded to 28 per cent of students at almost every leading university last year. The highest was Surrey at 51 per cent, then Imperial at 41 per cent. Oxford and LSE were 34 per cent. When I was at Oxford the rate was about 5 per cent—presumably we were all rather dim. Is this grade inflation justified? Should universities be fined? Do employers notice the difference? Are unconditional offers with guaranteed places ever justified, or should UK admissions be solely based on actual results as in the rest of the world? The Chief Executive of Universities UK thinks the current system is fine; I wonder who pays his salary?

3. Are our best universities more interested in making money from higher paying overseas students than in teaching UK students? Why, as the UCAS figures for clearing show, are so many places reserved for wealthy overseas students? There are now the same number of students from China at UK universities (over 100,000) as there are students from Wales or Northern Ireland; Chinese students bring in over £600m pa in fees and subsistence. Are university Vice-Chancellors more interested in raising money than in excellence and integrity? Should access be based on academic ability rather than ability to pay international fees? Does the current dependence on overseas students prejudice academic freedom on campus? Why are the Chinese Government and many Chinese student societies on campus trying to curb free speech at UK universities and, if so, what are Vice Chancellors doing about it?

4. Are academics at our universities more interested in research, which produces good results in the research league tables and thus more research grants, than in teaching students? Are lectures to hundreds of students the most effective method of teaching? Why is plagiarism out of control with millions of students world-wide paying someone else to do their work for them?

5. Are UK universities dealing fairly with cases of bullying, harassment and sexual misconduct of staff? Why have UK universities paid out £87m since 2017 on gagging orders to prevent staff (who have been paid off) from going public with their grievance? Since the cap on student numbers was lifted in 2015, every autumn many students still arrive at university without accommodation and are forced to check into budget hotels—why?



6. Are all university degrees worth having? Research suggests that over a third of graduates are underpaid and overqualified. Should those new universities in, say, the bottom fifth of the tables be closed (many are already near insolvency due to bad management) or made to convert to providing technical or vocational qualifications which would lead to students earning more in their careers as well as providing society with much needed services?

Now for schools

7. Is it right or sensible to abolish Ofsted? Would local council inspectors be any better or consistent? Are enough 'good' and 'outstanding' schools being re-inspected often enough? Some have not had an inspection for 10 years.

8. Should SATs be abolished? Are they fair, accurate and objective? What national assessment should apply to primary pupils? Why are our secondary students behind so many of our competitors in the PISA worldwide rankings?

9. Why are so many pupils excluded from school? Is it an easy way out for Headteachers in some cases? Why are so many teachers incapable of instilling discipline in class? Why are 10 per cent of pupils off-rolled before GCSEs and not allowed to take such exams without explanation? Are Heads more interested in league tables than in their duty to educate their pupils?

10. Why are so many teachers abused by pupils and sometimes by their parents? What are schools doing about this to prevent good teachers from quitting? Why are so many teachers—STEM teachers in particular—leaving the profession?

11. Why are religious zealots allowed to influence the curriculum in some schools? Should parents be permitted to raise their children in their own moral values and influence the school curriculum? Is tolerance flexible? Should the Government insist on fundamental British values applying in all schools?

12. Why are A level grade boundaries so fluid and more to do with the percentage of pupils in the relevant grade than with merit? Why was the A level maths pass mark of one board this year only 14 per cent? Are examiners out of touch? Is it right educationally to have less course work and more exam input to the A level mark? Should we convert entirely to IB? Why do so many state school parents hire tutors? What can be done about raising 'standards of excellence and integrity'? Why do so few pupils study modern languages?

13. Finally, what is being done to encourage sport, music and other extra-curricular activities which are so essential for a grounded all-round education, and attractive to employers? Why are so few teachers prepared to get involved after school? Should this be part of their contract?

I could go on. Now, I'm not suggesting that any of these questions are easy, but, if we are to improve our schools and universities for the benefit of the next generation, they do need consideration. You have a duty and an opportunity to contribute to the national debate on these issues. All of us had one or more teachers who inspired us and motivated us to achieve our potential. We have a duty to ensure that as many children as possible receive the same experience.

As a former employer, I know that life-long learning is essential and here to stay. I also know that children need to be taught to try and fail often, because that is the only way to learn and succeed. Handling failure is part of growing up and part of life; it is crucial in the workplace. Competition is what life is about, despite too many schools pretending otherwise. In my view, school league tables are not what counts. What really matters is igniting curiosity and encouraging ambition and hard work at school. Are our school leavers prepared for the challenges of further study, employment and life in the modern world? If they are not, we have all failed and our society will be the poorer for it.

Sir David Lewis



Advent Carol Service, 5 December 2019

In previous years, the Company has held a joint Carol Service with another Livery Company, most recently with The Worshipful Company of Chartered Secretaries and Administrators. As we are a growing Company with a wealth of talent, it was my fervent wish



that we should plan our own Carol Service. I met with Liveryman Enid Weaver in the summer to discuss possible music for an Advent Carol Service and with the magnificent help of Middle Warden, Roy Blackwell, we were able to secure the venue free of charge. The service was to be held at the VOCES8 Centre at the church of St Anne and St Agnes in Gresham Street in the first week of December, before the 'rush' of other Carol Services our members would be attending.

It was decided to hold it on the evening of Committee Day so that a good number of our members would already be in the City, thus making it easier for them to attend. Contact was also made at an early stage with our Company Chaplain, Reverend Mark Perry, who was delighted to be involved in the planning and who was to deliver the Bidding Prayer and the final blessing. He did so with sensitivity and inclusivity, as he always does.



My aim was to involve as many of our members as possible, from all levels of the Company. We have a fine Choir developing and Enid Weaver conducted over twenty. They led the singing of congregational carols, providing descants, and performed some of the best-loved pieces of Christmas music: *Adam lay ybounden*, *'Lo, how a Rose é'er blooming*, *'The Holly and the Ivy* and *'The Angel Gabriel*. The ensemble singing was excellent and there were some fine individual soloists. The readers were chosen to represent different positions within the Company: the Almoner (Geoffrey Edwards), the Deputy Master (Dr Lis Goodwin), a Warden (Janet Reynolds), a Court Assistant (Professor Sir Deian Hopkin), a Liveryman (Jeremy Gibson), a Freeman (Celine McDaid), with the Master (Pamela Taylor) reading the last lesson from the opening lines of St John's Gospel. A variety of traditional readings, both prose and poetry—some religious and some secular—evoked the wonder and mystery of this very special season.



A magnificent brass quintet from Hendon Salvation Army Corps, resplendent in their red jackets, opened with a medley of Christmas music and accompanied the congregational carols.

After the Service, over seventy Educators and guests were able to relax with each other and enjoy the festive fare from the Cook and the Butler, admirably supported by our excellent team of helpers. As always, the Social Committee turned up trumps. My very grateful thanks to our wonderful Social Committee under the capable hands of our Renter Warden, Janet Reynolds. As befits such an occasion as this, we were able to contribute to the Salvation Army's charitable funds that are directed especially at helping the homeless at Christmas. I look forward to the tradition of our own Carol Service becoming firmly established in future years. We can now stand on our own feet and I relish that fact.

Pamela Taylor: Master Educator 2019-20



The Franklin Lecture: Professor Becky Francis on 'Education for Life Chances: ensuring all students can access a high-quality education'

Friday 6 March 2020, Painters' Hall

Professor Francis is currently Chief Executive Officer of the Education Endowment Foundation. She was formerly Director of the UCL Institute of Education (IOE). Previous posts included Professor of Education and Social Justice at King's College London, Director of Education at the Royal Society of Arts and Standing Advisor to the Parliamentary Education Select Committee. She has also spearheaded high-profile research programmes assessing the impact of major reforms in the English school system on educational inequalities. She is best known for her body of research on social identities and educational attainment, including gender, race and social class.

Her lecture was the twentieth of the series that is named in honour of our Foundation Master, Raoul Franklin, who sadly could not be present this year. The first lecture was given in 2001 by Sir William Stubbs on 'A Level: The Gold Standard'. Surprisingly, there have been no female Lecturers since 2007, whilst in the first seven years there were three. There has been: two Secretaries of State (one of whom, Lord Baker, is our only Lord—so far); two Dames, three Knights (one, our very own Sir Deian Hopkin), several doctors, a Rt Rev, and at least eight professors. So Becky stood, as they say, 'on the shoulders of giants' as she addressed the Company on a topic that fits superbly with the theme for 2010-20: 'Education for Life'.



Professor Becky Francis

Professor Francis presented copious evidence of inequalities within the system, focusing first on the stark variations in attainment in the GCSE examination. Pupils in receipt of free school meals (FSM) markedly underperform in comparison with the rest of the school population. Hence comparatively, they miss out on opportunities, for example, in further education and apprenticeships. That discrepancy is particularly strong in relation to boys on FSM, whose attainment was less than half of that of girls who were not on FSM. Similarly, large variations are found when the ethnicity of

pupils is analysed. Other indices such as post codes indicate that the socio-economic context plays a significant part too, with those from the postcodes with highest levels of deprivation consistently underperforming those in more advantaged addresses.



Starting points and access to quality provision

The principal factors creating educational inequalities are discrepancies in: financial capital; social and cultural capital (overlapping with social identities); and the practices of schooling. Hence pupils have unequal starting points. Shown by a range of measures—including ‘readiness for school’, vocabulary and behaviour—variations affecting educational performance are found from the earliest days of children’s schooling. Furthermore, there is unequal access to quality provision. The evidence shows that disadvantaged pupils are: concentrated in poorer quality schools; under-represented at high-attaining schools; and concentrated in lower streams and sets. That last factor creates a double disadvantage because of: teachers’ lower expectations and consequent pedagogy; impoverished curricula and qualifications; poor quality of teaching; pupil misallocation because of inadequate assessment; lack of fluidity—pupils becoming ‘stuck’ in the same group; pupils’ engagement and attitudes suffering from being placed in low groups; and self-fulfilling prophecies—pupils performing down to the level expected of them.

Tackling slower progression

Disadvantaged pupils are less likely to pursue subjects that enable progression routes to high-status careers. Key factors include: social segregation; ongoing stereotyping and low expectations for pupils from disadvantaged backgrounds; unequal access to a high-quality, bespoke curriculum; and greater potential for disengagement.

However, research can analyse not only causes of disadvantage but also possible ways to move forward more productively. The latter include: compensatory (‘catch up’) approaches (to address unequal starting points); approaches to ensure access to high-quality provision, especially high-quality teaching (to address inequality in access, and ensure good progress); and approaches that address additional enrichment, links, experiences, and guidance.

Evidence-based strategies for improvement

The Education Endowment Foundation was set up to ensure that the best use is made of research to support practical beneficial outcomes in schools and to challenge and address inequalities. To tackle our most enduring challenges we must draw on the best available evidence. This means:

- ensuring that teachers and school leaders have the best available knowledge about what has worked to narrow the gap
- informing difficult decisions about how to invest time and resources
- protecting schools from fads and fakes, which create workload but don’t make a difference
- supporting teachers to implement and evaluate new strategies in schools and classrooms

Past Master David Taylor, Master’s Consort, 2019-20



MEMBERSHIP
Obituary



Honorary Liveryman John Holland CBE, TD, DL, JP
6 May 1934 to 19 April 2020

It is with great sadness that we announce the death of Honorary Freeman, John Holland. With his passing, our Company has lost its first Honorary Freeman—a highly esteemed member who played a crucially significant part in the establishment of our original Guild. He is survived by his wife Kirsten and family.

John was, as one who knew him well put it, the personification of an English Gentleman, a charming man, always helpful and always pleasant, who was deeply committed to the City of London. He was a Common Councilman for many years, representing the Ward of Aldgate, latterly as Deputy. Common Councilman Doug Barrow’s speech on John’s retirement from the Council in October 2008, gives us some insight into John’s distinguished and distinctive service to the City and its institutions.

We have grown used to seeing, not far from the statue of Churchill, a very familiar and distinguished figure—someone who always behaves with the greatest courtesy but is always a stickler for detail. Every Town Clerk will remember the days when the familiar voice of the Deputy of the Ward of Aldgate, John Holland, will point out an error in the Court papers, which the keenest eye of his staff may have missed....Until his retirement from the Court, he was the second longest serving member, going back to 1972, when, I venture to suggest, one or two of our younger gentlemen members may still have been in short trousers.

A Chartered Accountant and partner at Fraser Russell, John in his inimitable quiet way has given of himself in so many areas. As Honorary Colonel of the 10th Battalion the Parachute Regiment, for the Honorary Artillery Company where he oversaw their affiliation with the Chartered Accountants livery, as a Justice of the Peace, and also as Her Majesty’s Deputy Lieutenant where he was given special responsibility for Hammersmith. He served as chairman of numerous committees including the former Finance Committee and as Deputy Governor of the Irish Society, culminating in his election as Chief Commoner in 1994 following which he was honoured by the award of a CBE.

Those involved in the foundation of our Company can readily attest John’s keen support for the Livery movement, having been elected as Master of both the Worshipful Company of Wheelwrights and of the Worshipful Company of Chartered Accountants. Of the latter, he was one of the original Members its Guild in 1976 and saw its transition to Livery status.



John spent some years lecturing in accountancy at the City of London College. When the College became the City of London Polytechnic, he served as a Governor with great distinction and with his characteristically scrupulous care. Keith Lawrey (our Scriptor Emeritus) writes:

‘For many years, John was a colleague of mine in the South Westminster Petty Sessional Division. He was an ideal Justice of the Peace—intelligent, fair, balanced and sensitive. We often talked about Livery matters—as one might imagine, given John’s significant involvement with the City and the esteem in which he was held by so many of the City institutions.

When I set out to establish the Educators as a City Guild, I approached Professor Raoul Franklin CBE, then the Vice-Chancellor of the City University, to be the first Master-in-Waiting. Raoul suggested inviting the late Alderman Anthony Bull to be our informal ‘sponsoring’ Alderman while we became established. But the process took much longer than anticipated because, I think, the Court of Aldermen was doubtful about education as a trade or profession associated with the City. During that frustrating time, Alderman Bull died and I despaired of our ever becoming even a Guild.

I was talking to John Holland about this sad state of our affairs one day, and he kindly and typically said that he would introduce me to Past Lord Mayor, Alderman Sir Christopher Walford, who might be able to help. So, I met Sir Christopher with John and, as a result of our discussion, Sir Christopher took our Petition back to the Court of Aldermen and convinced the Aldermen that we should be registered immediately as a Guild. He was then appointed by the Aldermanic Court to be our first Sponsoring Alderman—of a short duration because he soon retired—but Sir John Stuttard was appointed as his successor, and he served us so well for the next fifteen years.

Without John Holland’s help we might never have started on the path to full Livery status. The Company owes him a debt of gratitude which it acknowledged by electing him as one of our first Honorary Freeman. Despite a full diary, he continued to take a great interest in our affairs, often attending our dinners in the company of his stepdaughter whom he encouraged to join us. He was always a welcome member, modest, friendly and always good company but, sadly, his health deteriorated in recent years and he had to cease to attend. He was then much missed.

Many Educators, especially those who were involved in those early days, will wish to recall John Holland’s distinguished work on our behalf and their memories of him as a courteous, delightful companion at the many dinners he attended before his health, alas, deteriorated and made attendance impossible.

Contributors: PM Sir John Stuttard; Scriptor Emeritus: Keith Lawrey; Jonathan Grosvenor, Clerk, The Chartered Accountants’ Company; Past Master Pamela Taylor; Editor, PM Max Weaver; and John’s stepdaughter, Jacqueline Bennett.



Membership Gazette

	1 Jun 17	19 Feb 18	31 May 18	23 Aug 18	3 Dec 18	1 Mar 19	15 May 19	19 Sept 19	28 Sept 19	1 Mar 20	29 May 20
Liverymen	187	192	196	200	204	210	206	215	217	218	217
Freemen	102	106	103	102	101	99	94	95	106	116	126
Associate Liverymen	2	3	3	3	3	3	3	2	2	2	2
Total paying membership	291	301	302	305	308	312	303	312	325	336	345
Clerk	1	1	1	1	1	1	0	0	0	0	0
Honorary Liverymen	10	10	10	10	10	10	10	10	10	10	9
Total membership	301	311	312	315	319	324	314	322	335	346	354
Corporate Trust Patrons	1	1	1	1	1	1	1	0	0	0	0
Friends of the Livery											3

Admissions to Freedom and to Livery

Elections	Admtd to the Freedom	Admitted to the Liverymen
24 April 2020	Cecily Liu, Stephen Weaver	John Brewer, Victoria Snow
26 June 2020	Edward Allanson, Derek Bain, Patricia Miles	Robert Turner



City Briefings

These sessions—organised by the City Livery Committee—are very useful to new Freeman 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: 15 September 2020; Monday 9 November 2021; Tuesday 16 February 2021; Wednesday 19 May 2021; Tuesday 21 September 2021; and Thursday 21 October 2021. For more details, see <https://www.liverycommittee.org/city-briefings.php>



News of Members



Sir Peter Estlin

Warmest congratulations to Court Assistant and Liveryman Sir Peter Estlin, who has been knighted. The citation in the 2020 New Year's Honours List reads 'Lately Lord Mayor of London. For services to International Business, Inclusion and Skills.'

Sir Peter addressing the Company at the City Dinner in March 2017, during his Shrieval Year



James Crabbe has been working on Covid 19

On 31 December 2019, the Wuhan Municipal Health Commission released a report stating that 27 cases of pneumonia had occurred in Wuhan. These pneumonia patients were associated with the Wuhan South China seafood market and, according to the initial analysis, the disease was viral pneumonia. On 3 February 2020, I and colleagues

from China, Hong Kong, Australia and Canada published a risk management analysis for the novel coronavirus—it had not yet been named Covid-19 (Coronavirus disease 2019). In this paper [*J. Risk and Financial Management*, 13, 22-27 doi:10.3390/jrfm13040066] we made several recommendations, including these five.

1. Early Warning and Identification of Risk

This—essentially testing, tracking and tracing—was made difficult in China because Chinese New Year meant that many people were used to travelling both within China and abroad.

2. Banning the trade in wild animals

A common-sense measure that has been spreading in China and around the world for many years. Legislation should be formulated as soon as possible to completely eradicate the wildlife trade and, especially, the consumption of wild animals. This will also require appropriate enforcement.

3. Risk Monitoring and Analysis.

The overall data trends should be analysed combined with artificial intelligence, data science, and new media. The authorities should actively communicate with the international community, seek joint prevention and control technology, as well as share medical information and achievements. It is necessary to strengthen collaboration with the international community to further reduce the risk of disease, improve the cure rate, and prevent further spread of disease.

4. Psychological counselling for the population.

5. Building standby hospitals.

We also stated that, according to our modelling, we expected the virus to be under control in China around 19 February 2020. Our modelling proved correct, and our suggestions have been taken forward. The paper has been accessed over 5,500 times.

We continued our work and, on 3 April 2020, published a paper on risk prediction and assessment: duration, infections, and death toll of the COVID-19 and its impact on China's economy [*J. Risk and Financial Management*, 66-93 doi:10.3390/jrfm13040066]. This included all the data analysis and modelling techniques (based on data to 1 February 2020) to predict the inflection point and Key Point of the COVID-19 virus by comparison with severe acute respiratory syndrome (SARS), followed by current complex models to predict infections, deaths, and GDP in China. Through our analysis of different types of work, we concluded that private enterprises and their employees, freelancers, as well as agricultural, forestry, animal husbandry, and fishery personnel were more severely affected. Our study then used three different models to predict that—even with the compression in recent months—economic development in China may have a retaliatory rebound, and the real GDP growth rate could return to 6.7 per cent, which is better than expected. We shall see if our prediction will be realised.

It was clear that a major global pandemic was operating, and that it would last for a long time. We therefore broadened our study and—with collaborators from Italy, Australia, Hong Kong and China—on 23 June 2020 published a paper on an economic-business approach to global clinical risk management [*J. Risk and Financial Management*, 13, 135-146 doi:10.3390/jrfm13060135]. We used an economic-business approach to suggest that comprehensive control and operation should be conducted in a holistic way, including patient safety, cost consumption, and organizational responsibility. An organisational strategy that revolves around a constant and gradual risk management process is an important factor in clinical governance that focuses on the safety of patients, operators, and organizations.

The COVID-19 epidemic has extracted a heavy price from the people of the world. This emphasises that the analysis of clinical risk is very important. If we can pay attention to the aspects discussed above, we may be able to reduce the loss of people's lives and have a positive effect on restoring confidence and improving the economy in the future. We hope that, through our analyses, we can provide references for colleagues throughout the world.

Professor James Crabbe, Court Assistant and Liveryman.



Brett Bader's charity fund-raising

Brett has undertaken a range of endurance events to promote the work of two charities he actively supports in between his business and medical work. Since late April, he has undertaken 16 ultras, marathons and half marathons—including the famous Comrades and US Marine Corps events virtually in the New Forest. Whilst resting the legs from running, he undertook the Selkie Henley Swim—completing 2.1 miles in the sea off Hengistbury Head—and a sequence of indoor rowing half marathons, working towards 1 million meters. He has more than twenty endurance events scheduled—to continue to fundraise to help make a difference. Brett is raising funds for Epilepsy Research UK and Save the Rhino International. Brett is one of the Save the Rhino infamous costumed runners who has completed numerous marathons and run across the driest place on the earth—the Atacama Desert in Chile—completing seven marathons in six days above 10,000 feet in costume. No one wants to be overtaken by the Rhino. He is passionate about Save the Rhino International, because it is dedicated to stopping poaching and habitat loss and directs its funds locally—where funds are most needed. His connection to Epilepsy is more personal. His eldest daughter has, in the last couple of years, developed the condition, which has resulted in life-changing decisions and has affected her everyday activities. Brett champions Epilepsy Research UK, which is the only charity exclusively dedicated to driving and enabling life-changing, life-saving research into epilepsy. Brett has already been signed up for several bigger events yet to be unveiled, including rowing at sea and running in Georgia in 2021. His fundraising page is: <https://uk.virginmoneygiving.com/BrettSBader2020>



Distinguished Service Awards 2019

At a short ceremony that took place at the City Celebration Dinner in November 2019, the first ever awards in the Company's history for distinguished service to the Company over several years were made to two outstandingly deserving Educators. The decision to recognise distinguished Liverymen of the Company in this way received wide acclamation. In presenting the awards, The Master, Pamela Taylor, said,

'I am delighted to present the first Distinguished Service awards in a new scheme, devised by Immediate Past Master Dr Elisabeth Goodwin, to recognise the outstanding debt the Company owes to individual members who have done so much for it. Every thriving body relies, often more than can be said, on the unstinting efforts of officers and members who show such commitment and dedication. In the case of tonight's winners, I can say, without hesitation, that they embody these principles admirably. I am confident that there could be no more worthy recipients.'



Ann Bell

Ann Bell has probably been in direct personal contact with more members than anyone in the Company, especially in her time, first, as Renter Warden, a post she occupied for 4 years with great distinction and, secondly, as an indispensable Secretary of the Membership Committee focusing on recruitment, progression and engagement. She has been an unswervingly loyal friend and supporter,

along with her husband, Gordon, who sadly died a year ago. Ann chaired the Social Committee and piloted, with supreme efficiency, a huge number of events, including four memorable Master's Weekends. Her interviews of applicants are shrewd and warm and her introductions to many new declarants are marked by humour. Her introduction of the budding scheme, which has now involved over 100 members, is just the latest example of her persuasive leadership and compassionate concern. Ann, we thank you from the bottom of our hearts.



Geoffrey Edwards

Our second, equally meritorious, winner is Geoffrey Edwards. One of fewer than 30 members when he became a Freeman in 2002, he has seen our numbers increase tenfold, and has had a hand in almost every aspect of that expansion, as well as being one of the most assiduous supporters of events, often with his wife Rosemary. He showed his unfailingly punctilious and courteous manner in his role of Secretary of the Development Committee and as a Court Assistant. He was a natural candidate for Secretary of the Education Committee, overseeing a succession of excellent series of Masters' Seminars. When the Company appointed its first Almoner, nobody could have been better suited. His sensitivity, concern and deep humanity have been appreciated by all. I also am reminded of his admirable introductions to Court meetings, the prayers and of course the Graces, with their unique poetic diction. Geoffrey, you have done—and still do—so much for us. We salute you!



Declarants



James Adeleke — 27 November 2019

Since 2015, Chief Executive of Generation Success, an award-winning social enterprise that he founded as a result of the London Riots. Previously, Business Development Executive for UKPC, a company which he helped grow from 50 staff to 200 staff within three and a half years. James holds an LLB Law degree. He is a Fellow of the Royal Society of Arts, and a committee member for the City of London's careers festival, called London Careers Week. He has served on cross-party commissions looking at issues surrounding youth enterprise and social mobility. He says: 'My passion and work focus on removing the non-educational barriers for less privileged members of society in achieving their career aspirations.'



Philip Bean — 27 November 2019

Emeritus Professor of Criminology and Criminal Justice at the University of Loughborough. Before that he was Senior Lecturer at the University of Nottingham, and prior to that a Research Officer at the Medical Research Council and Probation Officer in the Inner London Probation Service. He has been President of the British Society of Criminology, an Associate of the General Medical Council and has held Visiting Professorships in Australia, Canada and the USA. Philip is the Author/Editor of over 30 books and 60 articles on various aspects of criminology. He has 'an abiding interest in the City of London, its history and its traditions'.



Elisabeth Braw — 27 November 2019

Elisabeth leads the Royal United Services Institute's Modern Deterrence project, which focuses on how governments, business and civil society can work together to strengthen countries' defence against emerging threats. Elisabeth was previously a journalist, reporting from the United States, Italy and other countries and remains an op-ed contributor to several publications, including The Wall Street Journal and the Financial Times. She is a former Visiting Fellow at the University of Oxford. In joining the Educators, Elisabeth hopes to learn more about other members' work in education, not just of children but of society's other demographic groups.



Christopher Coleridge Cole — 27 November 2019

A former chartered insurance broker, Christopher has worked overseas for 28 years. In this time his company gave education advice and guidance. His experience is as a fiduciary trustee for two offshore trust groups. Other areas of interest include running a tax-restructuring business for property investors. His educational experience includes sales and marketing director for a psychometric career testing platform for children from age 12 through to job-seeking.



James Dixon — 27 November 2019

James spent 27 years with Ernst & Young, as one of the country's first VAT specialists. He has lectured and written extensively. Since retirement in 1995, he has spent 6 years as Honorary Treasurer and Trustee at the Prisoners' Education Trust, and 9 years as a part-time MA and PhD course student at Royal Holloway, writing a biography of his ancestor George Dixon. James has been awarded an Honorary Fellowship at Royal Holloway. He is a Freeman of the City of London, and Liveryman and Assistant Clerk of the Worshipful Company of Tax Advisers. He says he has been a Liveryman for many years and sees that joining our Company might present opportunities for advancing the cause of prison education.



David Malachi — 27 November 2019

Assistant Headteacher and interim Special Educational Needs Coordinator at Park House and Tram Schools, London. David's teaching experience ranges from Foundation through to Key Stage 5. He holds Qualified Teacher Learning & Skills Status in the post-16 and Life-long learning sector. His other experience includes Ofsted Inspector and QAA Reviewer. He trusts that membership of our Company will enable him to associate with like-minded professionals and to continue his own professional and vocational development.



Andrew Moran — 27 November 2019

Andrew has worked in the field of special needs education for 34 years. Latterly, he was an Executive Headteacher for RNIB. Since 2015, he has been an Educational Leadership Consultant, working with several charities, schools and colleges. Andrew has a Master's degree in Inclusion and Special Educational Needs from the University of Birmingham. He is a magistrate and a Trustee for Coram Life Education—part of the Coram Charity that works with, and supports, vulnerable children. Our special interest group on Special Educational Needs (SIGSEND) will, he says, be of particular interest.



Michael O'Reilly — 27 November 2019

Michael has more than 23 years' experience as an educator within Further and Higher Education environments. Currently, he is an NVQ Assessor and he runs his own NVQ Assessment Centre. He has been an External Examiner for HE programmes at the University of Wolverhampton and at the University of Bolton. He was Chief Examiner for Construction and the Built Environment programmes at AQA and he was an External Examiner for Edexcel/Pearson. Michael says: 'I would benefit from being a Freeman as it would recognise my drive in achieving excellence in one's craft.'



Licia Sisalli — 27 November 2019

An educator since the mid-80s, Licia's teaching experience is in Italian language to Adults for Local Authorities, such as Kensington and Chelsea, and Westminster and for international companies in the City of London—Lloyds of London and Deutsche Bank. Licia is a qualified City of London Guide and a Westminster Guide. She conducts tours both in Italian and English. Her current employment is at the City Lit as a part-time Italian language teacher. Licia says that, since attending the Adult Education History of the City and Lunchtime History Walks courses, she has wanted to join our Company.



Nicholas Lyons — 5 December 2019

After working in the City of London for US investment banks advising financial institutions, Nicholas sat as a non-executive director on boards of insurance companies and asset managers. He now chairs a life insurance company and a real estate investment trust. He has extensive not-for-profit experience, including Vice-Chair of governors at The King's School, Canterbury since 2004, governor at King Edward's Whitley, Barrow Hill School, and St Dunstan's College, Catford. He is Alderman for Tower Ward in the City of London, a member of the Court of Aldermen, of the Court of Common Council and of various committees including the Education Board. Nicholas says, 'I am particularly interested in the international appeal of the UK's education offering and I am also working on a project to look at ways to help those children excluded from our maintained sector schools to develop fusion skills through exposure to a co-curricular agenda provided by the private sector.'



Kim Rihal — 5 December 2019

Kim is the co-founder of Equal Education, a social enterprise targeting inequality in education around the globe. Her experience is rooted in senior leadership teams and Headship at two inner-city London Schools. Kim has been recognised by the Mayor of London as a prominent educator and as a rising prospect to tackle some of our most difficult education problems in London. She was invited to the Mayor's International Programme to speak about her work in three different continents. She is passionate about social mobility and about social justice. She is particularly keen to narrow 'the attainment gap' for children in care and for those with special educational needs and disabilities.



Franciska Bayliss — 6 March 2020

Franciska has been Schools Operational Advisor to the Alpha Plus Group of Schools and Colleges for the past six years and Headteacher of Ibstock Place School in Roehampton for 16 years. She has acted as Interim Head at different London schools and in the USA. Her former roles include Chair of the National Froebel Foundation and founder of the International Froebel Society. Franciska is Fellow of the Royal Society of Arts, and a trustee at the Hellenic Trust. She would like to become involved in our philanthropic work and take part in our formal events.



Iain Blaikie — 6 March 2020

Iain has worked in UK and international schools for nearly four decades. Currently, he is Director General of King's College Alicante in Spain and Head of a school on the Costa Blanca. He was the Founding Head of Repton International School in Bangalore, a Principal at Regent's International School in Thailand, and Headteacher of three UK schools. Iain was an English and Drama specialist in two schools in England and worked with special needs children. He graduated at Sheffield University and went on to postgraduate studies there. He is a qualified accredited serving headteacher, mentoring new UK and international headteachers. He has been an active member of the Council of British International Schools and the Federation of British International Schools in South East Asia.



Hugo de Burgh — 6 March 2020

Professor of Journalism at the University of Westminster, Hugo is also Director of the China Media Centre, which he set up in 2005. Hugo founded Kensington Wade English Chinese Dual Language School in 2017. The school is the first of its kind in Europe, although there are 250 in the USA. He is currently engaged in the establishment of a joint Anglo-Chinese University of the Creative Industries. Hugo believes that joining the Educators Company will give him the opportunity to discuss education.



John Dalton — 6 March 2020

After graduating in Biochemistry, John Dalton taught Chemistry at a private school. He then became editor of Current Opinion in Gastroenterology. In the early 1990s, John established the London School of Publishing and founded the London School of Public Relations. He joined David Game College in 1993 as Head of Science. Continuing to run his other businesses in partnership with David Game, he became Vice Principal of the College in 2006 and College Director in 2017. He is Director at the Centre for Issue and Crisis Management, an active member of the Royal Society of Biology, a Chartered Biologist and member of the International Institute for Strategic Studies. John sees our company as an opportunity to help others with his own skills and to learn from other educators.



Michael Hannaway — 6 March 2020

Michael has worked for over 25 years in special educational needs in both the maintained and independent sectors. He has held several senior management and consultative roles. Michael has worked as head of an independent special school and as a local authority advisory teacher. Currently, he is Head of Learning Support at two independent schools. Another role he has held is as an expert witness at the Special Needs and Disability Tribunal. He is a specialist teacher assessor, a Chartered London Teacher, and a Fellow of the Chartered College of Teachers. Michael particularly wishes to connect with members working in the City.



Richard Harvey — 6 March 2020

Richard is Chair of Trinity Education and Culture. Previously, he was Headmaster at an Independent Prep School in Scotland for five years. He began his career in the state sector and then became a Housemaster and Director of Studies in the private sector. He is a member of the Independent Association of Preparatory Schools and has served as a governor on the Scottish Council of Independent Schools. Widening access for those who cannot afford any education is a dimension Richard would like to help the Company develop.



Hilary Hodgson — 6 March 2020

Hilary is a Director of the charity Classics for All, which aims to raise aspirations and attainment in primary schools through the teaching of classics. From 2010-15, she was Director of Ormiston Trust, which sponsors state schools and runs children's centres in the East of England. Hilary has worked as Education Director at the Esmée Fairbairn Foundation and other grant-making organisations, including the Arts Council and National Lottery. She is Chair of Gateway Learning Community, a multi-academy trust in Tilbury and has a strong interest in the arts. She is particularly attracted to our Company's commitment to cross-sectoral activity and lifelong learning.



Kieran Healy — 6 March 2020

Kieran is a Project Director for the Department for Education, building and renovating schools throughout the UK for the past six years. He is part of the apprenticeship programme steering group and works closely to link outside organisations into improving the apprentice experience. Before that, he worked as a consultant in the education sector through his own business, delivering new schools and education projects in the UK and abroad. He is a Fellow of the Chartered Management Institute and serves on its board in London and the South East. Kieran is Vice-Chair of Governors at George Green School in East London and is shortly to become Chair. He says that 'the Educators' Company's regular discussions and events appeal greatly and that the Company provides opportunities to meet with a very rich source of like-minded people.'



Simon Jones — 6 March 2020

Simon has worked for 25 years in Higher Education at four Universities. From 1987-2010 he worked at the University of Glamorgan, creating the School of Geography, and latterly as Dean of Business and Law at London Metropolitan University. He is now the Principal at the London College of Creative Media, working in the Alternative Provider sector. Simon has a BSc from the Polytechnic of North London, and MSc and PhD from the University of Hull. He has worked extensively with the Quality Assurance Agency, and Advance HE, with the Welsh Government and with UKHE institutions and organisations internationally and has been a school governor in Cardiff. Simon would like to contribute across the whole work of the Company.



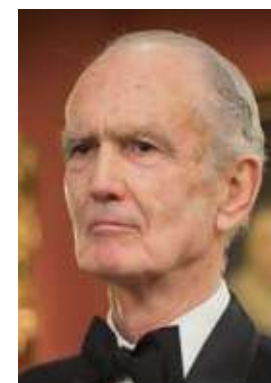
Matthew Kitching — 6 March 2020

Matthew Kitching is currently Deputy CEO in the Students' Union at Buckinghamshire New University. In addition, he works for the QAA, British Accreditation Council and a range of international quality assurance agencies. Matthew runs his own academic proof service and is a doctoral candidate in Higher Education at Lancaster University. He has two reasons for joining our Company. First, he shares the view that education is lifelong learning and that it should be accessible to all. Secondly, he is my committed to civic duty and charity.



Michael Kölling — 6 March 2020

After studying at the Universität Bremen, Germany, and at Sydney University, Australia, Michael has worked in academia in Australia, Denmark and the UK, specialising in computer science education. He is the Vice-Dean (Education) in the Faculty of Natural and Mathematical Sciences at King's College London, where he is also Professor of Computer Science. His research interests and publications are extensive, including books, papers, articles and book chapters. His lifelong interest in education, is reflected in his career and activities. He is looking forward to meeting like-minded people for any kind of exchange, professional and social.



Keith Ridland — 6 March 2020

Keith spent a significant part of his full Royal Navy career in training appointments and was the Director of the RN School of Logistics from 1989 -91. After leaving the Royal Navy in 2002, he held appointments as Finance Director and then Chief Executive of a London-based naval charity, helping educate people of all ranks to make a successful transition from an Armed Forces career to civilian life and work. He currently leads courses (in career transition and retirement preparation) at the Civil Service College in London and is an executive search consultant. Keith became a Freeman of the City of London in May 2012, is a member of the Royal Society of Asian Affairs and the Campaign to Protect Rural England (Shropshire), where he was previously Vice-Chair. He wishes to contribute fully to the Company's future activities and aims.



David Smith — 6 March 2020

David has worked in the independent school sector for 25 years as a head of history, housemaster, registrar, head of international recruitment and deputy headmaster. After graduation, he studied for and achieved an MA in Education (Bath) a Master of Philosophy (Cambridge) and a Doctorate (London). David is now running his own consultancy and recruitment business, supporting international students applying to UK schools. He wishes to share his experience of teaching and educational leadership with members of the Educators Company.



John Towers — 6 March 2020

John has been Headteacher at two schools in London: Bevington Primary; and then Homefield Preparatory School. He was Director of Education for the charity Reach to Teach, providing schools and teacher training for tribal communities in rural India. He is a Fellow and Trustee of the Royal Society of Arts, and the Chair of the Royal Society of Arts Academies. He is also an Executive Coach, providing charitable support for state sector education leaders as part of the Schools Together Partnership. 'We are all learning,' he says. 'I sincerely hope to benefit from collegiate wisdom, friendship and dynamism so amply apparent in our publications and media.'



The Educators' Trust Awards 2020

We were all ready. Painters' Hall was booked for the Annual Election and Awards Dinner on 24 April 2020. Award winners and their Nominators informed of their success and waiting in eager anticipation. Inscribed crystal plaques, certificates and cheques prepared. Guests invited. Enter COVID-19!

As you all know, the lockdown prevented the Company and its guests from gathering to celebrate the winners of the Trust Awards 2019-20, generously funded by the donations of Liverymen. As you can imagine the winners were greatly disappointed. Much to their delight, and through the efforts of the Clerk, we have been able to secure Friday, 9 October 2020 to hold a reconvened Awards Dinner at Painters. I am sure the occasion will be even more joyful and enjoyable after the long months of social distancing. Of course, there is, therefore, no Awards Dinner to report on in the Summer edition of 'The Educator'. But that does not prevent us from presenting to you a selection of our outstanding and inspirational winners. I am sure you will be as thrilled with them as we are.

1. Master's Award: Sheila Couling



Sheila's career in primary education has spanned thirty years, mostly in schools in the London Borough of Southwark where she has a reputation for the ability to instigate and sustain school improvement and to inspire educational innovation. For 15 years, Sheila was Associate Head of Redriff Primary School, sponsored by the City of London Corporation and rated Outstanding by Ofsted. The pupils consistently achieve results which are in the top 10% in the country. In 2016, Sheila was appointed as Head of the brand new Galleywall Primary, also a City of London school. This was a rather challenging task, as teaching began in a temporary classroom while work to transform the magnificent Victorian School Board of London building into a stimulating attractive learning environment for 21st century teaching methods continued.

Sheila has a particular expertise in early language acquisition skills and is passionate that 'creativity' should be at the heart of the primary curriculum. At Galleywall, this is achieved through the 'Dramatic Progress in Literacy' curriculum, where imaginative role play encourages children's speaking, listening and writing abilities. Music also plays an important part, not only enabling all children to learn a musical instrument, sing and perform, but also through immersion in sound, in developing acute listening skills, memory and responsiveness. Language awareness is also developed through modern languages, including Mandarin Chinese. Galleywall Primary has worked with the Barbican and the Globe Theatre, along with many local artists, to ensure that creativity in the curriculum has the highest profile. Within three years, Sheila achieved an Ofsted Outstanding grade for its broad and exciting curriculum and its creative and innovative pedagogy.

Alongside her current role, Sheila is a trained Ofsted Inspector. She holds the National Professional Qualification for Head Teachers. She also has experience of the governance of schools through her extensive experience as a school governor.



2. The Geoffrey Bond Award for Art: Gerry Abalone



Gerry Abalone is the lead academic in wood and frames conservation at the City & Guilds of London Art School, founded in 1854 for specialist craftsmen of the City of London. Gerry trained as a fine artist at Bath Academy of Art but found his passion was in conservation, which he went on to study at London Guildhall University. Trained in wood conservation, he has had an impressive near-thirty year career specialising in picture frames. He has been lead frames conservator at the City of London's Guildhall Art Gallery, the Tate, and currently at the National Trust. His present work includes treating frames from the apartments of Buckingham Palace at the National Trust's Knole studio.

Gerry's practitioner work feeds directly into teaching frames and wood conservation on the graduate programme at the Art School, providing rare material for study and skill enhancement. He has run workshops at the New University of Lisbon, Tokyo University of the Arts, and been external reviewer and visiting lecturer at a number of UK universities. Gerry is also an acknowledged researcher in the interdependence of design, making and conservation in the decorative and fine arts. His particular field of study is the development of the Auricular style at the Courts of Charles I and Charles II and of its links to the Continent. Gerry convened the first international conference on this style at the Wallace Collection in 2016, a full year before the exhibition at the Rijksmuseum. He intends to publish on this innovative style and its influence on the Rococo and Art Nouveau. His scholarship—together with his advanced craft skills—makes Gerry an inspiration to his students and an asset to the School.

Gerry will use the Geoffrey Bond Bursary to contribute towards the fees of the Royal Collections Studies course he is attending this September. It includes visits to occupied and unoccupied royal palaces. He will be able to gain insights into the architecture, interiors, fine and decorative arts of the royal palaces, particularly focusing on issues of conservation and display.

3. The Mary Lou Carrington for a Business Woman with a Significant Contribution to Education: Nicola Cook

Over 20 years, Nicola Cook held senior sales positions with such blue-chip companies as American Express, Procter & Gamble, Chase Manhattan Bank, Gucci and Disney. But Nicola is a natural entrepreneur and, in 2004, she started her own successful firm—Company Shortcuts—helping business leaders to create accelerated growth and scalability in their sales functions. Nicola is a past winner of the North East Women Entrepreneur of the Year Award and is on

the Smith & Williamson Power 100 list of individuals who champion UK entrepreneurs and entrepreneurship. She also is a twice best-selling author on business growth.

However, Nicola has not always moved in elite business circles. She grew up in a North East that had been decimated by the simultaneous loss of steel-making, coal mining and shipbuilding and where the aspirations of a generation had been profoundly depressed.



That experience might have motivated her commitment to education. She runs a scheme whereby—for every business owner who invests in executive training with Company Shortcuts—the company sponsors a student to attend its sales training master-class programme.

More widely, for over 6 years Nicola has donated her time to the

Speakers for Schools programme. She has addressed over 1,250 young people—mainly in the North-East—focusing on attitudes, motivation and self-belief. Her signature message for them is, 'Design the life you want, don't settle for the life you have'. A recurrent comment in impact research on the Speakers for Schools programme was that 'Nicola made us think more about the business world and opened our eyes to the huge opportunities out there.'

4. The Keith Hutton Award for Theatre and Performing Arts: Lizzi Kew Ross



Lizzi Kew Ross is an educator, choreographer and researcher in the Faculty of Dance at Trinity Laban Conservatoire of Music and Dance in London, a world-leading conservatoire formed from the merger in 2005 of the Trinity College of Music and Laban Dance Centre. Lizzi teaches

creative and performance modules. Her pedagogic practice is reported as outstanding and is interwoven with her professional artistic practice and her research. She was nominated for the One Dance UK Inspirational Lecturer Award.

She is also a sought-after choreographer. Her commissioned choreographic works have been performed at: the Tate Exchange (Catching the heart off guard, with composer Dominic Murcott); the Royal Academy of Arts (Concert Conversation, with composer John White); and at the Hayward Gallery & Chelsea Space (Earle Brown's



December 1952). These performances have provided opportunities for Trinity Laban students to collaborate and gain experience of site-sensitive environments, thus enriching their learning and aesthetic awareness.

Her dance film *Sea Change*, on loss at sea was selected for the prestigious London Dance Screen Festival (2019). Lizzi has been involved in community projects—for example, a festival for creative ageing *Age against the Machine* (with the Albany Theatre and local community choirs and dance groups, joined by students from Trinity Laban). Her collaborative approach resulted in her being movement director for two festivals at TL: *In the Moment* Improvisation Festival with 350 performers over 3 days; and *Harmony of the Spheres* with 150 dancers and musicians at the Royal Observatory in Greenwich.

Lizzi has been offered a fellowship at Durham University in 2021. This will include performances of *Open Stations*, a collaborative project with visual artist Mark Dean touring art galleries and cathedrals. The Keith Hutton bursary will support Lizzi's research work.

5. The Inspirational Educator Award in Teaching Shakespeare: Georghia Ellinas

Shakespeare has been Georghia Ellinas's life. She has created inspiring and innovative work on Shakespeare for a range of ages and audiences: pre-school to post-graduates; productions with young people and for young people. She has: trained, and written books for, educators on teaching Shakespeare; edited school editions of Shakespeare's plays; and re-told the stories for the very young. Her love of Shakespeare began with reading *Macbeth* when she was 14 and his work has remained central to her work as a classroom teacher, adviser, teacher trainer and inspector of English and Literacy. Making Shakespeare accessible to students of all ages and abilities underpinned her work in schools and with teachers for the last 40 years. Her connection with the Globe began in 2005, when



she commissioned training for 250 English consultants on creative approaches to teaching Shakespeare.

In 2012 she was appointed as Head of Learning at Globe Education, the education and outreach arm of The Globe Theatre. Georghia's innovations at Globe Education are myriad. For

pre-school and primary children, she invented Shakespeare 'story sacks' and devised Shakespeare Storytelling. For older children, she inventively relates Shakespearean themes to issues in children's lives—e.g. change and friendship in *Midsummer Night's Dream* can be related to the transition from primary to secondary school; and the treatment of Malvolio in *Twelfth Night* can be used to explore bullying. For VI Form students intending to read law at university, Shakespeare on Trial challenges them to assess the crime of a Shakespearean character on trial. The Southwark Youth Theatres engages disadvantaged young people, including SEND, in free weekly practical workshops leading to performances, and the Give-Away Tickets scheme, Georghia initiated with Deutsche Bank, enables state school children to see Shakespeare on stage, often for the first time.

Georghia's impact is remarkable. Over 80,000 students attend workshops at the Globe and in schools and outreach venues every year. She has developed CPD digital resources for Playing Shakespeare with Deutsche Bank that have been used by over 1 million teachers and students. Her influence is also international, building a Globe Education presence in the USA and China. She has made an outstanding contribution to Shakespeare education.

given responsibility for several institution-wide transformations in academic structure and administration, in curriculum and pedagogy, and in external relations and business development. She trained as a quality auditor with QAA, undertook institutional audits of 12 UK universities and subsequently trained personnel in QA. She contributed to national HE developments in modular structures and credit transfer systems, in competency-based curricula, and in knowledge transfer.

As executive dean of faculty, she had responsibility for 200+ academic, administrative and technical staff, an annual budget of ~£7million and site-management, as well as for student recruitment and completion, curriculum and pedagogic innovation and research output. Her final university post was as Pro-Vice Chancellor for External Relations, Research and Enterprise—basically the commercialisation of the university's academic knowledge and skills in the London context. In this role she was invited to join boards and committees of City Together, London First, Groundwork UK, GLA Economics and the Local Strategic Partnership of three London boroughs. It was at this time that her then boss, Professor Sir Roderick Floud (a Past



Master of our Company), introduced her to the Worshipful Company of Educators.

Jennie also has extensive international experience. At one time Chair of the European Deans Academic Network, she became a senior consultant for the European Foundation for Management Development, designing and delivering executive leadership and management development programmes and capacity-building projects for HE in Europe, Russia, central and eastern Europe, Latin America, Malaysia and Africa.

Jennie's commitment to education goes beyond a professional career. 'The HEIs in which I worked had the values of excellence, equality and diversity at their hearts and were early leaders in widening access and providing support for non-traditional students and for those with disabilities. Seeing at first hand the transformative effect education can have on learners, I was motivated to continue in a voluntary capacity.' While working fulltime, she had participated in a volunteering scheme for disadvantaged primary schools in East London and a mentoring scheme for women managers. In retirement, she has volunteered to tutor girls from low income families for GCSE and run ESOL classes for Turkish women. She is

Vice-Chairman of the Local Governing Body of a large North London secondary academy. And, of course, she gives a lot of her time to the Educators' Company.

'I became involved with the Worshipful Company of Educators because it is the only organisation in the UK devoted to educators in all sectors and in all educational settings.' The Trust's main activities are designing and conferring a growing programme of awards, prizes and bursaries for outstanding inspirational teachers, and organizing public seminars demonstrating some of the excellent and innovative work that is going on. 'I love this role,' she says. 'Despite the small budget, it offers the freedom to explore all the unusual places where exciting learning is happening—in prisons, in hospitals, in theatres, outdoors and in community spaces—and to tell the world about it.'

For leisure, classical music is her big thing, though theatre is also important. She's a sucker for learning—especially with other people—from her choral society, piano lessons, book club and conversational French to Pilates and Cardio classes. And then there's the two grandchildren—hope for the future.



Trustee Profile: Tony Willenbruch



Tony Willenbruch gained a wide portfolio of experience from 35 years as an Engineer Officer in the Royal Air Force and from 10 years' senior management of membership organisations. He is the first to acknowledge that his background does not lie predominantly in delivering education. But, having grown up in the Isle

of Ely and attended a Fenland grammar school, Tony read Natural Sciences (Materials Science & Metallurgy) at the local university, later completing a Loughborough Aerosystems Engineering postgraduate diploma and studies at Joint Service Defence College, Greenwich.

His RAF career embraced appointments in aircraft/weapon system maintenance management, including four years as chief engineer on fighter/bomber and air defence squadrons on high alert in Germany during the Cold War. He directed the Advanced Systems Engineering MSc course at RAF College Cranwell, preparing officers from the RAF, Canadian and Australian Air Forces to take up technical intelligence and advanced technology procurement posts across the world. Following time as a Board President at the Officers & Aircrew Selection Centre, Tony returned to technology, ultimately commanding the Engineering Division of the RAF's deep maintenance base in South Wales—responsible for some 4,000 service and civilian personnel and much of the £250Million annual budget—before taking a directing role in procurement and logistic support management of guided weapon systems—some of which are now in service on RAF Typhoon and F-35/Lightning II combat aircraft—with an annual financial delegation of £35Million. The MoD made further calls on his technology experience. Tony developed cross-Whitehall and multi-agency government policy on defence against chemical, biological, radiological and nuclear weapons. After

a senior role in a NATO Air Headquarters in south-west Germany, his last public service appointment came as military assistant to Director-General Research & Technology in the MoD Chief Scientific Adviser's business area.

On retiring from the RAF in 2006—and seeking a complete change of direction—Tony spent a year as CEO of two timber industry institutions offering professional examinations for carpenters, joiners, shopfitters, timber merchants and accreditation of FE College courses. When the opportunity to manage operations of the Technology Strategy Board's newly created Aerospace & Defence Knowledge Transfer Network arose in 2007, he took on a role within the aerospace industry trade association as an interlocutor between industry, government and universities seeking to work collaboratively on national research requirements and access EU Framework funding.

From 2010 until 2016 as Clerk of The Worshipful Company of Engineers, he successfully guided the Company through an increasingly busy and complex social programme, introduced improvements in governance, maintained stability in the overall financial operating model and achieved growth in the reserve funds. He also prompted and enabled introduction of beneficial developments in Charitable Trust governance, structure and independence, investment portfolio management and distribution of funds.

Tony remains a Chartered Engineer and Fellow of the Institute of Materials, Minerals & Mining. As well as his roles in the Educators, he is a Liveryman of the Wax Chandlers' and Arts Scholars' Companies, a Trustee of three other cultural and charitable organisations, and has played a leading part in the Sidney Sussex (College alumni) Society for over 20 years, now as Chairman. Tony has lived for many years in Kingston upon Thames and—including the long eighteenth century, the art of the silversmith, heraldry & genealogy among his wide-ranging interests—he volunteers as a Room Steward at Strawberry Hill House.



Trustee Profile: Dr Jennifer Sommerville



Dr Somerville has been Chairman of the Board of Trustees of the Worshipful Company of Educators for the last four years. It's her responsibility with the Trustees to lead on the Company's charitable activities, a role that is at the heart of the livery tradition.

Jennie was born and educated in Dundee, until she won a scholarship to a performing arts school in Kent where she specialised in ballet. Her professional ballet career was ended rather dramatically by a serious knee injury. 'Luckily,' she says, 'I was quite bright and quite young, so I went to university to study social science instead.' After teacher training, she taught briefly in primary and secondary schools and a further education college before returning to university for post graduate study, after which she moved to an academic career in higher education. As a senior academic in HE she was



The Trust-National Association of Hospital Educators Joint Seminar

COVID-19 also struck against the planned seminar on *Teaching Children in Hospital*, developed jointly by the Trust and the National Association of Hospital Educators and sponsored by the Worshipful Company of Apothecaries. Planned for the 15 June 2020 and to be held in the lovely venue of Apothecaries Hall, with a bubbles and canapés reception in its delightful courtyard, it has now been postponed until October 2020. The event, open to all liveries and

to the general public, will feature a panel of well-known experts in the field of hospital education and will showcase the professional practice of three of our winners of the 2019 *Inspirational Educator* award in that theme. A Q&A session and a general audience discussion will follow. The evening will end with wine and refreshments. With the addition of the pressures on hospitals of the corona virus, this seminar will be highly topical and very interesting.



MILITARY LINKS

The Worshipful Company of Educators is affiliated with the Defence Academy, the Royal Army Educational Corps and Educational and Training Services Association, 22 Group RAF, and CVQO. These organisations work with very different target populations, ranging from the future very senior leaders of the British Armed Forces (and the future leaders of many overseas armies, air forces and navies) studying grand strategy, to young cadets studying for a level 2 vocational qualification. These military affiliates have, of course, been subject to the social distance restrictions imposed on us all by the pandemic.

It is interesting to note how they have responded.

All affiliates have stopped traditional classroom-based courses, but all have kept operating as learning organisations. Learners receive individual support from their tutors, via the telephone or tools such as Skype, Zoom or Microsoft Teams. Virtual learning environments (VLEs) have been introduced and developed to enable high quality online learning to be provided. Lecturers—who are now working from hundreds of locations in the UK—are supported and managed at a distance through the use of technology. Student records are being maintained and new methods of submitted assignments are being introduced.

From an outsider's perspective, it is remarkable how swiftly our military affiliates have responded to the challenges of the new situation. Post-pandemic there will be a return to some traditional learning for, as we know, people learn some things very effectively from working face-to-face with other people. However, many of the new ways of educating and training that have been introduced will continue to be used and technology will be increasingly deployed to enhance learning. Our military affiliates are now true proponents of blended learning.

Liveryman Simon Denny

Lt Col Chris Dobson recipient of the WCOE award made to the Defence Academy's 'Best Educator'



Left to right: Christian Jensen, Clerk, WCoE; Brigadier Suzanne Anderson, Head of Profession, Army Educational and Training Services; Professor Michele Russell, Head of Development Faculty, Defence Academy; Lt Col Chris Dobson Winner of Defence Academy 'Best Educator' award, presented by WCoE; The Master; Air Commodore Simon Harper OBE, Director Ground Training (RAF), Headquarters No 22 Group; The Reverend (Squadron Leader) Mark Perry MSTJ Station Chaplain RAF Northolt, Liveryman and Chaplain; Group Captain Nick Worrall ADC Station Commander RAF Northolt; Professor Simon Denny, Military Liaison Officer, WCoE.



FEATURES Frontiers of Education—some musings



Address given by Alderman and Sheriff Professor Michael Mainelli FCCA FCSI(Hon) FBCS at a Livery Education Conference, Preparing Young People for the Future, on, 3 February 2020, at Merchant Taylors' Hall.

I have been asked to talk about education of the future, so I'll start from the past. Exodus 2:22, King James's Version, says: 'And she bare him [Moses] a son, and he called his name Gershom: for he said, "I have been a stranger in a strange land."' Based on this extract from Exodus, in 1961 Robert A. Heinlein

wrote a book, *Stranger in a Strange Land*, along a religious education theme. The book tells the tale of a human boy being raised by Martians coming to earth. The boy struggles enormously to reconcile two cultures, one open, one closed, ultimately founding a way to teach mankind how to be *homo superior* and becomes a martyr along the way.



We are born polymaths, interested in everything. Then we are killed off, often by education itself. At birth we are all 'strangers in a strange land'. The purpose of education is to help us deal with that strangeness. Theologian Timothy Radcliffe talks about universities as places where we 'learn to talk to strangers.'

I would like to share with you a positive view from our past. A movement called 'New Learning' started about 250 yards from here at Tower 42, around the same time as this City began to thrive—the late 15th century. New Learning was heretical, subversive, and radical. It meant something big. Today we call it humanism.

New Learning's English adherents included John Colet of St Paul's School, Sir Thomas More, and Francis Bacon, who even married an Alderman's daughter. Desiderius Erasmus of Rotterdam, 'Prince of the Humanists', lodged in the finest ward in the City of London, Broad Street, famously leaving in 1513 without settling his wine bill because of poor quality wine in my ward.

Sir Thomas Gresham, arguably the richest commoner in Europe, decided in his Will of 1575 to donate the vast bulk of his monies to Gresham College to further the New Learning and humanism. It is as if Bill Gates or Warren Buffet bequeathed their monies to Modern Monetary Theory or time travel research. In a tolerant City, Gresham College nurtured open discourse, assembly, and publication, starting immediately with Henry Briggs popularising John Napier's natural logarithms, but in Base 10.

Humanism led to the Scientific Method. The Royal Society was a child of the City of London, founded at Gresham College, site of today's Tower 42. The City of London has always been a City of Ideas. Commerce fuelled science, and the City was, as it has been for centuries, a giant SME creation engine. Today's giant financial firms were mostly SMEs 35 years ago. In the City, we have 24,000 SMEs that will become the next generation's giants. I believe these giants will be knowledge firms, and the weight of history is on my side. Using the wonders of geographic information systems, City officers have drawn me maps of 130 research institutes, 74 universities, and 41 royal societies and academies, all well within three miles of Mansion House. Virtually all our City firms are knowledge firms. Traders trade information. Creative and media firms trade stories. Scientists work

on hazardous chemical assessments for Lloyd's of London, on oil spill dispersion for the shipping industry, on DNA sequencing, and quantum computing. Perhaps we need a Knowledge Mile to intersect with our Culture Mile.



Ideas themselves are amazing. Our bodies turn foodstuffs into electrical patterns in our brains that we then transmit with one another and change the world. I happen to like Richard Dawkins' concept of idea replicators, called memes. In his book, *The Selfish Gene*, he gives examples—'tunes, ideas, catch-phrases, clothes fashions, ways of making pots or of building arches.—and explains that '[j]ust as genes propagate themselves in the gene pool by leaping from body to body via sperms or eggs, so memes propagate themselves in the same pool by leaping from brain to brain.'

In some ways, these viral memes take us over. Much of mankind's output—our technology, our energy, our resources, our time, our brain-width—is subverted to the cause of replicating music memes. We can imagine memes as seeds of ideas showering down upon the earth, randomly distributed. We can expect great ideas in small countries and large ones, roughly on a per capita basis. Our job must be to nurture them. To treat ideas like seeds that need the right soil, the right nutrients, the right sunlight and the right water to grow, and then to propagate.

Mankind changes the world through ideas. I agree with H G Wells that: 'Human history is in essence a history of ideas'. I would suggest that ideas change the world in three ways. First, an idea can inspire change—consider the idea of 'betterment', say Kantian idealism, or progress. Second, an idea can change the way you think—take Popperian falsification for example. Third, shared ideas can make people more effective at working together—the scientific method unites researchers around the world. That said, like any source of power, ideas can inspire ruin, damage the way you think and help people wreak mutual havoc by slavishly following harmful ideas. We need structure.

The physicist David Deutsch remembers in his book *The Fabric of Reality* the wonder of being told as a small child that 'in ancient times it was still possible for a very learned person to know everything that was known.' He points out that a good interpretation of 'everything' was that the very learned person should have the right concepts, explanations, and theories to understand and explain



the fabric of reality. Deutsch contends that the four key theories for understanding the universe are quantum physics, epistemology, the theory of computation and the theory of evolution. Deutsch prompts an excellent, similar question for me, 'what should a learned person know in order to know everything that is known about the future of education?'

I shall outline four areas for discussion about the future of education—social, technical, economic, and political—and leave each with a question for today:

Social

We can see that current trends make social skills and fusion of skills more important. Multiple initiatives of blended learning—e.g. Tesla Academies and Code Academies, let alone MOOCs—lead to circuits of online and bricks-and-mortar and industry lessons. Spot, rather than lifetime, employment increases the importance of self-curated curricula, continuous learning, and professional development. We can postulate examinations where ten groups of one hundred students are communicating online throughout an examination because the goal is to get everyone in your group 'over the line'. We can also see though that the social pressures of determining 'what is true and what is fake' are moving more strongly towards directing 'what is taught and what is not'. Actuaries here today might note that we are good at conveying misleading averages, and poor at demonstrating ranges.

Question: how do we properly feedback to students: the real job market; the real labour market information; a range of incomes not a specific salary; the likelihoods of unemployment; the volatility of employment; and the tools to do something about it?

Technical

'Technology' is the study of craft or art. Technology consists of the crafts and arts of manipulating our world. Douglas Adams defined technology as 'a word that describes something that doesn't work yet.' We could look at fascinating applications of technology to education, such as how smart ledgers (aka blockchains) might provide useful lifetime identities and credentials, but I'd like to note a broader trend. Increasingly, technology is also shorthand for 'information & communications technology' (ICT). That is not surprising. More and more we control all technology through ICT.

We simulate technology through ICT. We simulate future technologies through ICT. Without doubt, even if we believe some students are not highly skilled at ICT, they should be capable of understanding the world through the eyes of the ICT-enabled. The failure of the last century's ICT education was focusing on computer skills, teaching children to help Microsoft build its monopoly. The success of subsequent initiatives such as Raspberry Pi or code academies is getting children to see the world through the eyes of the ICT-enabled. To imagine what might work in the future. Increasingly, the simulators are likely to be our biggest interface. Pilots today can barely tell the difference between simulator and aircraft, between education and reality. Virtual reality and augmented reality technologies are probably killer apps in two large economic sectors, and one of them is education. Douglas Adams knew we were on a treadmill, also noting, 'We are stuck with technology when what we really want is just stuff that works.' It is increasingly clear that the simulation of technology itself is a skill.

Question: should we be prepared to push all education through simulators?

Economic

Globalisation increases pressure for flexible micro-skill accumulation and globally useful accreditation and certification. Education for life implies constant expenditure, leading to either all state-funded or minimally state-funded polarities. Education for life implies flexibility. Should we be promoting 'vocational insight programmes', work experience, whatever, more forcefully? Apprenticeships are all well and good, but we need to expose young people very early on to many jobs before we push them to choose their most appropriate roles.

Economic benefit arguments threaten the social usefulness of some education, or label other education as self-indulgent. We can even see the economic arguments making our children chattels of the state. Have you fully repaid your medical or engineering training before you emigrate? Last year's Post-18 Review of Education and Funding, the Augar Review, suggested extending student loan repayments from 30 years to 40 years. In a country that can't plan pensions 40 years out, the proposal asked students of 18 to enter into arrangements for 35 more years bondage than most indentured servants had. We need a richer model for thinking about the economics of education. Roger Gault talks about 'earn while you learn'. I might add 'invest in your mind'. But the idea that you might pay for a lifetime of investment up front—think paying for a lifetime of bread today—doesn't stack up. Surely, our City can package learning and finance with innovative structures such as employment augmentation bonds.

Question: how do we build a lifetime funding model for self-improvement?

Political

Equality, social mobility, and quality of life arguments increasingly highlight the role of the education system in achieving political and social goals. Many goals are being thrown at the education system willy-nilly, e.g. as we see as Sheriffs, crime reduction among youth.

How should the civic team lead on these opportunities? The civic team works to strengthen our community of over 500,000 workers and 9,000 residents. The Lord Mayor will travel over 100 days to more than 25 countries making nearly a thousand speeches to promote our centre of excellence. We Sheriffs stay here at home, judging prizes, giving out school awards, and dancing round maypoles.

Our long-term objectives are to create prosperity, share success, and enrich our environment. We have clear strategic themes:

- Promoting the business, professional, technical, and financial services of the City and the UK;
- Increasing impact of charitable and voluntary activities;
- Continuing to develop London as THE global city. Education is core to our objectives.

Question: how can an educational system—in fact any process system—genuinely encourage mental diversity, and if so, how can we measure it?



We need to encourage diversity of thinking. Some of this diversity has emerged from appropriate competition in education and to education. How can we foster more of that?

Finally, how can I demonstrate a lack of diversity? Now my doctorate is in statistics. So, for example, last weekend a friend asked for my help. He wanted me to round up his 37 sheep. I said '40'.

Heinlein talked about 'strange', but I might add 'foreign'. The idea behind education is to make the mundane foreign, and the strange mundane. Behind all of this is the idea of diversity of thinking, irrespective of gender or ethnicity.

One day a teacher asked her student Johnny, 'Johnny, if there are two birds on a wire and I fire two barrels from a shotgun, how many birds will I hit?'. 'One, Miss'. 'Johnny, please listen, if there are two birds on a wire and I fire two barrels from a shotgun, how many birds will I hit?'. 'One, Miss'. 'Why Johnny?'. 'Well Miss, after you fire the first barrel the second bird will fly away.' 'Johnny, that's the wrong answer, but I like the way you think.'

The next day, Johnny came into the classroom. 'Miss, my Dad says that I must save my allowance. One bank offers me an educational booklet. The other bank has a very pretty teller. Which bank should get my account?' The teacher blushes, and says, 'Well, perhaps the one with the very pretty teller?' Johnny replies, 'No Miss, the one with the biggest government guarantee, but I like the way you think!'.



The Sheriffs' Challenge, 12 March 2020

A Transformational Experience for Year 12 Students from London Schools

The 2020 Question: What will be the impact of climate change on the City of London?

How will this influence the conduct of City businesses?

Year 12 students said in 2020, as in previous years, that participating in the Sheriffs' Challenge speaking event has transformed their levels of confidence and their career aspirations. Increased self-esteem and learning how to express themselves under pressure have also been key personal development steps taken by members of the 14 teams who participated from Academies and state-maintained schools in London. The teams were sponsored by the Financial Services Group¹ of livery companies (FSG). Each team was coached/mentored by a member of one of these livery companies, as well as having a supporting staff member from their school.

Not all sixth formers have the opportunity in school, or in their wider life, to work as a team and then to present their material and arguments orally in a formal and challenging setting. The Sheriffs' Challenge is designed specifically to give this opportunity. It also gives students the experience of presenting themselves in a City

So—no joke—are we celebrating true measures of diversity and creativity, admiring the way people think, not just celebrating idiosyncrasies? That's why I admire the work of the Educators and Actuaries today, bringing people together to spark new ideas. That's why Livery Schools Link, of which I've long been a supporter, means so much. Connecting people from disparate backgrounds generates questions and fosters diversity and creativity.

I hope questions on social, technical, economic, and political aspects of education challenge thinking, not just generate useless controversy. To recap:

- social—how do we engage with life-long learning?
- technical—can we rise to the age of simulation?
- economic—how can we provide lifetime funding?
- political—how do we measure and encourage diversity?

In conclusion, how can we move from strangers in a strange land to friends in a shared home? Thus, a final question, when would we know our education system is working?

We scientists know that if you are not part of the solution, you are part of the precipitate.

context and for them to see what social mobility opportunities are available to them in the future.

The Heats in February at the University of Coventry, London, gave all the team members the opportunity to develop and use their skills in planning, working as a team, mastering the content and presenting it engagingly to make an impact. Each team received kind but focussed feedback from FSG Livery judges, so that the event was not merely a competition, but most importantly a valuable learning experience and fun. Every student received a certificate to mark the excellent step they had taken, whether or not their team was a finalist.

The Final at the Old Bailey on 12 March 2020 raised the stakes higher, with the additional criterion of answering questions on the material posed by the Sheriffs themselves, Alderman Sheriff Michael Mainelli and Sheriff Christopher Haywood, and also by two Old Bailey Judges, HHJ Rebecca Poulet and HHJ Anuja Dhir. This element was considered the highlight of the event for the three finalist teams: King's College London Mathematical School (*Worshipful Company of Actuaries*), London Academy of Excellence (*Worshipful Company*

1. Financial Services Group Livery Companies supporting the school teams in 2020 were: WC of Chartered Surveyors, WC of Chartered Accountants, WC of Chartered Secretaries and Administrators, WC of Marketors, WC of Actuaries, WC of Insurers, WC of Information Technologists, WC of World Traders, WC of International Bankers, WC of Tax Advisors and The Guild of Entrepreneurs. FSG Liverymen agreeing to be Heat judges were: Andrew Marsden, Chair of the FSG, Beverley Turner (Accountants), Marcus Fincham (Tax Advisors), Judy Hadden (Entrepreneurs), Mark Sismey-Durrant (International Bankers), Rosemary Beaver (Insurers), Sandra Worsdall (Secretaries and Administrators), Lady Wendy Parmley (Information Technologists) and Sally Bridgeland (Actuaries).



London Academy of Excellence
(Worshipful Company of World Traders)

of World Traders) and Mulberry Academy Shoreditch (Worshipful Company of Chartered Secretaries & Administrators), the first of which was the overall winning team.

Again Court 1 was the location for this impressive Final, redolent of celebrity criminal presences in the Dock such as the Kray twins, Dr Crippen, the Yorkshire Ripper and Ruth Ellis. In this event the Dock was graced by innocent celebrities: Dr Lis Goodwin, Immediate Past Master of the Educators, and Andrew Marsden, Chair of the FSG; the



The winners: King's College London Mathematical School (Worshipful Company of Actuaries)



Mulberry Academy Shoreditch (Worshipful Company of Chartered Secretaries & Administrators)

court officials had to lock the door leading into the Dock from the cells below to avoid unwelcome intruders!

As last year, the Educators managed the event with Master Pam Taylor strictly keeping time, Immediate Past Master Lis Godwin who had taken on the difficult role of Moderating Judge to achieve consistency across the Heats and Liveryman Anne Punter sorting other matters.



Sponsored by the Financial Services Livery Companies (FSG) and administered by the Worshipful Company of Educators



Livery Education Conference, 3 March 2020

The seventh conference for Headteachers of London secondary schools together with representatives of the Livery Companies of the City of London was held on 3 March 2020. The conference is organised through the Educators together with Livery Schools Link (LSL) and the Actuaries' Company. The first such conference held in 2014 arose from a discussion between the then Master Actuary and Past Master Peter Williams.

For the first five years, the half-day conference was held in Staple Inn on High Holborn which is the home of the actuarial profession. We are now enjoying the opportunity to see some Livery Halls. This year, thanks to the generosity of the Merchant Taylors' Company, we were in their beautiful Hall, where we were very well looked after. The audience of about 90 people consisted of Headteachers, or a member of their senior management team who usually has responsibility for careers education, and Masters or senior members of Livery Companies.

The underlying theme of all the conferences to date has been how schools and Livery Companies can work together to help young people as they move from the school environment towards the world of work. This year the theme was Preparing Young People for the Future. The conferences follow a similar pattern: two keynote speeches: two more practical accounts on current issues; and examples of how schools and the Livery can work together. On arrival, participants are allocated to a table that has a mix of Livery and schools' people. The two discussion group sessions during the morning provide opportunities for the sharing of ideas between schools and Livery representatives.

The current Lord Mayor has been present at each of the conferences—and this year was no exception. We were fortunate that the Lord Mayor Alderman William Russell joined us around the coffee break and gave a short presentation on the importance the City of London places on education.

The first keynote speaker was one of the Sheriffs, Alderman Dr Michael Mainelli, who gave a fascinating account of what he saw as the frontiers of education (a copy of this speech appears elsewhere in The Educator). The second keynote speaker was Tom Ravenscroft, CEO of Skillsbuilder, who was also one of the speakers at the then current Master's seminar programme. His interest is in the

perceived gap between the skills needed in the world of work and the basic skills which are learnt at school such as literacy, numeracy and IT. Described variably, for example, as 'transferable', 'essential', or 'fusion' skills, these may be summarised as communication, interpersonal, self-management and creative problem-solving skills. The Skillsbuilder programme looks at how to develop these skills as children progress throughout their time at school.

The first of the two practical sessions, given by Bill Twigg of City and Guilds, was on the development of apprenticeships and T levels. The second was on the London Careers Festival. Sadly, the Festival has now been postponed until 2021 because of the current health situation.

For many who attended the event, the discussion groups were the highlight. The key themes presented in the feedback from each group were:

- the need to embed work skills and careers education throughout the school curriculum
- the need for more publicity for schools on the availability of apprenticeships
- the need for work experience placements of different types to be offered and publicised in schools
- the opportunities for Livery Companies to ask their members to provide much-needed help to schools in the provision of work experience and in the general development of essential skills

The conference was considered to be a success overall, and the organisers—Past Master Lis Goodwin and Court Assistant Sarah Miles—thank all their stalwart helpers who made it so, and particularly: Past Master Actuary Martin Miles; Maureen Marden; Christine Smith; and the Master and staff of Merchant Taylors' Hall. The Educators' schools' team, led by Liveryman Christine Smith, worked hard in contacting schools to get their participants. If any Educators are interested in helping LSL please contact Lis, Sarah or Christine via the Clerk.

Report: Court Assistant Anne Punter



Education Committee Events

Master's Seminars 2018-2019: Mathematics Education

Introduction

The 2018-19 Master's seminar series examined the importance of mathematics in the world and particularly for young people going forward into the world of work. There are challenges for educators in helping students to understand the relevance of mathematics to all subjects and the impact it will have on their future career journey. The first and last of the five seminars looked at how mathematics affects current and future careers. The second and third seminars looked at mathematics teaching in the primary and secondary school stages and the fourth seminar covered innovative ways of helping develop mathematics understanding.

Seminar 1: Maths and a Data Rich World, 19 November 2018

The first of the Master's Seminars was provided by the Education Policy Director for the Royal Society. The Royal Society is the longest established Science Academy in the world and provides a forum for the discussion about the Science and Engineering, with a focus on policy for education in a number of spheres. It publishes policy documents and provides advocacy to government from a prestigious learned society.

Dr Rosalind Mist—originally a physicist and a rocket scientist—talked about the importance now of understanding and adapting



to the so-called data age. She talked about the impacts of data science, artificial intelligence and machine learning. The Royal Society's research into machine learning and the public's attitudes to its increasing use in everyday life was published in 2017. She argued that the ways in which education needs to adapt shift continually. The Data Age is one new change. Mathematics and its associated skills are an important component. The use of artificial intelligence—or, more precisely, machine learning—will need to be covered in school learning about its technical features and about its ethical and society impacts. Computer curricula need reviewing and the Royal Society is collaborating with other organisations to reflect the changes in IT and how this impacts teaching and learning: see <https://royalsociety.org/topics-policy/projects/computing-education/>. Recruiting new computing teachers is vital, particularly new recruits with an understanding of data in its widest sense and particularly how machine learning is affecting a range of sectors of industry and commerce—including, in the longer run, education itself.

It was interesting to understand how the Royal Society works with its elected members—over 1,500 leading scientists and engineers—to understand and influence policy in education and other more technical fields, such as climate change. The discussion during the Seminar was a detailed and deep and we were pleased to welcome members of other Livery companies to the event.

Seminar 2: Primary Mathematics, 14 January 2019

The presenter, Kieran Mackle, is Project Leader of a three primary school project in an area of North Kent. The schools have a substantial proportion of pupils on pupil premium funding and who have a particular need for a supportive educational environment. By virtue of a series of interventions, mathematics as a core subject is being provided to a high level in the schools. One of the Headteachers attended the seminar and some video of projects were shown, followed by a full discussion of the details of the work outlined and of the impacts on Primary Mathematics generally.

The Gravesham Mathematics Collaboration, which started in September 2017, is funded by the Goldsmith's Company (some of whose Members and Administrators joined the seminar). Gravesham is an area with low educational achievement amongst adults, which impacts local children in expectations and support. In the Collaboration, the schools are provided with extra support for pupils with low achievement and confidence in Maths. Projects and lessons are provided with professional development support. Pupils working in groups are encouraged to discuss ideas on mathematical content. There are more external links than would be possible in most schools. Kieran acts as an extra teacher as well as coach and mentor for the classroom teachers. Parents are involved to some extent. Overall the extra emphasis on Mathematics—alongside work on the necessary literacy skills—appears in the short-run to add confidence to teachers and their pupils.

There is external support from local Universities, researching measurable impacts of the programme. A group of the teachers that went to Singapore with Kieran to look at mathematics teaching came back with a number of ideas that they are putting into practice. The possibility of visiting the schools was raised but has been obstructed by Covid 19.

Seminar 3: Secondary Mathematics, 4 March 2019



Charlie Stripp is the Chief Executive of the mathematics education charity Mathematics in Education and Industry (MEI) and also the Director of the National Centre for Excellent in the Teaching of Mathematics (NCETM). The latter organises the national programme of Maths Hubs for the delivery of CPD. He outlined the qualifications background and the rate of participation and success in the national GCSE and A2/AS examinations in England. AS Mathematics is a good qualification, normally taken in the first year after GCSEs and helpful in a range of future work and University settings. England stands alone among other Western countries in not requiring the study of Mathematics post 16. Charlie also discussed the continuing challenge for students who need to reach grade 4 Maths or its equivalent and who, if they have not achieved this at GCSE level, need to continue to work on Mathematics.

There is a new qualification—Core Mathematics—which enables students to continue with Mathematics that is more applied. This helps in further study and with careers. Because not all higher achievers in Mathematics at GCSE—level 5, 6, 7—continue with Maths, there is a desire to raise the understanding of the advantages of continuing with Mathematics. The Advance Mathematics Support Programme has been set up to help raise the number of students reaching level 3. This was one outcome of the Smith Report on Mathematics (2017): see <https://www.gov.uk/government/publications/smith-review-of-post-16-maths-report-and-government-response>

There are continuing problems with recruiting and retaining Mathematics teaching staff. Providing and paying for professional development to improve knowledge and skills is often difficult to arrange. Many teachers of Maths are not well-qualified in the subject. Charlie spoke about international comparisons and the impacts of different styles of teaching Maths. Areas of known success, such as Singapore, have a different level of funding and a different Mathematics culture in schools and in society as a whole.

Seminar 4: Technology and Mathematics—a natural human progression, 15 April 2019



Alison Clark-Wilson is a former secondary school mathematics teacher who now works as a Principal Researcher at Knowledge Lab at University College London's Institute of Education. She has been developing, evaluating and researching mathematical technologies since her first year of teaching in 1993, when she participated in the first pilot study of graphing calculators in UK classrooms. She has worked internationally on several government and industry-funded teacher and curriculum development projects involving the use of innovative mathematical technologies. Most recently, she completed a three-year project funded by the Nuffield Foundation on digital pedagogies for mathematics teaching. This extends previous work.



Few people consider the original human-made mathematical tools, such as compasses, straight edges, slide rules and logarithms as technologies. The arrival of digital mathematical tools has offered a new set of ways to understand how the mathematics we teach and learn is both shaped by—and shapes—the design and use of all tools. Examples through recent history reveal some of the innovative digital tools that have emerged, from dynamic geometry software to augmented reality. These tools will influence the ways that humans will engage with mathematics in the future. At the heart of Alison's work is a strong belief that well-designed technologies open the 'black box of mathematics' to make its learning an intriguing, fascinating and accessible subject for all.

However, there are currently problems with the take up of these tools in the classroom. Teachers are very busy, leaving little time for innovation in teaching methods. Most in-service training for teachers focuses on the national examinations and national priorities in schools such as safeguarding. Judgements on the schools are based on examination results and the current national assessments do not require skills in new technologies in mathematics. Because schools are currently facing cutbacks in funding, there is also a reluctance to buy new pieces of equipment that will require ongoing training and maintenance. The need for such equipment to improve understanding of mathematics has also not been accepted at government level. By contrast, in Norway digital skills and mathematics are now a part of the school curriculum—so maybe eventually things will change in the UK.

During the seminar, participants looked for themselves at a practical example that was then illustrated further on the computer. It was generally concluded that, although changes in approach to mathematics would be helpful, it is not immediately clear how—given current priorities—this might be delivered.

Seminar 5: Careers in and with Mathematics, 10 June 2019

The final seminar was a panel session with five speakers from different backgrounds in the pure and applied Mathematics world. Many young people, their parents and their teachers do not understand the wide range of careers that an interest in mathematics can lead to. Each speaker gave a short speech on their own mathematics career journey and how mathematics is viewed in their organisation. The subsequent discussion concentrated on the need for young people with mathematics talent and interest to explore the opportunities for careers in and with mathematics.



Dr Noel Ann Bradshaw is a senior data scientist and operational research for Sainsbury-Argos. Her career started in hospitality, but she became more interested in mathematics. After gaining her degree, she became a university lecturer and she now works in mathematical modelling for Sainsbury-Argos. Large supermarkets have a large amount of data on customer shopping habits which enables them to plan various aspects of their work including for example the variety of goods stocked at different shops and optimal pricing of goods.

Dr Helen Harth is now a senior policy adviser on education at the Royal Society. She is an education researcher and teacher specialising in mathematics education. Her predecessor, Dr Rosalind Mist, gave the first seminar in this series. Helen stressed the importance that the Royal Society places the basic underpinning role of Mathematics for many new technologies in the data age. The study of mathematics with another discipline, such as geography, can be an important basis for a career.



Avinash Nandal is a senior consulting actuary with Barnett Waddingham. Avinash studied actuarial science at City University. He now works for an actuarial consultancy, advising companies and institutions on their pensions scheme. The actuarial profession is a growing profession in the UK and worldwide. Actuaries are experts on risk management. They are problem solvers and strategic thinkers with a deep understanding of financial systems. They use their mathematical

skills to measure the probability and risk of future events and to predict their financial impact on a business and its clients.

Dr Hugh Shanahan is a reader in computer science at Royal Holloway College. He originally worked in high energy physics, in which he gained his PhD. His main interests now are in bioinformatics. As a data scientist he analyses large data sets and draws inferences especially where some of the sub-sets of data may be biased.

Erica Tyson read engineering at university and worked in aerospace for Rolls Royce for a lot of her career. She started in the technical area and then moved into the human resources team for the company. In Rolls Royce, mathematicians are used across the business to look at areas such as engine noise, computer control of the aircraft, engine reliability and market analysis. She now works as University Liaison Officer for the Institute of Mathematics and its Applications. As part of that role she delivers talks on careers with mathematics at universities.

Conclusion

The seminar series was attended by Educators and their guests. We were pleased to welcome practising teachers and members of other livery companies. Good discussions of mathematics and its teaching were held each time. The engagement of young people in mathematics is a key issue and the series looked at various ways that this might be achieved. The supply of well-qualified mathematics teachers is another concern.

We could not solve the problems in mathematics and its teaching in the UK but it is hoped that the discussions encouraged more people to think about the various issues. We would like to thank Anglia Ruskin University London for making us so welcome and providing an opportunity for informal chatting as well as the more formal event. A thank you also to Liveryman Jon Pettigrew who coordinated the arrangements for each seminar.

Past Master Elisabeth Goodwin, Master 2018-19



Master's Seminars 2019-20

Education for Life

Introduction

The Master invited a wide range of speakers, both from within the Worshipful Company of Educators and beyond, especially from institutions linked to the City of London Corporation to speak on topics themed on 'Education for Life'. The first three were on primary and secondary education; the fourth and fifth dealt with university and lifelong education; and the final seminar pulled together the topics from all five, with a panel of experts from different sectors. The Seminars served to highlight the need for a broad and balanced curriculum which emphasises creativity and skills for life, rather than just being based on prescribed learning and formal assessment in all phases of education. The themes of access, opportunity and communication and life-skills were traced from the primary phase through to Higher Education and lifelong learning. A critical question which ran as a thread throughout the seminars was: How well does education prepare young people with the skills and qualities needed in our ever-changing society?

The first four seminars were held as face-to-face meetings at the Anglia Ruskin University in London (ARUL), by kind permission of Ravi Gill, the Honorary Treasurer of the Company. The fifth and sixth seminars, which took place after the lockdown imposed because of COVID-19, were webinars, using Zoom technology. Numbers attending began at 30+ and rose to 60 for the final seminar in June: the majority of those attending were Liverymen or Freemen from the Worshipful Company of Educators, but they were joined by members of other Livery Companies and other institutions and schools, principally those linked to the City of London.

Seminar 1: Education for Life and the Role of Primary Schools, 30 September 2019

This Seminar was led by three leading Primary School practitioners, all from inner London schools within the City of London Academy family: the heads of Redriff (Mickey Kelly), Galleywall (Sheila Cohring) and City of London Primary Academy Islington (CoLPAI) (Kim Clapham). These gave wonderful examples of energy and commitment to children in challenging primary schools, schools which have undergone amazing transformation in recent years as a result of imaginative approaches and dedicated teaching. The concept of 'Fusion Skills'—combining traditional communication and numeracy skills with a range of practical and creative approaches—is one which underpins the work of these exceptional leaders. The audience was enthused by all the case studies presented and discussed: a delightful project on Puppets, with reception class children, based on Maurice Sendak's 'Where the Wild Things Are', an empathetic and moving visit to Normandy World War sites, and the total re-creation of an 'Outstanding' docklands school thanks to excellent leadership, extraordinarily high levels of community support and local historical research.



Two of our speakers (Sheila Cohring and Kim Clapham) talking to those attending at the reception after the seminar

'Fusion Skills' (often called 'transferable skills' or 'life skills') became a powerful thread through the seminars. The following skills are suggested as the top 12 skills (rated by employers):

1. Oral communication/presentation
2. Collaboration and teamwork
3. Initiative
4. Problem solving
5. Organisational
6. Adaptability/flexibility
7. Independent working/autonomy
8. Oral communication
9. Critical thinking
10. Resilience
11. Creativity
12. Analysis and evaluation

Seminar 2: Why Fusion Skills are important, 11 November 2019

This Seminar, attended by over 40 Educators and others, was led by Liveryman Professor Anne Bamford, the Strategic Director for Education and Culture, City of London Corporation. She was supported by two practitioners in providing challenging projects for secondary age students and by the Head of The Worshipful Company of Mercers' Young People and Education team.



Liverymen Anne and Steve in a relaxed mood

Anne and Liz respond to some challenging questions

Anne led off with a broad contextual overview, focusing on the impact of globalisation on our lives, and particularly on changing patterns of employment which would throw the spotlight increasingly on the importance of acquiring skills for life: 'fusion skills'. Tom Ravenscroft, Skills Builder Partnership, gave an interesting review of the skills gap, noting how at school students often find it difficult to articulate ideas, solve problems, organise to achieve goals and work with others. He has devised charts for identifying skills.

Liveryman Steve Wake, SW Projects, drew skilfully on his own experience to explore how the skills for effective management of projects, in a variety of situations, embodied fusion skills: he helpfully defined 'fusion' as 'the combination of skills, attitudes and behaviours needed to flourish now and into the future in learning, working and life generally'.

Liz Rayment-Pickard, Head of Young People and Education, Mercers' Company, talked about how her Company aimed to use its charitable resources to sponsor education in a number of areas: she focused on 'transitions', suggesting that failure to make the transition into work, education or training successfully, can affect a young person's life chances as well as their social and emotional well-being.



The links between the four speakers' themes were appreciated by the audience, who fired a range of questions—admirably handled by the panel.

Seminar 3: Secondary Education: Creativity, 9 November 2019

The third seminar was exceptionally stimulating, with some 50 Educators and guests having accepted the invitation to attend. There were excellent inputs from two leading teachers. First, Middle Warden Roy Blackwell, Chair of Governors at City of London Academy, Highgate Hill, introduced Chris Jackson, Assistant Principal and Head of Drama at this new and rapidly developing Academy. Chris's title was 'Cultural and Creative Learning Strategy: Fusion Skills', and he spoke eloquently on how the school uses creativity to develop these skills to enrich the curriculum, with a particular focus on drama projects with which he had been involved.



Chris Jackson's excellent presentation on the outstanding work of City of London Academy, Highgate Hill

Andria Zafirakou, Global Teacher of the Year, whose talk received a standing ovation

Andria Zafirakou then spoke on the topic 'Art at the Heart'. She is from Alperton School in the London Borough of Brent, and has gained renown as an inspirational speaker and international acclaim as the Winner of the Global Teacher of the Year Award for 2018, which she received as a result of her work in examining how her art specialism can be used as a vehicle for inspiring students and drawing out their capabilities in a variety of creative ways. She introduced us to some of her especially inspiring students for whom art had been the gateway to personal fulfilment and wider achievement; the stories were profoundly moving and the students' art was simply stunning. At the end of her presentation, there was a standing ovation—a rarity in one of our events!

Seminar 4: Universities for Life or University of Life? 27 January 2020

The fourth Seminar was led by Peter Williams, CBE, Past Master of the Worshipful Company of Educators and former Chief Executive of the Quality Assurance Agency for Higher Education (QAA), and Liveryman Carole Still, Head of Alumni and External Relations and also Head of Professional Development, Entrepreneurship and Skills at Coventry University, London Campus.

We had 36 members and guests at this seminar, for a discussion of the purposes of Higher Education. Both our speakers aptly demonstrated great pedagogical skill, with the result that all those present were instantly involved through responding to a challenging set of opening questions that took us into the heart of the debate. Although this event looked at education through a different lens from the earlier three seminars, it was clear how similar many of the themes proved to be, particularly in the focus on how education can serve the often at first sight irreconcilable needs of society and the individual. What skills do university courses actually teach us, and

how do the aims of vocational and general education complement each other? The two speakers, with quite different experiences of Higher Education, offered us topics of universal significance to chew on. The audience—from a former University Vice-Chancellor, still immersed in quality assurance at HEIs, to others whose life has taken them in quite different directions since their own studies—felt able to enter the debate, which continued to range widely over refreshments after the formal closure of the proceedings.



Court Assistant Carole Still

Treasurer Past Master Peter Williams

Seminar 5: Lifelong Learning, 27 April 2020

Professor Tom Schuller's Master's Seminar was on the topic of 'Lifelong Learning'. This was the first of this series since the onset of 'lockdown' and was one of the Educators' first meetings to be conducted using 'Zoom'. Despite some technical challenges, the speaker surmounted these brilliantly, and it was a highly stimulating occasion, with an excellent talk and wide-ranging discussion: around 35 were able to take part. The topic fitted well with the year's theme of 'Education for Life', but that title was given an added twist by the impact on every one of the Covid-19 restrictions, and this gave a sharp focus to the discussion.



Professor Tom Schuller

Tom Schuller has been closely involved in research and development into adult education, and especially that focused on provision for older members of society. The study which he had undertaken, and which had led to a major national report, had drawn attention to the decline in resources for education for those in the third and fourth quartiles by age, reflected in a declining proportion of the older generations participating in education, at a time when it was clear that these groups needed a greater share, with a consequent need to re-balance the allocations to different sectors. Digital learning is clearly one important aspect that now plays an increasingly prominent part in plans. However, human contact and motivation continue to be important for education for life, as well as skills training for employment at a time when, because of the virus, there would be a significant rise in numbers of the unemployed. This would exacerbate inequalities,



not least because of wide variations in digital competence. In discussion there was recognition of how our thinking about life and our needs had been greatly affected by circumstances under lockdown, and hence our assumptions about our requirements for 'education for life' were themselves being challenged. A number of members reflected on the potential offer by the University of the Third Age (U3A) to extend learning into new areas.

The discussion had a clear and compelling narrative, sparked by the profound questions posed by Tom and many joined in the lively debate.

Seminar 6: Does education give us the skills for life that we really need? 8 June 2020

This final seminar of the series was again held on Zoom, chaired by Court Assistant, Professor Deian Hopkin, and attended by some 60 people. It was noted that this was the highest attendance for the whole series, and the excellent turn-out underlined that the use of Zoom technology worked very effectively and provided access to the seminars for many who might have been deterred from attending a live session by expense or distance. Discussion was led by a panel of experts from across educational sectors, picking up major issues from the seminar series. These were mainly Liverymen from the Company, with one guest speaker, who has applied to join the Company. This reminded us all of the wealth of experience and talent we have within the Company's ranks. The panellists were:

- Liveryman Professor Anne Bamford, who had worked closely with the Master on the development of the theme for the year and selection of speakers, in particular because of her well-known work on 'fusion' skills, with its close links to the theme of 'Education for Life'. Although Anne was unable to be present for this session, she kindly videoed her presentation in advance, and it provided an excellent introduction to the evening.

- Sarah Counter is Founder, CEO and Executive Principal of Canary Wharf College, which was formed from 2 primary schools and a secondary school all near to each other in Canary Wharf and is rated 'Outstanding' by Ofsted. Sarah offered an insight into how the College has coped during lockdown and talked about the College's ethos, aims and record of innovation. A particular focus was the importance of the two-way partnership with parents. Sarah also emphasised that previously often undervalued skills and subjects had come into their own: creativity, through subjects such as art, music, PE, and skills such as resilience, problem-solving. The value of 'blended learning', through a mix of online and face-to-face activities, was something she wished to stress.

- Freeman Honor Wilson-Fletcher is CEO of the British Exploring Society, which works with young people, aiming to teach them—through expeditions and projects—that challenging situations can change lives. These activities act as a form of 'enrichment' to the school curriculum and have been particularly successful in equipping young people—often from very disadvantaged backgrounds—with skills that enable them to make successful transitions to the world of employment. Forms of learning that had hitherto tended to be the preserve of privileged young people in the independent sector are now able to be offered to all, and this inclusiveness is a key element in the Society's work. Although sometimes termed 'soft skills' these skills are anything but soft.

- Freeman Colonel Guy Horridge is CEO of the Cadets' Vocational Qualifications Organisation (CVQO), providing vocational qualifications to youth group members and their adult instructors, working with all types of youth groups, schools and cadets. The CVQO offers certification at especially Level 2 and 3, which emphasises such qualities as organisation, life skills, teamwork, decision-making as well as respect for self and for others. He commented on how the balance between supply and demand was going to be affected by the pandemic, creating an employers' market where vocationally relevant skills would be at a premium.

- Freeman Dr Andrew Gower is Principal of Morley College, which offers a very wide variety of adult education courses, both face-to-face and on line. He focused on access and continuing education for all ages, presenting a series of slides which highlighted some aspects very similar to those mentioned by the preceding speakers, such as core skills, especially literacy and numeracy. The College has to offer a wide repertoire that will respond to learners' own perceived needs: the learner must be at the centre of learning, and hence must be supported by good access and equality of opportunity. Areas to focus on include: helping learners to develop their creativity; confidence; self-determination; adaptability; resilience; and the exploration of different learning methods to encourage a sense of curiosity.

Our Panel



Court Assistant Sir Deian Hopkin



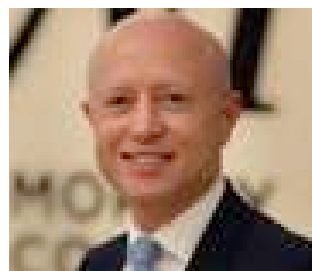
Liveryman Anne Bamford



Sarah Counter



Freeman Guy Horridge



Freeman Andrew Gower



Freeman Honor Wilson-Fletcher



Conclusion

Seminars 5 and 6 underlined that 'skills for life' had become, if anything, more important because of the impact of the coronavirus crisis, and could be developed in education and training contexts of all kinds and for all ages. For example, the need for resilience and creativity, which had been ideas introduced from the very first of the seminars, had become key ideas for how people of all ages can adapt to the pressures, both physical and mental, that being isolated from the wider world had created.

Throughout the series, it has also been emphasised that the concept of 'skills' should not be interpreted in a narrow, purely functional

way: they encompass values, attitudes and character formation. A moral compass to enable people to understand the significance of developing skills for living in a changed and changing world has never been more important if we are to come out from the pandemic enabled to live well.

As the series progressed, so did the sense that these topics that these topics were central to the work of the Company as well as to the City of London, which had placed them firmly at the centre of its educational agenda. Educators are resolved to play a full part in future developments.

Pamela Taylor, Master, 2019-20



Social Committee Events

London Coliseum Theatre: 14 November 2019

Behind-the-scenes visits are a popular part of the Social Programme and our tour of the London Coliseum Theatre proved no exception. We started outside the theatre, where we were told that, since Georgian times, St Martin's Lane has been a centre of entertainment, with coffee shops, inn houses and—dare I add? of course I dare—brothels lining the street.

In 1903, land was expensive and, when philanthropist and theatrical impresario Sir Oswald Stoll laid the foundations of his 'people's palace of entertainment', its frontage was elegant, but necessarily narrow. However, the land that lay behind St Martin's Lane was cheaper and the theatre was cleverly designed to lead off to the left, with the stage set at an approximately 60-degree angle to the road. It was inevitable that Stoll should chose Frank Matcham, the master of theatre design, to create his new theatre. Matcham's instructions were to 'build large and impressive' and to this day the Coliseum remains the largest, and one of the most elegant, in theatre land.

The theatre's original slogan was Pro Bono Publico—for the public good. It was strictly 'tea total', serving only hot beverages and soft drinks. This conservatism meant that complete families could attend,

as there was no danger of ladies and children being exposed to the lewder aspects of popular entertainment. Nevertheless, in the early 1920s, it was one of only two places in Britain to sell Coca-Cola, the novelty drink that had arrived from America in 1900.

The inaugural performance, staged on Christmas Eve 1904, was a varied bill of music hall and variety theatre, with a gasp-drawing chariot race as the grand finale. This made full use of the 75-foot revolving stage, which had been designed with three concentric rings and had cost Stoll £70,000 to build and install. Our guide also took us up to the heights of the auditorium so we could fully appreciate the immensity of the building. We also had a tour of the intestinal stairs and corridors to show us the cramped and challenging environment with which the performers must contend. Everyone enjoyed the morning. After the visit, we relocated to the Côte Brasserie and shared, as always, a sociable lunch together. Special thanks go to Rosemary Butler and Sandra Holt for arranging the visit and the lunch.

Report and Photographs: Lower Warden Janet Reynolds



Newel Post Depicting Architect Frank Matcham



Ready to Tour



Wig Making Department



From Monks to Monarchs, Schoolboys to Brothers, 15 October 2019

A guided tour of the Charterhouse Community followed by refreshments in the City. For the dozen of us it felt special to be guided round the historic and atmospheric 7-acre Charterhouse site by one of its residents—Brother Mansel. He obviously enjoys living there and being part of the community of elderly men and women who still meet daily for meals in the Great Hall.

We felt the chill of the austere cloisters with little doorways leading to the monks' individual cells, with a hatch where their meals, ink and other supplies could be left and collected as they lived their lives in strict Carthusian silence and contemplation 640 years ago.



Monk Praying

Emerging back into the daylight, Mansel explained clearly the various changes and developments that lie behind the bricks, doorways, windows and roof lines of each intimate and charming courtyard, where the Brothers still live. This is no closed Monastery and Tudor town house preserved in aspic; it is still alive and vibrant.

After admiring the Great Hall (reminiscent of a college dining hall, with the faint aroma of the Brothers' lunch lingering), we went up the sturdy staircase with Talbot dogs carved everywhere, to see the Great Chamber where Elizabeth I held court during the first days of her reign in 1533. The ceiling is ornate, the fireplace vast and we were all keen to re-visit this space when the planned restoration is finished.



Charterhouse Cottage

The Chapel is small but clearly still a part of community life. Benefactor Thomas Sutton's vast monument has delightful carvings of attentive schoolboys, Brothers in their traditional gowns, and figures representing Faith, Hope, War, Peace, Plenty and Time. We saw where the restless boys sat during services. They had time to carve their initials into the uncomfortable pews.



Internal Staircase, with our guide



Plasterwork in the Great Hall

Having thoroughly enjoyed Mansel's tour of Charterhouse, we felt in need of restorative tea, with a special guest—Walter Balmford MBE, an Educator and Charterhouse Brother, whose speedy scooter led us past the site of Black Death burial pits through Smithfield's Market, which is part of a development project including a new Museum of London site, to Carluccio's. Difficult choices followed—carrot or chocolate cake or sticky pastries—but soon we were enjoying chatting over tea after a fascinating tour of an historic site that has somehow survived in the centre of London since the 1300s.



Tea was much enjoyed!

Report: Liveryman Ruth Briant.
Photographs: Lower Warden Janet Reynolds



Visit to Watermen's Hall 27 January 2020

On Monday 27 January 2020, 14 members of the Company and five guests met at Watermen's Hall, an 18th century Georgian Hall on St Mary at Hill. A tour of the Hall was led by Carol Ratcliffe, Assistant Clerk of the Company of Watermen and Lightermen. Coffee and biscuits were served at the start of the event, during which the Clerk welcomed us to the Hall. The tour was a good mixture of historical facts and well-received personal anecdotes.

The Company of Watermen of the River Thames was founded in 1514, when the earliest Act of Parliament for regulating watermen, wherrymen and bargemen received Royal Assent from King Henry VIII. Under a further Act of 1555, the Company introduced apprenticeships for those wishing to learn the skills of the Watermen. In 1700, the Lightermen (carriers of goods or cargo) joined the Watermen's Company, which became the Company of Watermen and Lightermen. In 1780, the Company moved into Watermen's Hall, a purpose-built hall that is described by Historic England as 'a fine example of a late 18th century guildhall [which is] thought to be the only surviving original Georgian hall of its type in the City of London.' The Company, a City Guild without Grant of Livery, is a working guild which has always been actively involved with the life of the River and those who work on it. The historical stories about working on the river were fascinating.

Four rooms were visited: the Silver Room; the Parlour Room, which has a wonderful stained glass window; the Court Room, and; the Freeman's Room which dates from 1983 when the Hall was extended to include this larger dining and meeting facility. The large number

of paintings and artefacts housed in each room were explained, with links to the history and development of the Company and to events related to the Company. One annual event—the Doggett's Coat and Badge Wager—was first raced in 1715. The prize is a crimson red coat with a silver arm badge. We were able to see a number of 'different vintages' of the coat and badge that have been given to the Company and are on display.

The men who rowed the Royal Barges up and down the river Thames were known as Royal Watermen. The Sovereign today still retains 24 Royal Watermen under the command of The Queen's Bargemaster. Royal Watermen are chosen from the ranks of the Thames Watermen whose business today is manning tugs, lighters and launches. Many of them are Freeman of the Company. The Barge Master to Her Majesty the Queen since January 2018 was Master of the Company in 1998. Prior to his appointment, he was a Royal Waterman for twelve years.

At the end of the visit the party walked to Byward Kitchen, approximately 10 minutes from the Hall, for a very pleasant lunch. Situated next to All Hallows by the Tower, this proved to be a good venue. Several of us looked round the church after lunch and really enjoyed the visit. It is the oldest church in the City of London and steeped in amazing history. The exhibits in the crypt are well done and include some Roman floors and lots of interesting history.

Report: Renter Warden Sandra Holt



Visit to Harrow School — 5 February 2020

The Master, Pamela Taylor, has fond memories of Harrow on the Hill and felt that a visit to Harrow School would be a good addition to our Social Programme. Alice Hynes did a sterling job arranging this visit, as well as organising a Harrow on the Hill Quiz, which added an extra dose of intellectual stimulation and fun.



Master Pam and Consort David

It was a very steep walk up 'the Hill' to the school and we were most impressed by the energy and blitheness of Past Master Peter Warren, who tackled the hill without a pause. A strong cross-country runner in his time, he explained that one never loses the urge to 'strike out'.

Once at the top, it was obvious that the school was spread across a large area and built on quite vertiginous slopes. During the afternoon, we had many ramps and steps to negotiate. Our guide told us that the boys frequently tumble in their youthful enthusiasm to race each other or take the steps two at a time. Scrapes, broken bones and consequent trips to A&E are quite common.

The original school dates from before 1572 and was founded, under a Royal Charter from Queen Elizabeth I, to educate the sons of the growing yeomanry. Most boys were taught for free, with their tuition paid for by the endowment of a wealthy farmer, John Lyon. However, there were several fee-paying 'foreigners' (boys from outside the parish), who were offered board and lodging in the town.

We visited the Old School Room, which had housed the original school and learnt a little about how school life was managed in those days. Boys were taught in age groups, with rote learning and slates. Misdemeanours and poor attention were punished with old-fashioned corporal punishment and flogging.

Between 1872 and 1877, the Speech Room was constructed to the designs of William Burges and this structure is now a Grade II listed building. Then, in 1917, a school war memorial was added, as the school had already lost a substantial number of former pupils in the Great War.

In the Speech Room, Chapel and public rooms, memorials, plaques and portraits recognise old boys of the school. Generals, award-



Harrow Old School_Past Master Peter Warren

winning actors, and noteworthy sportsmen all feature, together with boys whose parents felt should have a lasting memorial on the walls of their alma mater.

Over the years, the number of boys increased dramatically and the school has expanded. Most of the buildings are Victorian, although parts of the school are later. We ended with a substantial and delicious



Harrow Headmasters and Educators

afternoon tea, which had been prepared for us by the catering staff and laid out in the Shepherd Churchill Memorial Dining Room. Built in 1976, this room has one of the best views across to Central London. It was an indulgent end to a most enjoyable afternoon.

Report: Lower Warden Janet Reynolds.
Photographs: Lower Warden Janet Reynolds and David Holt



Master's Progress to Stratford-upon-Avon, 13-15 March 2020

The tradition of a Master's Progress is now well-established, having been set up by Past Master Susan Fey and continued in Past Master Lis Goodwin's year. It enables the Company to visit Educators in the regions, rather than being too London-centred. I was brought up in Warwickshire and so it seemed very natural going to Stratford-upon-Avon, which I visited frequently as a child and where I developed my love of Shakespeare. I was first taken to the RSC by my parents to see *Macbeth* at the age of eleven and continued to see as many plays there as I could from that point on. The Peter Hall production of *Hamlet* with the young David Warner in the title role has lived long in my memory.

A group of over thirty Educators gathered at The Arden Hotel, some from the area and some from further afield, including London and the Home Counties.

Friday 13 March 2020

David and I arrived at Stratford in good time, and, having circumnavigated the hotel several times and finally located the car park, we settled comfortably into the Arden Hotel, immediately opposite the Royal Shakespeare Company theatres and very close to the river and town centre. It was lovely to greet our fellow-members, and especially Educator Jean O'Carroll-Bailey, our local contact, who had done so much, working closely with IPM Lis Goodwin and Renter Warden Janet Reynolds, to prepare for the weekend.



Liveryman Sheila Cavanagh

And then the evening was brilliantly rounded off when Liveryman Sheila Cavanagh gave an intriguing glimpse into higher education on both sides of the Atlantic. Sheila is founding Director of The World Shakespeare Project and Professor of English at Emory University, Atlanta, USA.



Saturday 14 March 2020

First stop, after a pleasant short walk, Holy Trinity Church, where Shakespeare is buried. It is often referred to as the most-visited Parish Church in the country and is built on the site of a Saxon monastery. It is Stratford's oldest building, and there is much to see and admire. We followed this with a quite splendid tour of the two theatres in the RSC complex, where I understand each of the two groups was absolutely convinced that it had had the better guide. The group I was in certainly found our guide a mine of fascinating information, not least on intricate details of costume, wigs, stage blood and make-up. We followed this with a lift ascent to the top of the tower, with magnificent views over the town, river and surrounding countryside. After lunch, we split into two groups, depending on our interests. Those of us who opted for King John were in for a real treat, as the production had rare verve, zest and originality, not to mention female actors in the roles of King and Cardinal, whose brilliant performances were inevitably divisive but, whatever one felt, impressive. I loved the extra layers of complex interpretation and characterisation that proved possible. However, dodging the missiles from a (literal) bunfight was more challenging. We came away with masses to discuss on the short walk back from the theatre. The other group had an equally fascinating time with an excellent tour and talk on Shakespeare's Birthplace.



Caption ????

The Arden Hotel hosted our dinner that evening, and did so extremely well. Chat on all tables was lively and excited: apart from anything else, the day's varied activities had provided much source of animated discussion. The evening ended with a talk based on a Shakespearean actor's experiences over the years. Christopher Saul had a fund of stories, which he told beautifully. Well, that was my opinion, but I suppose I have to admit to being a little biased, as Christopher is an old friend—we studied Drama together (I won't say how many years ago), and I have followed his long career with the RSC and other notable companies with great interest and have seen many excellent productions. It was a real pleasure for me to see him and his wife, Delphine, in such fine form.



IPM, Master and Jean O'Carroll-Bailey



The Master with Christopher Saul

The evening ended with presentations to Christopher, and also to Lis Goodwin and Jean O'Carroll-Bailey, who had done so much to make this an exhilarating weekend.

Sunday 15 March 2020

As we drove back, it had not yet fully dawned on us how swift the change to our lives was about to become. It would not take long to find out. Looking back with the

20-20 vision of hindsight, having heard repeated recriminations about the Government's delayed implementation of lockdown, we can see that we were very lucky in two ways—first, that we were able to go ahead at all, and secondly that we did so with no ill-effects. True, some events had disappeared, but we certainly did not appreciate the scale of impact and I little thought that, when I got home, I would not be leaving the house for many months because of lockdown.

The fellowship we shared was first-rate and I am thankful that we made it. The Master's weekend, scheduled for May, in the stunning Abbaye-Château of Camon in the Ariège region of Southern France was postponed because of Coronavirus. It is tentatively re-scheduled for the last weekend in October.

Report: Immediate Past Master Pamela Taylor



Engagement Committee Activities

All members are invited to join in with any of the Company's activities and groups. If you are interested, contact the member named in the group. New Special Interest Groups and short life Discussion Groups are forming regularly.

Special Interest Groups

For more information on SIGS contact: Alice Hynes
ahsigscordinator@co-educators.com

Arts and Cultural Education (SIGARTS): Steven Berryman,
sigarts@co-educators.com

This group looks at issues in arts and cultural education in the widest sense. The session on 9 April, on Zoom, was a pre discussion session, followed by an NT relay of *Jane Eyre* and a follow up conversation. The next Zoom session (date TBC) will be a discussion of the issues affecting arts education now and of ways to enable and support continued engagement in and through the arts.

Further education, skills and lifelong learning (SIGFESL): Susan Fey and Michael O'Reilly, susan@fey2.co.uk or sigfesl@co-educators.com

All meetings will be in the evenings and will be virtual unless otherwise decided by the members. Launch scheduled for 16 July via Zoom; trailing break-out rooms for enhanced participation and interaction.

Higher Education (SIGHE): Benedikt Loewe,
sighe@co-educators.com

Addresses with the special situation of education at universities and research institutions. It has an active mailing list where members discuss matters by e-mail. On 2 June, the group held a Zoom meeting entitled 'Transitioning to online teaching without prior warning' with reflections of seven speakers (including two outside speakers). Further Zoom meetings are being planned.

Informal Outdoor Education (SIGIOE): Paul Batterbury,
paul.batterbury@btinternet.com or sigioe@co-educators.com

Formed to provide a forum for discussion for those with a particular interest in the role and benefits of informal outdoor education. Launched via sessions on Zoom on 13 & 14 May and 1 and 2 July 2020.

Military Education (SIGMILT): Simon Denny,
dennysj12@gmail.com

This group brings together the wide interest in education in the armed forces. Most recent discussion session on Zoom on 17 April. Next event planned is a visit to a Military base in autumn 2020.

School Improvement and Leadership (SIGSIL): David Taylor,
dwtaylor.hmi@gmail.com or sigsil@co-educators.com

Open to all Educators, especially those with professional interest/experience in leading and improving schools—for example as Principals, heads/deputies, governors, inspectors, advisors or consultants. Launched via Zoom sessions on 27 May and 13 July 2020.

Special Educational Needs (SIGSEND): Helen Simon,
sigsend@co-educators.com

This group is looking at provision for learners with special educational needs. Contact is by e-mail and termly meetings. The most recent session, held on 26 February 2020, was linked with an Education Committee seminar—'Built In, not Bolt On': Inclusive Thinking, Inclusive Teaching was led by Margaret Mulholland. Next sessions, via Zoom: 22 September at 16.00, Helen Simon and Cadi Dearing on 'Quality Teaching to Bridge the Attainment Gap'; and 21 October 2020, Graham Duncan, continuing to joint activity with the Education Committee on 'Bridging the attainment Gap'.

Discussion groups

Presently there are two active discussion groups.

(1) *Education in the Criminal Justice System*, which has held several sessions, including, on 23 June, *My Experience of Educators in a Secure Environment*; for more information, contact Professor James Crabbe, James.Crabbe@beds.ac.uk

(2) *Sharing Online Teaching*: for more information, contact the Clerk.



Education in the Criminal Justice System

This discussion group—inspired to a considerable extent by the Trust's special awards programme in 2018-19—met three times during 2021-20. This note highlights some of the points made on the second and third occasions. James Crabbe and HH John Samuels QC have been particularly active in advancing the discussions and the now Upper Warden Caroline Haines CC has kindly facilitated meeting at Guildhall.

John Samuels is involved with the Prisoners' Education Trust and with the Learning Together initiative, a five-year programme, based in Cambridge University. He believes that education is crucially important to those detained in prisons—it not only satisfies a human thirst for knowledge but preserves sanity in a dysfunctional environment. Reading liberates the mind, nurtures personal pride and encourages individuals to aspire to a better life. However, many young men in the prison system suffering emotional and mental health problems have been misdiagnosed or misunderstood leading to characterising behaviours as criminal. Prison education can give these damaged members of society a voice and enable them to aspire and achieve. Removing the fear of failure and resultant embarrassment by harnessing the fund of good will by educating the public will make a difference.

The wider judicial system might well also be ignorant of the realities of the prison system. Although magistrates are required to visit prisons and other facilities, judges are not. Individuals in key roles may never have visited a prison and therefore have no understanding of the problems facing those running prisons or living out their sentences. Although firms are prepared to employ ex-offenders, the prison system is 'broken'. Education is important but work is equally so. There is a gap between prisoner expectations raised in prisons and reality.

Well-equipped workshops exist in many prisons, yet they are closed due to lack of trained personnel and ongoing funding. If they are open for use, the frequent relocation of prisoners—albeit for sometimes good reasons—interrupts progress. Short sentences also limit rehabilitation through education. Realistically transferable skills training is needed, although there is also a role for learning for learning's sake and for the human and therapeutic value of the creative arts. Support in the transition back into society is important and the work of the St Giles Trust a viable model for it.

James Crabbe emphasised several points: (i) education helps offenders and prevents recidivism; (ii) volunteers are crucial but all expertise needs to be harnessed and joined up; (iii) the Youth Judicial System could be used as a model for adults; (iv) offenders children need early interventions and early years education makes a difference.

Ofsted has documented a decline in prison education. A culture change is needed. The problems are clear, the research evidence is there. But 'knowing' is not 'doing'. Action is overdue. The legend on the wall at the Old Bailey reads, 'Defend the children of the poor and punish the wrongdoer'. But often they are the same person. Possible ways forward include: an annual prestigious seminar, advertised to other Livery Companies (and perhaps to the public); the production of a TV film or series to promote prisoner education

to the public (perhaps with the OU); linking with the RSA and their themes on criminal justice and education. Our Company's focus should be on the promotion of an understanding of all aspects of education in prisons. We must move beyond 'preaching to the converted' to: influence politicians and civil servants, perhaps through an all-party parliamentary group; identify barriers; and draw in other livery companies.

The second meeting was addressed by Stephen Akpabio-Klementowski, who reflected on his experience. Stephen characterised his first time in custody as a 'seminal moment'. He was not prepared for the conviction or the long sentence. But he accepted both as a consequence of the serious offence he had committed. He soon saw that education would be the way to transform his life and ultimately to avoid further offending and sentencing. He was keen to convey to the meeting that, by providing courses leading to first degrees and more, there is potential within the Criminal Justice System to prevent reoffending. Dedicated educators encourage learning and several prisons largely fulfil the requirement to provide opportunities for education.

Having left school without any formal qualifications, Stephen found that, during his 12 months on remand, education was not a priority, as work within the prison was expected of prisoners. Once convicted and sentenced, he qualified for the mandatory assessment of the level of his education. He was recognised as having potential and a dedicated educator expressed confidence in his ability, persuading him to access education even though this would reduce his earning potential in the prison. As a gatekeeper, she gave him the confidence, encouragement and the chance to embrace education. That intervention proved crucial. 'Spaces for learning' are rehabilitating but are not always a priority for the Prison Service. Access to IT support is not fully embraced. Sometimes the point of educating an offender is questioned.

It can be difficult to find the physical space to study in prison. Wings are noisy and overcrowded. Single cells frequently house two prisoners. Study must be fitted around daily work. Sometimes at night the only available study space is the toilet cubicle. The recommendations in reports—such as the Coates Review—have yet to be implemented. Access to in-cell devices to access remote learning resources have long been important and never more so than during the Covid 19 lockdown. Their lack during a time when, due to Covid-19, prisoners are in their cells for 23 hours a day has caused opportunities to be tragically missed. Indeed, tutoring and access to materials have become very difficult indeed. This is over and above the disruption to education programmes that transfer from prison to prison often causes.

The session also provided the group with background information on course availability. It is mandatory that the Prison Service provides education up to level 2 in literacy and numeracy. Level 2 equates to GCSE. Beyond level 2 there are two distinct issues: funding and access. There are courses available ranging from level 3 to 5 and beyond. Students who have completed level 2 well enough can engage with an Open University access module to bridge the gap between GCSE and degree work. Student loans fund the courses. Students outside the prison system have no time restrictions applied to their loans. Since 2012, prisoners who have 6 years or longer remaining on their sentence do not qualify for a student loan.



Education groups

Become a School Governor

The Company has a partnership with Governors for Schools (GfS) and encourages interested members to consider volunteering as a school governor. See <https://www.governorsforschools.org.uk/worshipful-company-educators/> and/or contact Ann Bell, ann.bell200@talktalk.net

Careers help to schools

Our Company is a member of Livery Schools Link (LSL), which is an organisation among Livery Companies offering help to schools—particularly in the careers area. If you are interested in knowing more about LSL and what it does, contact: Lis Goodwin, lisgoodwin@btinternet.com

Membership groups

Buddies

All new Freeman are linked with a buddy, a member who has been in the Company for a while, to give any advice that the new member may need. Contact: Ann Bell, ann.bell200@talktalk.net

Educators' Choir

Choir membership is open to those who wish to join to sing with others at events such as our Annual Service and Supper. Convenor: Enid Weaver, enid.weaver@btinternet.com

KEY DATES

NB All listed events and locations are subject to virus-related changes and may well also be supplemented by other virtual events. Therefore, please check the website regularly: <https://educatorscompany.org/events/>

Date	Day	Time	Event
2020			
3 Sept	Thursday	10.00 - 17.30	Committee Day
8 Sept	Tuesday	18:30	The Social Committee Live Virtual Magic Show
14 Sept	Monday	18:00	The Master's Seminar: From the Periphery to the Mainstream: A case study of a social purpose management initiative in a business school (Professor Paul Palmer, Associate Dean of the Cass Business School, City University of London)
22 Sept	Tuesday	16:00	SIG SEND Meeting
25 Sept	Friday	15:00-22:30	Court, Declaration/Clothing Ceremony, Annual Service & Dinner TBC @ Skinners' Hall
6 Oct	Tuesday	18:30-20:00	The Educators Treasure Hunt Hosted by Adrian and Angela Waddingham
9 Oct	Friday	18:30-22:30	The Educators Trust Annual Awards & declaration ceremony @ Painters' Hall
15 Oct	Thursday	18:00	The Master's Seminar: The Arts, Education and Social Inclusion' (The Rt Hon Lord Smith of Finsbury - Chris Smith)
23-26 Oct	long weekend		The Immediate Past Master's Weekend
2 Nov	Monday	09:00-11:30	St Paul's Garden of Remembrance (Master & Clerk)
3 Nov	Tuesday	18:30-20:00	London from the top of a bus a Virtual Tour (with Professor Martin Collins)
13 Nov	Friday	TBC	Silent Ceremony @ Guild Hall
14 Nov	Saturday	10:00-15:00	Lord Mayor's Show (Master and 4 members)
16 Nov	Monday	14:00-16:00	Nominations Committee
19 Nov	Thursday	18:30-20:00	Trust Reception with Hospital Educators
25 Nov	Wednesday	18:30-22:30	Declaration/Clothing Ceremony & City Celebration Dinner
3 Dec	Thursday	10.00 - 17.30	Committee Day
3 Dec	Thursday	18:15-21:30	Carol Service @VOCES 8 Centre (formerly Gresham Centre)
2021			
20 Jan	Wednesday	17:30-22:30	Court & Court Dinner @ The Escoffier Room, Vincent Square WC1
4 March	Thursday	10.00- 17.30	Committee Day
10 March	Monday	14:00-16:00	Nominations Committee
TBC March	TBC	TBC	Franklin Lecture @ TBC
30 April	Friday	15:00-22:30	Court, Declaration / Clothing Ceremony, Election & Awards Dinner @ Plaisters' Hall
4 May	Monday	14:00-16:00	Nominations Committee
20 May	Thursday	10.00 - 17.30	Committee Day
25 June	Friday	15:00-22:30	Court, Annual Assembly, Declaration/Clothing Ceremony, Installation Dinner @ Plaisters' Hall



The Worshipful Company of Educators

Per doctrinam ad lucem - from learning to light

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