



The Educator

Journal of the Worshipful Company of Educators



Roy Blackwell, Master Educator 2021-22

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The Master's Report 2020-21

On 26 June last year the Beadle and Gallant Clerk called the Annual Assembly to order and I was installed as Master, robed and badged and read the oath of office. The only difference from previous Annual Assemblies was that I was at home in Dulwich; Sarah Jane robed me and fastened the badge. She became Mistress Educator with her badge. Members of the Assembly looked on from their homes. A year ago, Zoom was something of a novelty for us, with debates about the competing merits and security of Teams, Zoom and Skype. Who now remembers Skype? In fact, ours was one of the first Liveries to carry out online meetings of the Court, as well as the Annual Assembly, with Declarations and Clothing. We quickly adapted to greeting each virtually — though it's never a substitute for actual handshakes, hugs and warm words. I must thank our Gallant Clerk, our Beadle and our ever-mindful Reviewer of Governance for ensuring that virtual proceedings took place with dignity and tradition.

I didn't think that one year on we would still be so severely affected by Covid. What a year it has turned out to be for all aspects of Company life. However, as your Master, I decided that in these most unexpected circumstances we would be proactive and not give up. I was also determined to use this opportunity to be inclusive, appealing to as many members as possible with a wide programme of events. Thank you therefore to all of you who have initiated and led such diverse activities. It has been widely acknowledged that we have been one of the most active Liveries, showing what can be achieved by an engaged membership.

Administration, Governance, Finance

I have always believed that, the longer a Clerk is in office, the more that individual can embody the Company, becoming the keeper of memory and principal adviser to the Master and Wardens. There are some similarities with the relationship of Chair and Chief Executive — but I don't want to push the analogy too far. The Clerk has to 'put up' with annually changing Masters of different temperaments, ambitions and ways of working. In this year our Clerk has actively improved the running of the office and therefore the efficiency of the Company. I am deeply grateful.

This could not have been achieved without the forensic and vigilant advice of our Reviewer of Governance. We must all applaud the colossal contribution that Past Masters Martin Gaskell and Max Weaver have made over the last year. It's as if we have our in-house U.S. Supreme Court — but unlike that institution I'm not sure we should expect them to stay in office for life. Thank you, Martin, thank you Max.

My thanks to members who have advised on the new database and its implementation. I want to thank the team for their painstaking work over the last months. But it's not finished yet — please fill in your details on the members' area and add a photograph.



We are fortunate to be in a stable financial position, with reserves that allow us to plan for the future. Unlike many membership organisations, we have a surplus in the bank and are able to invest in infrastructure. New financial procedures are soon to be implemented, which will save time and costs. I must thank Past Master Peter Williams for steadfastly keeping a watchful eye on our finances and also our Treasurer Designate, Jeremy Gibson, for his expert contribution.

I am particularly delighted that the Company will be able to enjoy the substantial support of the Open University in our events. The launch of this funding in my year as Master was prevented by Covid. But once face to face events return, I shall look forward to attending the OU-supported events. I would like to put on record our thanks to Liverymen Charlotte Blant and David Willetts.

Soon we will have the ability for us to produce our own high-quality publications. This will allow the Company to respond effectively to the demand for materials and publications for the membership and outside.

A significant milestone in the life of the Company was achieved in March with the appointment of Joanne Moss as Assistant Clerk. So, in our 20th year, we are achieving sound administration, sound finances and better communication with the membership. The Newsletter — Extracurricular — is now embedded in our weekend reading.

Membership

Membership continues to grow. The Committee — under its energetic Chair, Lower Warden Janet Reynolds — has made significant advances in the recruitment process, with her members actively engaged in interviewing, encouraging applications and explaining what it is to be a member of a Livery Company. Other members of the Company have also been busy spreading the word and inviting applications. I am proud that the membership of the Company is more diverse in every sense but, in particular, in the



professional backgrounds of members. Unlike many other Liveries we don't have a designated trade, but we do have individuals committed to the value of education, training and learning. As Professor Sir David Cannadine said at my installation last year,

"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!

Much work has been achieved with the Members' Handbook and the new Company leaflet. Thank you to those involved in what I know has been time consuming work. All of this has been combined with the careful consideration of the process of the progression of Freemen to Liverymen. It is a testament to the Company that we are able to discuss this in a spirit of tolerance and open mindedness.

The Company and beyond

This has been an extraordinary year in terms of the sheer amount of activity. We have expanded to 10 Special Interest Groups (SIGs) with the new additions being SIGMAT and SIGCIG — and with the relaunch of SIGFESL. The excellent discussion group on Education in the Criminal Justice System also converted to a SIG. All of this activity has resulted in greater coordination and the attraction of more volunteers from a wider base within the Company. Thanks to the Clerk for organising the Zoom links and to Alice Hynes for her efforts in advising and supporting all the SIG Leads — and thanks to the SIG Leads themselves who make great efforts to respond to member requests for content.

The Livery Schools Link, the Public Speaking Competition and other activities to which we, as a Company, contribute within the City demonstrate our commitment to young people and widening opportunity. My thanks to all who enthusiastically contribute to organise these events.

My Master's Seminars have attracted excellent attendance. In addition, at least one third of the 111 Companies within the City have joined the Seminars, with a number being regular attenders. I'm delighted that members have also invited guests who have not been previously aware of what we do.

Under my theme 'Vision 2030', it was a pleasure to welcome as speakers: Rt Hon Lord Chris Smith (Master of Pembroke College, Cambridge), Rt Rev Rose Hudson-Wilkins (Bishop of Dover); Professor Paul Palmer (Associate Dean and Director of the Centre of Charity Effectiveness Cass Business School), Rt Hon Ruth Kelly (former Cabinet Minister — Education, Transport, Communities & Local Government, latterly Pro Vice Chancellor St Mary's University), Anthony McClaran (Vice-Chancellor, St Mary's University, formerly CEO of the Tertiary Education Quality and Standards Agency Australia); and Desmond Deehan (Chief Executive, the Odyssey Trust for Education); Professor Sir David Cannadine (President of the British Academy); and Dr Rowan Williams (former Archbishop of Canterbury and former Master of Magdalene College, Cambridge).

Social events have included talks on the Geography and Power of Downing Street, and the bugging of Nazi generals in UK captivity, as well as virtual tours covering the history of education in the City, 'unexpected' London from the top of a bus, and the history and architecture of London football clubs. I enjoyed choosing my favourites for the Master's Desert Island Discs, and a good deal of fun was had with the tricks of the 'virtual' magician and the wide-ranging treasure hunt. Delicious treats were the virtual cheese tasting by the Courtyard Dairy, Lancaster, and my Master's virtual weekend in Jerez, Spain. The Mistress Educator, a Master of Wine and expert on Spanish wine, hosted the tour with Sherries and tapas.

Suddenly — in my last week as Master, with Covid restrictions marginally easing, — invitations to events came to the Livery Office. At Guildhall, I and most other Masters (sitting socially distanced but able to converse) voted for the new Sheriffs — Alderman Nick Lyon and Alderman Alison Gowman. In his speech Nick, an Educator, specifically mentioned the work of the Company and also the Livery Schools Link. Excellent showcasing for all of us.



Livery Masters' first outing post lockdown

After Common Hall there followed an excellent lunch at Wax Chandlers Hall and Nick and Alison did the traditional rounds of Halls. The Educators' presence was publicly acknowledged by Master Wax Chandler and the Sheriffs.

My penultimate day saw the signing of a Memorandum of Understanding between the Company and The Training Management Specialisation of the Royal Navy. The ceremony took place on 24 June at the Mission to Seafarers at St Michael Paternoster Royal, College Hill, in the presence of: Commodore RJA Bellfield CBE ADC Royal Navy, Commander, Naval Regional Command Eastern England; Captain J Adey on behalf of the Royal Navy Training Management Specialisation; Educator, Deputy, Liveryman Kevin Everett and Deputy Father of the Court of Common Council; Simon Denny, our Armed Forces Advisor; Christian Jensen Clerk, hot foot from Armed Forces Day; and the Master Educator. Our Assistant Clerk, Johanna Moss, organised a convivial reception after the signing.



The signing was quite special as the Company now has affiliations with all the three services and, of course, the Defence Academy at Shrivenham. This makes a first in the City. On a personal note, my parents — both young RN Lieutenants — met on a blind date in 1945 and married a year later.

On Friday 25 June it was a privilege to be invited to conduct the declaration ceremony for the Company's first Honorary Freeman. Before the excellent Installation Dinner for Roy Blackwell as Master, Baroness Floella Benjamin and Sheriff Alderman Professor Michael Mainelli made their declarations to the Company and later gave a commitment to contribute to our work. Something very much to celebrate in the 20th anniversary year of the founding of the Educators.



At the Spectacle Makers' Hall

In summary, our range of events has shown attendance to be outstanding, responses to be excellent and external engagement to be successful. It has been so heartening that members have brought guests from far and wide. Zoom has definitely benefited us and, in some form, is here to stay. In a strange way we have met members that we might not have done and friendships and working relationships have been made and renewed.

I want to register my thanks to all the Wardens, who chair our Committees, and their members, for their role — Sandra Holt Renter Warden, Social; Roy Blackwell Upper Warden, Education; and Caroline Haines Middle Warden, Engagement. I would also like to thank the excellent contribution that the Educators' Trust and its Chair, Jennie Somerville have made to my year. It has been a pleasure to contribute to the Awards.

My thanks also go to our Immediate Past Master for her advice and to the Company Chaplain the Reverend John Pritchard. Although Father John has only met most of you virtually, by his thoughtfulness, humour and reflections he has made an important contribution to the Company at this unparalleled time in the City's history.

Finally, my thanks go to Sarah Jane as Mistress Educator for her endless encouragement. And once again to Christian, our Gallant Clerk, for his steadfast support to me and his commitment to the Company, all performed with a wonderful sense of good humour.

I'll conclude by noting that many members asked me to consider staying on for a second year, given that this year has been so disrupted. Some Masters, and indeed the Lord Mayor himself, have chosen to do so. However, I was determined not to. We are a young Company, growing year by year. A regular succession process is an important part of healthy growth. To the Worshipful Company of Educators: may it flourish root and branch and for ever.

The incoming Master's speech at the Annual Assembly

Every Master has a theme for her/his year and mine is music education. When I announced this at the Court meeting, I was pleasantly surprised by the number of people who told me how much they welcomed it. But, given how potent music is, perhaps I shouldn't have been. Music has such an extraordinary power and I want to explore, via seminars and other ways, how it works in particular settings. Consequently, there will be talks on specialist music schools, cathedral choir schools, how you can run a strong and vibrant music department in an inner-city comprehensive school, how music helps in areas such as mental health generally and in more specific areas such as dementia. There will be visits to specialist institutions and the Master's weekend will take place in Aldeburgh, home to a world-famous music festival. Alongside that, I want to create opportunities for Educators to take part in music making. The Educator's Choir will take part in the Annual Service on 24 September and the Carol Service on 2 December. Even if you aren't in the choir, you can come along and sing the hymns and carols at the events. As Richard Wagner said, 'The oldest, truest, most beautiful organ of music, the origin to which alone our music owes its being, is the human voice.' And for me to quote Wagner, whose music I prefer not to hear, is another example of the power of music to overcome barriers.

I know there are many talented musicians in the Educators, and I want to create an opportunity for us all to be able to appreciate their talent. I would also like to ensure that we have a range of events which will appeal to all sectors of our company.

I will finish with another quotation: 'When words fail, music speaks.' So please, after reading this, go away and listen to your favourite piece of music and remind yourself of why it means so much to you.

Roy Blackwell, Master Educator, 2021-22



Encomium for the outgoing Master and his Consort

Richard Evans became Master at an extremely difficult time. The pandemic meant that his installation had to be virtual as, eventually, were most of the events of his year. Richard, in a calm and measured way, carried on, ensuring that a wide range of activities, seminars and social events took place. He made a virtue out of Zoom.

For Richard, the quintessential City man, it was a double blow; not only did he lose the rituals of his own Company but those of The City as a whole. But he never allowed his disappointment to show and retained an infectious optimism throughout the year.

Such was his success that, for example, many other livery companies (especially those who seemed have given up the struggle) 'tuned in' to the seminars and praised them highly. He managed to persuade eminent speakers to perform to camera and engage successfully with the (large) audiences.

Richard is very much a team player and ensured that the Wardens and Court Assistants were involved in the developments in the Company that happened during his year. Harry Truman's remark that 'It is amazing what you can accomplish if you do not care who gets the credit' sums up Richard's approach.

Richard built on the work of his predecessors and brought many 'items of business' to fruition. I hope he will allow me to append a Latin tag to his name to explain what I mean: *sine quibus* (without whom).

So, Richard Evans, *sine quibus*

- the Company would not have continued to grow;
- there would not have been an extraordinary range of events;
- the standing and influence of the Company in the City and Livery would not have increased so remarkably; and
- many items of Company business, such as the strategic plan, the review of governance, might not have reached their conclusion.

Richard will be a hard act to follow but, fortunately for those who will, he has provided an exemplar of how to be a Master.

Sarah Jane, despite a very busy and demanding career, fulfilled the role of Consort with aplomb. She provided Richard with the perfect support: being there when needed but never getting in the way.

She gave generously of her time and engaged extensively with the work of the company and organised two memorable events involving the magic ingredients of food and wine.



Sarah Jane Evans, Mistress Educator, 2020-21

She has an enviable ability to be firmly polite. In a restaurant after the Annual Service, she told the waiter — who was trying to sell us an overpriced bottle of dubious quality — that there was an excellent bottle at half the price further down the wine list and that we would settle for that. She also has a well-developed sense of humour. I am pretty sure that a story I heard involving a wine expert was either about Sarah Jane or based on her. It goes as follows: a wine expert was invited by a wine grower to taste his latest vintage. When she did so, she found that the wine was dreadful. The wine grower kept asking for her opinion about the wine and she kept finding excuses not to tell him. Eventually, he insisted on hearing what she thought and she, in response, asked where his vineyard was situated. He told her it was on the other side of the road on which they were standing, to which she replied, 'It doesn't travel well, does it.' Like everything else she did as Consort, Sarah Jane delivered the bon mot with style and elegance.

One of the advantages of having illustrious predecessors is that you can seek their advice about what being a Master entails and I have taken full advantage of this source of information. Consequently, any gaffes and 'pear-shaped' moments which occur during my year are down to my being a poor student.

Roy Blackwell, Master Educator, 2021-22



Roy Blackwell, Master Educator 2021-22

Roy Blackwell started his working life as a teacher, after which he became Education Officer for a Local Authority before spending ten years in the civil service, which led to him travelling around Europe negotiating bi-lateral and multi-lateral treaties for HM Government. Between 1999 and 2019, Roy was Clerk to the United Westminster Schools/Grey Coat Hospital Foundation, an ancient (1594) charity which has strong links with Westminster Abbey. He was also Clerk to the governing bodies of the schools which make up the Foundation, an unusual mixture of independent and state schools, the latter being inner city academies.

In January 2020, he was appointed CEO of the Challenger Multi Academy Trust, which has primary and secondary schools in Bedford and Essex.

He is currently: Chair of the VOCES8 Foundation, a charity dedicated to music education; a Director of the City of London's Academy Trust; Vice Chair of the City of London Academy Trust; and Chair of Governors of Highgate Hill Academy. He was also an inaugural member of the City of London's Education Board; chaired the Independent Schools Pension Scheme committee and was a board member of the Teachers' Pension Scheme. He is Vice Chair of the Confederation of School Trusts and represented it on the Independent and State School Partnership group. More recently, he joined the board of BrainCanDo, which is looking at the development of children's brains and how neurological research can influence teaching and learning.



Jennifer Blackwell, Mistress Educator 2021-22

Jennifer was born in Cheshire and — having qualified as a teacher — moved down to London where she taught in a variety of schools before becoming Deputy Head of Central Foundation School for Girls. After this, she was recruited into Teaching as a Career (Tasc), the government initiative to persuade people from various careers to join the teaching profession. She was particularly involved in trying to persuade military personnel to consider teaching.

When Tasc was disbanded, she became an Education Officer for the RSPCA, which appointment continued her association with schools as well as providing some eye-opening moments for an animal lover. Jennifer has always been interested in the natural world, the environment, gardening and music, particularly singing. She sang for many years with the Chigwellian Choral Society, eventually becoming its Chair. She still enjoys taking part in The Really Big Chorus events at The Royal Albert Hall.

She is also a dedicated cat lover.



Honorary Freemen

At the Declaration Ceremony held on 25 June 2021 at Plaisterers' Hall, the Company heard the declarations of two Honorary Freemen. Both are very distinguished in education and in other spheres and we are pleased — and not a little proud — that they have become part of our Company.



Baroness Benjamin DBE DL

Baroness Benjamin was born in Trinidad and came to Britain in 1960. The economics of a large household meant that she had to leave school at sixteen and for three years, she worked in a bank, studying for her A Levels at night school. However, when the opportunity to pursue a career in musical theatre presented itself, she took it. Since then she has become a household name through her stage, film, radio and television appearances. She is, of course, most affectionally remembered for her part in the iconic *Playschool* and *Play Away* productions.

Today, Floella Benjamin heads a successful film and television production company, and her creative work has been recognised with numerous awards and responsibilities. She has a BAFTA Lifetime Achievement Award, is a Fellow of the Shakespeare Birthplace Trust, a Vice President of the Royal Horticultural Society and the current President of the Society of Women Writers and Journalists.

She has written over 30 books and her book, *'Coming to England'*, has been used in schools and universities as a tool to enable others

to better understand the Windrush experience. She was one of the first to campaign for more diversity in children's literature and she lobbied consistently and successfully for the establishment of a Minister of State for Children.



Serious discussion with the Deputy Master

Floella has served as a school governor and Chair of Governors and lends her support to many children's charities. Her own initiative, Touching Success, is aimed at helping young people, especially those from disadvantaged backgrounds, to develop a vision for their own future and build the skills to develop self-belief. She is a Vice-President of Barnardo's, for which she has run ten London marathons. In 2008, she was appointed a Deputy Lieutenant of Greater London and, in 2010, entered the House of Lords as a Life Peer, becoming Baroness Benjamin of Beckenham. In 2018, she was granted Honorary Freedom of the City of London and, in 2020, she became a Dame of the British Empire for her services to charity.

Floella served for ten years as Chancellor of Exeter University, attending 172 degree ceremonies and speaking personally to more than 35,000 graduating students, famously hugging each of them and encouraging them to 'go out and change the world'. After the ceremonies, she would go on the graduation ball and there — having changed out of her Chancellor's robes — she would join the band as lead vocalist and rock it on into the night.



Signing the Company Register



Sheriff Professor Michael Mainelli

Professor Michael Mainelli was elected Aldermanic Sheriff of the City of London in 2019. He studied for his first degree at Harvard, going on to study mathematics and engineering at Trinity College, Dublin. He then transferred to the London School of Economics as a Visiting Professor, and pursued his PhD in the application of risk/reward methodologies involving chaotic systems.

Professor Mainelli has worked in many research and development roles — both corporate and governmental — in areas as diverse as rocket science, fisheries and computer graphics. He is credited with conceiving and producing, in 1983, the Mundocart, the first complete digital map of the world. Michael was involved in the early development of blockchain, and latterly, his projects have included quantum computing and policy performance models. He is currently Executive Chairman of Z/yen, the City of London's leading commercial think-tank and venture firm that he co-founded in 1994 to promote societal advance through better finance and technology.

Michael has authored over 60 journal articles, 200 commercial articles and written six books — including a novel. *Clean Business Cuisine: Now and Y/yen*, which he co-authored with Ian Harris and was a Sunday Times 'Book of the Week' in the year 2000. It was described by Accountancy Age as 'surprisingly funny considering it is written by a couple of accountants'. His third co-authored book, *The Price of Fish: A New Approach to Wicked Economics and Better Decisions*, won the Gold Prize in its category in the 2012 Independent Publisher Book Awards.

Professor Mainelli was appointed Mercers' School Memorial Professor of Commerce at Gresham College, holding the Chair from 2005-2009. He remains an Emeritus Professor at Gresham, where he is also a Trustee. He is a Fellow of Goodenough College, an Honorary Fellow of King's College London and Visiting Professor at the UCL Bartlett School of Construction & Project Management. He is an Almoner for Christ's Hospital School, a Trustee of Morden College and a Council Member at City & Guilds.

Professor Mainelli has restored a 1923 Thames sailing barge, which he and his wife now race. He also plays the bagpipes and brews his own beer. His surname name translates to mean 'nimble fingered' and — bearing in mind his speciality is enhancing performance in conditions of high uncertainty — readers might not be surprised to learn that a photograph on Amazon shows that our Aldermanic Sheriff can also juggle.



The Beadle assists with the gowning

Lord Wallace of Saltaire's Speech at the Installation Banquet, 25 June 2021

Learning about music — to sing, to play an instrument, with others, to gain a sense of rhythm, melody and harmony — is an invaluable part of education. It's not as central as maths or English, of course — though there is evidence that maths and music reinforce each other. But music should be part of any balanced curriculum, as should sport.

I have never taught music, and have only occasionally conducted a choir. But I have gained a strong sense of the value of singing for children from the dozen years I spent as chair of the Voces8 Foundation. That experience has been in many ways an education for me, as a university teacher who'd been blessed with bright and self-motivated students, watching our young musicians organise and enthuse groups of children from schools across London and beyond.

I started with Voces8 at the beginning. One evening in Westminster Abbey, in the intervals of a singing tour, two brothers about to graduate from university, who had been Abbey choristers, sketched out their ideas to me about bringing singing at all levels from novice



to top quality to young people in state schools. 'And by the way, William, you are going to be our chair of trustees' they added — so I agreed. I've watched the Foundation grow. I've read the research commissioned in partnership with the University of London Institute of Education showing the positive impact of communal singing on schools and on mental health. I've seen the training of teenagers to become junior leaders in school singing — with the boost in self-confidence that brings. And now our partnership with Future Talent offers promising teenage singers support and training towards choral scholarships to colleges and universities, or even the thought of a musical career.



Singing together strengthens a sense of community, helps concentration, engages every student in shared and enjoyable activity, and gives the singers lasting pleasure.

I've sung all my life. I never had the most beautiful voice, although I think I had the loudest voice in the Westminster Abbey Choir — and I went rapidly from treble to bass before I was 13. Singing became a central part of my life from the time that I joined the local parish choir. It gave me confidence, it taught me how to work within a group, it required me to concentrate, it brought me friends and widened horizons.

I never thought I was good enough to make a career as a professional singer — unlike some of my fellow choristers. I went on to King's College Cambridge, but didn't join the Chapel Choir. I learned a lot as a student about politics instead. But I've remained an enthusiastic amateur singer.

I now sing in the Parliament Choir, which has a number of members with really good voices. That's not surprising. There's a strong link between singing and political skills. To become an effective

politician you need, amongst other things, the confidence to stand on a platform in front of a crowd of people and project your voice. Singing trains you in both. When I watch children from London schools performing in Voces8 Foundation concerts, singing their hearts out enthusiastically and confidently, it cheers me that we are giving them skills and pleasure that learning in class doesn't easily provide. Teenage groups that sing together without a conductor, sometimes even singing pieces that they have written and composed themselves, are building self-confidence and self-discipline as surely as others acquire those skills from competitive sports. And they are also acquiring a skill that they can enjoy for the rest of their life. Amateur choirs are part of the glue that hold together local communities, that bring people together in shared social groups.

In the Parliament Choir there was a time when I used to stand between Bernard Jenkin MP and his father Patrick, by then a Conservative member of the Lords. Bernard has a particularly good voice; his sister is a professional singer. When I was in government a right-wing Conservative minister was shocked to discover that I as a Liberal Democrat was a good friend of Bernard Jenkin — the Parliament Choir creates cross-party friendships — and told me of the occasion when the young Bernard had just become a researcher for the Conservatives and was introduced to Edward Heath. Heath, famously abrupt, asked him what he had been previously, and was told that he had been considering becoming a professional musician but had decided that politics had a stronger appeal. 'Wrong choice, young man', Heath reportedly replied.

Musical education has suffered through the last decade. State school budgets have been squeezed, optional activities and subjects have had to be dropped. Many primary schools have no teacher with any musical training. As we all know, school sports have also been squeezed, as tighter funding and the dominant national curriculum have pushed what are sometimes mistakenly called 'fringe' subjects out.

The gap between what private and state schools offer in musical education has long been wide. My children were lucky: their comprehensive had a good music department: a choir, a basic school orchestra, a jazz band and guitar and accordion groups. Taking my son to the National Accordion Championships in Scarborough for nine o'clock on a Sunday morning was a parental experience I will never forget. But when my daughter got to university she was so overwhelmed by the quality and confidence of students from private schools that she gave up playing the flute for several years. My son opted to join the Saturday school of the Centre for Young Musicians, which made a huge difference to him as a teenager — playing in the London Schools Symphony Orchestra, performing in the Barbican and going on tour — and meeting bright students from diverse backgrounds from across London. The only downside for his parents was waiting for the phone call that would tell us which distant part of London he was on his way back from after midnight.

'Extra-curricular activities' build social skills and character — as we all know. We also all know that successive governments have accepted that these should be important parts of education, while failing to provide the resources and the time for schools to include enough of them. Our current government proclaims that it is committed to 'levelling up' the country: to investing in the revival of left-behind communities in towns and cities that have suffered as industries have closed and patterns of tourism have moved away from coastal England. Investment in education must be at the core of any such effort.



My political life has been centred on West Yorkshire. Saltaire is a model industrial village on the edge of Bradford. It used to have one of Yorkshire's largest textile mills and now has the Hockney Gallery in the Mill — and film and TV crews working on 19th century programmes almost every month. Down the road into Bradford, one of the biggest obstacles to economic and social revival is hopelessness: a sense that there isn't much point in working hard at school, because there won't be any worthwhile opportunities afterwards whatever you do. Aspiration falls off sharply between primary and secondary school. Councillors from my local party organised a summer school for selected children between primary and secondary school a few years ago, and discovered that they were taking some of these children on trips out of Bradford for the first time in their lives. They had low expectations and narrow horizons.

Children's social services have been cut back; sports facilities and youth clubs are very limited. Training opportunities are also few. The Bradford social housing association recruits ten apprentices a year to train as bricklayers, electricians, plumbers and plasterers; just before the pandemic it had 400 applicants for those ten places. The private building companies have found it easier until now to recruit from abroad than to invest in training local staff.

Levelling up the deprived regions of our divided country will be a huge task. Education must be a central part of any coherent response. Music can only be a part of the strengthened education we need to offer. But, I strongly believe, it should be an important part.

Court Dinner 26 May 2021

This event, held at Apothecaries Hall, was pleasant and informal. Ruth Kelly was amongst the guests.



The white working-class communities that have been left behind by the collapse of industrial employment and the concentration of wealth in London — on which the Commons Education Committee have just published a strong report — sang in their non-conformist churches and their amateur musicals, and played in their brass bands. Saltaire had a prize brass band in its industrial heyday. Local music-making builds local pride; and good schools contribute to such wider elements of local community.

Just before the pandemic I took the chief executive of Voces8 and its education director to see the Schools minister, with whom I had worked during the coalition. They hoped to talk about the various techniques and simple drills Voces8 has developed to introduce children to communal and harmonic singing. He interrupted us to insist that such 'new-fangled' ways to teaching music were rubbish, and that the traditional ways he had learned as a boy were right. We could see the embarrassed faces of his officials as he lectured us; and, to be fair, he did come up to me the following day to offer a half-apology. But the episode left me with the impression that we all have to press the case for a broader curriculum that teaches life skills to a government whose idea of education is sadly narrow.

So I wish the Educators well in pressing the case for investing in education, at all stages of life, for all our citizens. And I hope you will all agree that singing, and music more broadly, add to the positive mix that can provide the life skills that all our children should learn.



Sheriff's Challenge 2021

Why the post-Covid-19 world is now completely different.

Despite being Zoom-bound this year, the event flourished with the Heats on 23 March and the Final on 11 May 2021. The standard of the presentations was certainly as high as in previous years.

The on-line Heats proved to be almost more convenient for the schools than having to travel across London in the rush hour and the students found no difficulties in managing their on-line presentations. Our Heat judges — Andrew Marsden (Chair of the Financial Services Group of Livery Companies), Graeme Gordon (Master of the Worshipful Company of Chartered Accountants) and Dr Lis Goodwin (Past Master of the Worshipful Company of Educators) — completed their role with aplomb. They unanimously agreed that the finalists would be King's College London Mathematics School (supported by the Worshipful Company of Actuaries) and Lilian Baylis Technology College (supported by the Worshipful Company of Information Technologists).

Still Zooming for the Final, the sense of occasion and drama were enhanced by the judges — Her Honour Judge Munro QC and Her Honour Judge Dhir QC — who wore their wigs and gowns, while the Sheriffs — Alderman Michael Mainelli and Christopher Hayward CC — wore their very grand insignia. Our own Educator — Past Master Pamela Taylor kept time perfectly as usual.



The team from Lillian Bayliss Technology College

Both finalist teams were extraordinarily strong this year with King's showing an overall mastery of the subject, and Lilian Baylis, pictured above, giving us a riveting role play that explored the theme in a dynamic way. The winning team, by two marks, was King's College London Maths School, pictured below, so they will retain the Challenge Cup for another year.

This year, the judges have been particularly attentive to giving all the teams detailed feedback on their presentations. This feedback is invaluable. It supports the strong rationale behind the Sheriffs' Challenge which is to give Year 12 students the chance to develop their skills and confidence in delivering a formal, group presentation in order to equip them for interviews and career presentations that they will face in the future. The sponsoring Financial Services Group



Sheriff Alderman Michael Mainelli



Sheriff Christopher Hayward CC

of Livery Companies and the Worshipful Company of Educators in their administrative role are at one in their aim to give students opportunities to gain experience in speaking fluently and to do so in a City of London context. Andrew Marsden wisely grounded the event by outlining this aim in his introductory and closing addresses. Her Honour Judge Munro QC and Her Honour Judge Dhir QC, mindful of the disappointment of the finalist teams not having access to the Old Bailey during lockdown, have most generously offered to host both teams in the Courts of Justice later in the year. So there is additional excitement yet to come.

Anne Punter, Lower Warden 2021-22



The team from King's College London Mathematics School



Public Speaking Competition 2021

The Company's annual Public Speaking Competition would normally have taken place in mid-March 2021 but — because of the impact the C-19 pandemic was having on schools — had to be postponed. But the best laid plans...! With only a few weeks to go, and with some Covid restrictions still in place, a planned 'live' event at Anglia Ruskin University had to be rapidly converted into another online event via the 'Zoom' platform.

The competition duly took place on the evening of Wednesday 30 June 2021. There were thirteen competitors from eight schools: Lillian Baylis Technology College, Merchant Taylors' School Northwood, City of London School for Boys, City of London School for Girls, James Allen's Girls' School, William Perkin CE High School and Grey Coat Hospital School. The judging panel consisted of Mrs Pamela Taylor (Past Master) and Professor Sir Deian Hopkin (Liveryman & Court Assistant, formerly Vice-Chancellor of London South Bank University). Mr David Taylor (Past Master) took the vital role of Official Timekeeper, and the whole evening was managed by our Gallant Clerk and accomplished Zoom-meister, Mr Christian Jensen.



Lucy Barker



Amara Rigault



Yuvraj Juttla



Millie Lall

The necessarily restricted 'virtual' audience, which included members of the Company's Education Committee and members of staff from the competitors' schools, was treated to thirteen extremely interesting and very well-presented speeches on a wide variety of fascinating topics, including the impact of neurotechnology on our lives, exams, the importance of music, global warming and our 'broken' education system. The winner, who was the judges' unanimous choice, was Lucy Barker of Grey Coat Hospital School, who gave an impassioned and intensely personal speech entitled 'What feminism means to me'. The two runners up, both of whom offered us intriguing titles to whet our appetites, were Amara Rigault of William Perkin CE High School, whose title was 'Simon doesn't need a say', and Yuvraj Juttla of Merchant Taylors' School, who gave the first speech of the evening with the title 'The ripened fruits of boredom', daringly opening with what felt like a very long ten seconds of silence. Millie Lall of the City of London School for Girls was highly commended by the judges for her speech entitled 'Why can clever people make bad decisions'. As was the case with the 2020 competition, the competitors are all to be congratulated on their mastery of 'virtual' presentation, which we now know, on the back of almost two years' experience of Zoom and similar online platforms, has become an essential 21st Century communication skill.

The competition winners were presented (regrettably, once again, by post) with glass trophies specially commissioned from Royal Scot Crystal, along with certificates bearing the Company's seal and WHS vouchers for £100 (winner), £50 (runners up) and £25

(highly commended). Each participant received a certificate, along with brief feedback about their performance.

At the end of the evening, there appeared to be a unanimous view that, once again, the Company's foray into a 'virtual' Public Speaking Competition had been a remarkable success. The schools were particularly appreciative, not least because of the competition actually going ahead at a time when so much other extra-curricular activity had been cancelled. Some of the teachers commented that participation in the competition had provided their pupils with a valuable and very timely boost for their self-confidence. Several schools hold internal competitions in order to select their entrants, and so the 'reach' of the competition goes well beyond the actual participants.

One of the competitors wrote to her teacher the morning after the competition, saying to her:

Despite not winning anything it was a great experience and I really enjoyed it. I even made some new friends! Thank you for such a great opportunity :).

The Head of English from another of the competing schools wrote:

The boys both said how much they enjoyed the event, meeting like-minded peers from other schools, and how they would be very interested in entering similar competitions in the future. You have sown a seed!

Plans are now in hand for what is very much hoped to be a 'live' competition at Anglia Ruskin University in March 2022.

John Dewhurst, Liveryman and Court Assistant

450th Anniversary Banquet of the Worshipful Company of Joiners and Ceilers at The Mansion House

Immediate Past Master Richard Evans and Consort Sarah Jane were personal guests of the Master of the Worshipful Company of Joiners and Ceilers, H. James De Sausmarez CC at the 450th Anniversary Banquet at The Mansion House on 22 July 2021.

In the presence of the Rt Hon, The Lord Mayor and our own Honorary Freeman, Alderman & Sheriff Professor Michael Mainelli, some 250 guests celebrated this great event. The Lord Mayor gave a heartfelt speech as this was the first official banquet at The Mansion House since the Covid lockdown began in March 2020.

Educator and Liveryman, Deputy Kevin Everett gave the vote of thanks on behalf of the guests.



Membership

Gazette

	4 May 2020	24 August 2020	23 November 2020	1 December 2020	22 February 2021	25 June 2021
Liverymen	219	217	222	222	220	217
Freemen	125	121	130	129	127	132
Associates	2	2	2	2	2	2
Total paying members	346	340	354	353	349	351
Honorary Liverymen	9	9	9	9	9	9
Honorary Freemen						2
Total on Register	355	349	362	359	358	362
Friends of the Livery	3	3	6	6	6	6
Resignations since previous Gazette						10

Admissions to the Freedom and to the Livery

20 January 2021		25 June 2021	
Freedom	Livery	Freedom	Livery
Matthew Fossey Hubert Pragnell David Wootton	Mursal Siyid Helen Wright	Anne Boddington Benjamin Harvey Thomas Milson Christopher Mulvey Eleanor O'Connor	Andrew Gower Madeleine Gower Honor Wilson-Fletcher

Obituaries

Liveryman Philip Callaghan

We sadly and belatedly record the death on 25 March 2020 of Liveryman Philip Callaghan — in Cheltenham General Hospital following a sudden illness. Philip (then aged 57) had been a teacher and was acting as an educational consultant at the time of his death. He is survived by his wife Kate and a young family. He was a magistrate and a Minchinhampton parish councillor. The chairman of the parish council wrote in the April 2020 edition of the council's newsletter that 'Council members have expressed their own thoughts to me, mentioning Philip's quiet demeanour, sitting in a corner listening to the debate and then offering some shrewd, insightful observation to gather up a conclusion.'

Extended Sympathy

We also extend our sympathy and condolences to Liveryman Joanne Share-Bernia, whose husband, Richard, died early in 2021. Richard sometimes accompanied Joanne to Company banquets and was, as your Editor can attest, very good company at them.



Declarants at a ceremony held virtually on 3 March



Youssef El Shaikh

Youssef El Shaikh has worked for seven years in Higher Education producing international opportunities for UK Awarding Bodies and international universities. He is Co-Founder with David Holliman and Chief Executive of Holliman Holdings Group, which was established whilst reading International Business at University. He has worked to build a diverse portfolio of education companies and institutes across the world bringing new opportunities to empower students — through lifelong education and training — with the competencies needed to for their future development and for their countries' education policy programmes.

Youssef helped establish Birmingham City University Ras Al Khaima Campus in the United Arab Emirates, which opened in January 2021 to promote British Education in the Middle East. He is also Assistant to the Deputy Vice Chancellor of Partnerships at Lincoln University College. He attended the Royal Hospital School, gained a Bachelor of International Business from the Grenoble Ecole de Management, MSc from Brunel University and is currently working on his PhD research submission at Brunel.



Matthew Fossey

Matt Fossey has a background in mental health social work, health service improvement, policy development and academia. From 2005 to 2011, he was Deputy Director of the national Improving Access to Psychological Therapies Programme at the Department of Health. Later, he worked for think tanks, developing health and social care policy. In 2015, Anglia Ruskin University commissioned him to develop the Veterans and Families Institute for Military Social Research, for which he is one of the founding Directors and an Associate Professor. Matt has a BSc from Queen Mary and Westfield College, University of London and a MSocSc from the University of Birmingham. He is an RSA Fellow, and is currently working on his PhD. He has published over 75 academic papers, reports and policy papers. Matt is a member of international and national boards and government advisory groups.



Dr Hubert Pragnell

Dr Hubert Pragnell has taught all his professional life, working at secondary and further education levels. He gained a postgraduate diploma from the University of Reading, then taught art and history in a number of schools, including Stonyhurst College and Crypt Grammar School. He then became Head of Art and History of Art at The King's School, Canterbury, remaining there for twenty-nine years. In 2002, Hubert joined the staff of the Oxford University Department for Continuing Education as a part-time tutor in history of art. He has also taught classes for the WEA at several centres in Kent.

Hubert holds an MA and PhD in history from University of Kent and York as well as the University of Oxford Certificate in Fine Art. He practises as an artist, mainly in watercolour and pastel and has an interest in history, both art and social. He has written books on British architecture (which include his own line drawings of buildings), two publications for the London Topographical Society and contributed to articles in several academic journals.



Declarants at a ceremony held at Plaisterers' Hall on 25 June 2021



Kim Bromley-Derry CBE DL

Kim Bromley-Derry is Director of Strategic Partnerships at McLaren Group. Before his current role, Kim had 37 years' experience working in the public sector in a range of Local Authorities across the country. For 20 years until 2018, he was an Executive Director of Children's Services, or Chief Executive. The majority of his career has been involved in protecting children and young people from harm and developing the environment for them to succeed, thrive and maximise their potential. Kim is a Deputy Lieutenant of Greater London, a Freeman of the City of London and a member of the Guild of Freemen. Joining the Worshipful Company of Educators, he says, would give him an opportunity to contribute to and support the Company to make a positive difference to the lives of children and young people.



Scott Hanlon

Scott Hanlon gained a BA in History from Swansea University and an MA in Theology/Theological Study from St Mary's University, Twickenham. He has taught History, Government and Politics, and Religious Education. Scott held a senior leadership team post at Catholic Life. Currently, he works for the Honourable Company of Master Mariners. He is Lieutenant RNR and the Commanding Officer of Greenwich Sea Cadets, based at the Old Royal Naval College. Scott says, 'I am proactive within the training and delivery of education within the Cadet Forces which I feel is a greater source of opportunity for young people within our society than is published.'



Dr Mark Littler

Mark Littler is a mid-career academic employed as a Senior Lecturer in Criminology at the University of Huddersfield. A graduate of University College London, Cambridge and Manchester, he has held academic teaching posts at the Universities of Hull and Manchester. He completed post-doctoral studies at Blackfriars Hall, Oxford. Mark is keen to explore the opportunities our livery company provides for networking and collaboration, given our mixed membership and representation from all levels of the education sector. He is particularly interested in our *Higher Education* and *Education in the Criminal Justice System* Special Interest Groups.



Dr Stefania Passamonte

Stefania Passamonte is Founder and Executive Director of the *London Performing Academy of Music*. The Academy is a new Accredited Higher Institute focused on Innovation, Diversity and Inclusion. She is an international concert pianist, radio broadcaster, judge at international competitions, lawyer and entrepreneur. In addition, Stefania is Director of the Music Academy *London Piano Masters* and the classical record label *Master Chords Records*. She is the past Artistic Director of the Italian Cultural Institute in London. Stefania has helped to found the first Classical Music Conservatoire to offer full instrumental classical music degrees online, particularly reaching a wider group of disadvantaged students. For Stefania, supporting and sharing the standards of excellence, integrity and honourable practice promoted by the Educators Company is an aspiration.



David Wootton

David Wootton has over forty years' experience as an educator. He spent twenty years teaching in a variety of schools. David has also worked for over twenty years in leadership and executive leadership positions. His work has taken him mainly into communities with challenging circumstances. David is a person-centred communicator, influencer, networker and collaborative thinker. His roles have included influential working with the Department for Education and with Ministers. He is now 'sharing gained wisdom' from experience and working as a Policy, Leadership and Governance consultant and advisor.



City Briefings

These are highly recommended. For details and dates, visit <https://www.liverycommitteecourses.org/city-briefings.php>

Becoming a Liveryman

As you will probably know, an application for Freedom of the Company starts with an interview by an officer of the Company and a member of our Membership Committee. This early conversation gives us a good insight into the Applicant's achievements and ambitions. It also presents the prospective Freeman with the opportunity to find out more about the Company and about how belonging to the Company might fit into their professional and social life. This means that, when the application progresses, we can provide support and advice about how they can start to enjoy the benefits of belonging to the Company, what Special Interest Groups may be relevant and which volunteering opportunities they might want to pursue.

After a year, a Freeman becomes eligible to apply to become a Liveryman and this brings special privileges. It means you are eligible to join one of the Company's committees and to take part in the management of certain aspects of the Company. If elected, you may become a Court Assistant and, depending on your ambition, skills and opportunity, you could advance to become a Warden and, subsequently, the Master.

A Liveryman may also become more involved with the City of London itself. For centuries, hundreds of liverymen have filled Guildhall for the election of the Sheriffs and the Lord Mayor and, although the current methodology means the event is somewhat staged, it is still a ceremony which marks an ancient rite whereby a person, who had learned and perfected their craft, earned the respect of their peers and been awarded their livery, could exercise their suffrage. The story of Dick Whittington may be part legend, but in it lies the truth that the common man may still make his mark in the world. www.cityoflondon.gov.uk/about-us/law-historic-governance/livery-companies

Over the past year, the Membership Committee has been thinking about how we can best support prospective Liverymen as they take this next step in the Company. Firstly, of course, the Freeman should approach our Clerk, who will advise on how one goes about becoming a Freeman of the City of London. This is a requirement if you wish to take livery. The Clerk will explain how you apply and how the Company can sponsor your application. It is a simple process and the ceremony is a personal one, to which family and friends can be invited. www.cityoflondon.gov.uk/about-us/law-historic-governance/freedom-of-the-city

As part of the new process, we shall also arrange for you to meet with a member of the Membership Committee, who will act as your sponsor, for an informal discussion. I do want to stress that this is by no means a formal interview, but rather the opportunity for us to find out how much of a part the prospective Liveryman has been taking in the Company and what ambition they might have.

We shall also be asking livery applicants to attend a City Briefing. This is an evening event, held at a City location and it is a great

opportunity to meet with other Freeman to learn more about the City Corporation, its people, traditions and responsibilities. The cost is £20 per person and partners are welcome. For more information, and to book, go to www.liverycommitteecourses.org/city-briefings.php

As before, a new Liveryman will need to be admitted by Court, but before this can happen, you will need a member of Court to countersign your application. If you do not know anyone who can speak for you at Court, your committee sponsor will introduce you to a member of the Court who will, on their recommendation, sign your application form.

We believe this is an inclusive and supportive process and that it will give those who wish to develop their relationship with the Company and the City a strong start. It is slightly more thorough than before, but we believe it will be to the mutual advantage of the prospective Liveryman and the Company as it progresses.



Janet Reynolds, Middle Warden 2021-22



The Educators' Trust

Your Donations — Your Awards: Trust Awards 2021: COVID again!

Well, so much for the optimism I expressed in the Winter edition of *The Educator* about the Awards Dinner on 30th April 2021. As you know, Covid defeated us again and deprived our award winners of their day in the sun. The Trustees were forced back on Plan B, developed to address the cancellation of the 2020 Awards Dinner. The awards — the certificates, the inscribed crystal glass plaques, the cheques and the souvenir Awards Booklet 2021 — were parcelled up by our hard-pressed Clerk and sent by post to the winners.

Also a victim of Covid was the Trust's annual public seminar in which we spotlight the work of a selection of our award winners, together with a panel of national experts in the Inspirational Educator theme. However, an experimental alternative was devised — a Zoom webinar featuring all the eight winners of the Inspirational Educator Award in Environmental Education. Winners presented their work through a very colourful kaleidoscope of video clips, still photographs, PowerPoints and artwork. The webinar closed on a high with a challenging speech by national expert, Tim Lang, Professor of Food Policy at City University, who emphasised that, whilst valuable, environmental education cannot alone solve the environmental issues the Earth faces.

The event was advertised to the Company via the Newsletter as 'A Round England Tour of Environmental Education Hotspots', exploiting the fact that the winners came from all over England and their projects were so varied from wetlands and the Cornish coast, to farm schools and urban green spaces. Over 40 people joined the event and more watched the recording subsequently. The Clerk must

be congratulated for handling such a large number of presenters and participants. It was an overwhelming success. Members were thrilled to actually see what the winners accomplished 'on the ground' so to speak, and requests have been made that the Trust repeats this type of online showcase for winners in the future.

With the relaxation of Covid restrictions, it became possible that a face-to-face formal dinner could be held for the Installation of the new Master in the spacious Plaisterers' Hall on 25 June 2021. In consultation with the Clerk and the Master, it was agreed to invite as Guests of the Trust those 2020 award winners who had been denied both their Awards Dinner and their Awards Seminar. I am delighted to report that all winners and their nominators responded positively and enthusiastically. They were thrilled when called upon to stand in the 'Welcome to Guests' opening item of the Dinner and receive the acclaim from the members and distinguished guests.

I think Educators should see this as a recognition of the value that our awards have for the profession which we support. The evening was a great success and much appreciated by our terrific award winners!

There are eight prizes in the Inspirational Educator Award, this year for Environmental Education. Out of eight outstanding winners we have selected one to highlight here, along with the winner of this year's Keith Hutton Award. We then provide briefer details of the other award winners.



Donna Ashlee

Donna is the Assistant Principal at Brockhill Park Performing Arts College, a mixed comprehensive secondary school, which specialises in Performing Arts but has a most unusual rural dimension — a working farm on site. The farm is home to a range of native and continental beef cattle, commercial sheep, rare breed pigs, free-range hens and a variety of small animals. It includes a walled garden, glasshouses and a small farm shop supplied with produce from the farm. One classroom overlooks the traditional farmyard, and another is upstairs in the main farm building itself.

While the farm has always been a valuable resource to the school, it was Donna's vision and drive that transformed it into a whole-school signature, integrating its learning capacity into the curriculum through the strategy, *Shaping the Future through Creative Learning*. Every area of the curriculum is involved in 'Farm Fortnight' in which at least one lesson uses the farm as a stimulus:

- Mathematics trails study feed quantities and stocking density;
- Art students draw animals from life;
- Drama uses the setting as a location for a play; and
- Design Technology creates products such as bird feeders.

Donna encourages all staff to embrace the philosophy and practice by demonstrating that it adds value to their teaching and is not just another add-on requirement. Engagement with a commercial farm ensures that students' knowledge of farming practices is constantly updated, providing them with insights into an industry unfamiliar to most young people.

Donna's reach is wider than one school. She arranges regular visits from feeder primary schools and, through her chairmanship of the *School Farms Network*, involves over 120 school farms across the UK. Donna also supports local schools through the national *Farmer Time* initiative — video calling local schools to offer farm updates and tours. Donna was central to the Teenager Research Project. Commissioned by LEAF (*Linking Environment and Farming*), it examined the relationship between teenagers and food and farming, including how the industry could work better with young people. From this the national *Farming Fortnight* was launched. Involving Brockhill, it reached tens of thousands of teachers and young people and was featured on BBC's *Countryside*.



Donna's work has provided invaluable insights into the contemporary challenge of engaging teenagers with understanding where food comes from, food security and environmental sustainability. Donna's nominators and her colleagues believe that paramount to her success is not only her knowledge and skill but the drive and enthusiasm that she brings to the learning process — 'she instils a passion in her students'.



Glen Stewart

The *Keith Hutton Legacy Bursary for Theatre and Performing Arts* for 2021 was awarded to Glen Stewart, Director of Professional Development at *The National Centre for Circus Arts* (NCCA) in London. Glen hails from New Zealand. He was an international gymnast before becoming a gymnastics coach, which opened the door to the world of performance and circus. The contemporary circus, blending traditional circus skills with other performing arts, is now big business in the entertainment industry — witness the phenomenal success of *Cirque du Soleil*. The wider range of knowledge and skills of the new circus required a more demanding and longer period of education and training. So, circus arts found their way into higher education. In the UK, two HEIs — including the prestigious NCCA — now offer degree courses in circus arts.



Glen Stewart is an example of that new emphasis on higher level knowledge. As well as teaching undergraduate students, Glen delivers CPD for the teaching team, ensuring that circus artists of the future are well trained, and able to manage their own fitness, skills and wellbeing throughout their careers. He also leads for the National Centre in research and knowledge exchange around health, wellbeing and fitness. In 2015 Glen co-hosted a major UK Acrobatic Symposium involving internationally renowned specialists from the fitness industry, physiotherapy and performing arts medicine. This led to a number of research projects including *Height Fright*, a project with Conservatoire for Dance and Drama schools, University College London and industry.

Glen's expertise is greatly sought after by theatre producers. He has been involved with: the Bridge Theatre's recent *Midsummer Night's Dream*, and Tamasha's *The Arrival*; films, including *Victor*

Frankenstein and *Dumbo*; television productions such as BBC's *Tumble*; and various other commercial projects. He acts as ambassador for the sector, ensuring — by providing a link to industry — that circus is recognised as an important ingredient in the storytelling lexicon. Recent projects with the Lawn Tennis Association and Chelsea Football Club have seen Glen develop work that has embedded circus activity into the regular schedules of elite athletes to help diversify and enrich their training.

Community education is also important to Glen. He leads a programme with schools and youth centres to deliver training to young people and their teachers and youth workers, ensuring ongoing circus training, supported by online resources. This hugely increases access to circus training for youngsters which not only improves physical fitness and agility but also increases self-confidence, self-esteem and self-control.

Master's Award for School Leadership



Paul Jackson

Paul has changed the lives of children in his primary schools through integrating creative education across the curriculum, from music and art to philosophy and sustainability. Paul is creating an eco-school. Working with the Woodland Trust, he has established a wildlife sanctuary, a school garden, and 'greened' the curriculum, linking the children's enjoyment of nature with nutritional science and food education.

Geoffrey Bond Award for Art



Viv Lawes

Viv is an art historian and antiquarian at the City & Guilds London Art School. This bursary will assist her participation in a prestigious course for arts and heritage professionals, gaining access to the precious collections in Cambridge University libraries and in great country houses. It will be invaluable to her research in and teaching of Paper and Book Conservation.



Mary Lou Carrington Award for a Businesswoman with Significant Contribution to Education



Terri Duhon

Terri is much in demand as a financial market expert with blue-chip experience, an author and lecturer at Oxford University. Yet she devotes much of her time with *Speakers for Schools* encouraging, upskilling and inspiring students in state sector schools. Terri's personal story of failures, tears, grit and determination makes a long-lasting impact on students' aspirations.

Inspirational Educator in Environmental Education



Gabrielle Black

Gabrielle is famous in environmental education for raising awareness through a creative and artistic approach. Her exhibitions of art objects using recycled materials attract 10,000 visitors per year. Her children's green poetry anthologies and illustrations are best sellers.



Katy Barton

Katy is a passionate advocate for enquiry-based and cross-curricular learning which has been the basis for all the school and family programmes she has designed and delivered in zoos, the Royal Parks and currently for Groundwork South. She has a gift for engaging local communities and has secured their volunteer labour and donated materials to develop the Centre's site for environmental education.



Kate Bygrave

Kate innovative approach integrates her experience as a Youth Worker with environmental education. Her bespoke programmes for young people-at-risk, with SEND and in PRUs integrate practical horticultural and conservation experience with personal, social and life skills.



Anne Finlayson

Anne is a national and international leader in environmental education. As Head of WWF UK, she designed the innovative whole-school approach to sustainability, which was adopted by UNESCO in its Global Action Programme. She also set up the influential charity, Sustainability and Environmental Education. Her award is for lifetime achievement in the field.



Heather Greenwood

Heather is a passionate horticulturalist. She inspired the pupils of a primary school, their parents and the local community in a poor ex-mining area, to transform the neglected school grounds into a beautiful and productive garden of delights, while embedding learning into the National Curriculum for Science. They won Gold in the Yorkshire in Bloom competition.



Mark Stead

Mark has radically transformed the educational programmes of the Wildfowl and Wetlands Trust to embrace experiential learning. His flagship project, Generation Wild, engages 15,000 disadvantaged children a year in immersive experiences with nature, but also trains teachers and parents so that the project is fully sustainable.



Brender Willmott

Brender of Cornwall College leads the Beach Rangers Academy, exchanging classroom walls for the coastal landscapes of Cornwall. These bespoke programmes enhance the 'life hacking' skills of young people by a combination of business enterprise, practical coastal skills and wellbeing training. The Academy has had a demonstrably positive effect on thousands of young people in Cornwall and beyond.

Welcome to our new Trustees!

In the Spring 2021, the Trustees invited applications from the members of the Company for three vacancies to replace retiring Trustees Dr Yvonne Burne, Sir Peter Estlin and David Taylor. We were delighted with the positive response we received and the quality of the applications. After a difficult decision, the Trustees invited Liverymen Brett Bader, Paul Bower Isaacson and David Skidmore to join the Board. All three offer academic and professional backgrounds in STEM subjects, which will balance the expertise of the current trustees. Between them they offer experience of the school, FE and HE sectors. Let me introduce them to you.



Brett Bader

Brett's first degree was in Environmental Science during which he undertook placements on the world's longest coastal management plan in Belize with Coral Cay Conservation. After graduating, he undertook a PGCE in Science with Environmental Science from the University of Bath. He was planning to transfer to the British Army full-time but decided instead to stay on in the Reserves. Brett holds dual commissions as a Reservist and Cadet Force Officer with extensive experience in training and development.

Brett taught across a range of subject areas in schools, including science, geography, and sport. His passion for learning was evident and he created opportunities for varied learning both in and out of classroom to engage learners. His leadership was recognised early when he became a Head of Year and then Acting Head of Department. When he was appointed to a challenging school in an area of multiple deprivation, Brett increased academic achievement by 50 per cent in GCSE A-C attainment. He successfully led the school to become a Specialist Sports College, in addition to leading a School Sports Partnership across Christchurch and the Purbecks. He also led a successful National Lottery bid to build new facilities to increase health and educational opportunities. Other work included the creation of a Combined Cadet Force prior to the national



initiative, and a Christchurch-wide DoE programme with over 400 students annually completing the award across three secondary schools. Brett was an active senior leader, engaging the community and changing social perceptions of the school. He successfully completed his National Professional Qualification in Headship, in addition to a PG Dip in Institutional & Professional Development.

In 2008, Brett decided to train in Pre-Hospital Care and Emergency Medicine. He funded his studies by setting up and running a successful training business. Further postgraduate training in Remote Global Healthcare at Peninsula Medical School reinforced and enhanced his expertise in remote medical care training. Still practicing, he also delivers educational training to a range of organisations in life saving procedures both in the UK and worldwide.

With a natural passion for and professional recognition in science, the environment and health, he is a STEM ambassador. He is a passionate advocate for youth development as a DoE Leader, Assessor and Approved Activity Provider. Always seeking new experiences and adventure, he has been an expedition leader in a variety of locations around the world. He has recently set up an expedition business to develop confidence, skills, and opportunities with a sustainable ethos.

Brett has been involved in charitable work for numerous years and is still regularly active. He is a national Trustee with Wooden Spoon as well the Chair of the Dorset, Wilts and Hampshire Region. He also fundraises for Epilepsy Research UK and Save the Rhino, completing many endurance events including being a World Record Holder for the longest ever rugby match — over 25 hours — and running across the driest desert on earth dressed as a rhinoceros.

Brett joined the Worshipful Company of Educators in 2019 and became a Liveryman in 2020. He was appointed to the Board of Trustees in 2021.



Paul Bowers Isaacson

Paul is a bit of a polymath. He graduated with joint Honours in Chemistry and Education from Keele University, and taught chemistry and general science mainly in central-city schools in Manchester and London, earning him membership of the Royal Society of Chemistry. However, his interest in the humanities led him to undertake a Modular Masters (at Salford University), which included the *Sociology of Literature and Shakespeare in Performance*. This interdisciplinary curiosity led him to an interest in the creative potential of cross-curriculum courses and he developed and taught a number of innovative programmes, both in-school and as part of national projects. Paul's disciplinary specialism in chemistry broadened into science in general and its place in wider society. He became Head of Technology and Science and had cross-curriculum responsibilities for the Sixth Form.

Later, as a full-time curriculum developer and assessor, he contributed to major developments including *A Level Science & Society and Science for Public Understanding* (as project worker for the Nuffield Foundation Curriculum Centre and as senior examiner) and the *Extended Project Qualification* (as the senior examiner in the pilot and development phases with QCA and a major examining organisation). He became one of the first Chartered Educational Assessors (CEA) with a particular interest in appropriate coursework.

A committed Quaker, Paul took an early career break for several years as an educational peace project worker travelling throughout the British Isles. He subsequently joined a number of Quaker-related trustee boards, including several years with responsibility for large grant awards to Peace and Social responsibility projects. He has also served as a board member and trustee of the Chartered Institute of Educational Assessors.

Paul has taken part in a number of clinical research trials and is co-founder of the patient-led 'patient and public involvement' organisation TrialsConnect, which is based at the William Harvey Clinical Research Centre. He is currently the honorary administrative secretary. During the COVID-19 pandemic, he has, since March 2020, been the patient representative on the group organising coronavirus research in the Barts Health Trust and Queen Mary, University of London.

Paul's wife, Lisa, works for an American university programme in London and he enjoys welcoming both students and visiting staff to the city, where he was born and bred, as 'faculty spouse'. Additional 'spare time' activities include riding on Wimbledon Common and, of course, service as an active Liveryman of the Worshipful Company of Educators.



Professor David Skidmore

Most of David's career has been in education. He is now an Emeritus Professor having held a Personal Chair in Rural Policy, spanning the subjects of geography and biology. He is a Senior Plant Health Professional registered with the Royal Society of Biology and advises on plant health, horticulture and environmental and social issues through his membership of national, project committees. He took his BSc at the University of Manchester and completed his PhD at Bangor University. He began his academic career at Girton College and the University of Cambridge and went on to teach at a number of educational institutions in both the higher and further education sectors.

He is concerned with all the levels of education that are represented across the Worshipful Company of Educators. He feels that it is essential to recognise and promote the enormous and undoubted benefits that education and training bring to both children and adults. He is a Primary School Governor where he is involved in teaching, learning and assessment and the development of its international curriculum.

David is Honorary Director of the Lovell Quinta Arboretum in Cheshire which holds National Collections of oak, pine and ash. This gives him the opportunity to work with, and support, volunteers and the local community and encounter the complexities of administering a charity.

David values the contribution that is made to science and education, and personal development, by the learned and professional societies. He is Fellow of the Royal Geographical Society, the Royal Society of Biology, the Chartered Management Institute and the Linnean Society of London.

Introducing the Trust's new Honorary Secretary



Martha Burnige

Martha was born and brought up in London but moved north to study for a BA (Hons) in Government and Law at the University of Manchester. She returned to London to The College of Law and joined Nabarro Nathanson (as was) as a trainee solicitor. Martha qualified in 2005, specialising in charity and education law. She later worked for leading law firms Stone King and Veale Wasbrough Vizards where she advised schools, universities, student unions and grant-making charities. The introduction of the Academies Act 2010 saw Martha become one of the country's leading lawyers advising on the conversion to academy status and the formation of multi-academy trusts.

Martha remains a practising solicitor but works as Executive Vice President and General Manager for International Schools for Pansophic Learning, a US based school management company with responsibility for schools in the UK, Switzerland, Uganda and Dubai. Martha has been involved in the opening of two free schools in the UK, including The Gatwick School in Crawley, an all-through school. She is also on the board of International School of Berne and of Academy Middle East, a US curriculum online school. She is company secretary of Aurora Academies Trust which has seven schools across Sussex and Surrey.

Martha credits her interest in education to her mother who was a school governor and teaching assistant. Her sister has also followed a career path into education and works for the University of Greenwich. Martha has a young family and little spare time but is a fourth-generation supporter of Millwall FC where she is a season ticket holder. She was admitted to the Educators in 2018, becoming a Liveryman in 2021. She was appointed as Honorary Secretary of The Educators' Trust Fund in 2020.



And the Trust's new Honorary Treasurer



Dr Martin Collins

We are delighted to announce that we have appointed Dr Martin Collins to the post of Honorary Treasurer to the Trust. He follows Professor Simon Denny, who has provided excellent service with good humour and wit for the last four years. Martin is already well known in the Company. Joining in 2016, he is a Court Assistant, sits on the Membership Committee and is Secretary to the Engagement Committee. He is looking forward to contributing to the effective management of the Trust's finances.

Martin has had a diverse career. A dedicated entomologist from an early age with an interest in beetles, at age 19 he gained summer employment in the Natural History Museum and as a consequence of his research he became one of the youngest to be elected a Fellow of the Royal Entomological Society. With a First Class Honours in Zoology at the University of Reading, he stayed on to undertake a PhD on soil ecology, while teaching agricultural and horticultural entomology.

After a temporary lectureship at Portsmouth Polytechnic and a term teaching at Latymer Upper School, he was appointed Lecturer in Biological Sciences at the Polytechnic of Central London (now the University of Westminster). During his 17 years there, his research focused on urban ecology, spending vacations at New York University, comparing the ecology of the two cities but also teaching there. Aware of the challenge to inner-city schools of teaching ecology without travelling to the countryside, he wrote, 'Urban Ecology — a Teacher's Resource Book' (CUP 1984).

By chance, he assisted in the teaching of physiology to physiotherapists at St Mary's and the Middlesex Hospitals and then to students of the British School of Osteopathy (BSO, now University College of Osteopathy). Following an MSc at King's College, London in Human and Applied Physiology, he was seconded part-time to initiate research at the BSO but became so interested in the osteopathic model of health care, which he saw as 'ecological' that he gained employment full-time there — simultaneously as a student, research co-ordinator and physiology lecturer. On graduation, he set up the first osteopathic clinic for the homeless in the Social Care Unit of St Martin-in-the-Fields. He became a member of the Research Council for Complementary Medicine and a council member of the Osteopathic Association of Great Britain. Drawn into BSO's management, he was appointed Academic Dean and then Principal and Chief Executive at a time when, following relocation, BSO was £2M in debt. With sound financial management and supported by professional fund-raisers with whom he worked closely, the debt was repaid in five years. Having the Princess Royal as Patron was a great asset. During his term of office, the college gained government funding and its degree became the first Master of Osteopathy.

Martin has lectured and delivered numerous papers in the UK and abroad. His publications focus on the physiological basis of osteopathic intervention and the history of osteopathy. He has written two books on the latter subject and was a co-founder of the National Osteopathic Archive. He is an Honorary Fellow of the University of Bedfordshire and Fellow of the Royal Society of Medicine.

Before retiring, he qualified as a City of London Guide, guiding on Open House Days, after the Lord Mayors' Shows and at Erno Goldfinger's modernist house in Hampstead. He recently published a book, 'London from the Top of a Bus'. Since retirement he has also returned to his first love, beetles, and in his spare time works on his own extensive collection and at the Natural History Museum.

Liveryman Jennifer Somerville, Chairman, The Educators' Trust



Military Links



The Typhoon Multi-Role Combat Aircraft

The Worshipful Company of Educators has had the honour of being affiliated with 22 Group RAF since 2011. This decade-long affiliation has led to a close working relationship between the Company and the RAF and has enabled us to celebrate some outstanding 'Light Blue' educators. Although the restrictions imposed by the covid pandemic meant that we were not able to award our 'best educator' medal for 2020 at the City Celebration dinner last November, a joint plan was developed to make the award at a ceremony held in the splendid surroundings of the Central Hall of the Officers Mess at RAF Cranwell on 29 April 2021.

The winner of the Educators' medal for 2020 was Flight Lieutenant Marcus Capell, the Training Officer of 29 Squadron RAF for his outstanding work to improve the effectiveness and efficiency of pilots flying the Typhoon multi-role combat aircraft. Not content with improving the training of fast-jet pilots, Marcus also successfully mapped his new course against the Open University's accreditation criteria, which will shortly result in RAF pilots gaining a degree in Aero Systems. His outstanding achievements were rightly recognized when his medal was presented by Air Vice-Marshal Richard Maddison OBE, Air Officer Commanding 22 Group, and the Company's Military Liaison Officer, Professor Simon Denny.



Air Vice-Marshal Richard Maddison OBE, Flight Lieutenant Marcus Capell, Professor Simon Denny



The response of the RAF's educators to the covid pandemic has been fast, flexible and effective. One group of educators in particular stood out for their innovation and drive for excellence. The School of Physical Training team from RAF Cosford rose to the challenges posed by the pandemic to transform the residential training programme for RAF Training Officers and Physical Training Instructors into a modern, blended approach. All courseware was rewritten and, utilizing a blend of online learning and live facilitated sessions, the new programme is delivering the same high-quality outputs in 20 weeks, rather than 28 weeks. This superb team performance was recognized by the first award of the Company's plaque for Educator Teams.

While the RAF is our Senior Affiliate, we were delighted and proud to affiliate with the Senior Service at an event held on 24 June 2021 in the lovely surroundings of St Michaels Paternoster Royal (a church founded by Dick Whittington). We are now affiliated with the Royal Navy's Training Management Specialisation and look forward to a long and mutually rewarding relationship with the 'Dark Blue' educators.

The timing of the event was excellent as our Immediate Past Master, Richard Evans, represented the Company on his last full day in office. Richard's parents met in Malta where both were serving as Royal Navy officers and, as he said in his welcome to our new affiliates, if it had not been for the Navy, he would not have been Master of the Worshipful Company of Educators.

Liveryman Simon Denny



Flight Sergeant Ronan Archbold (Training Flight, RAF School of PT)



Commander Andrew Swain RN, Captain Jo Adey RN, Richard Evans Master Educator, Commodore R J A Bellfield CBE ADC RN



'A Nursery of Charity and a Seminary of Good Citizens'¹



Past Master Martin Gaskell

In my Master's year (2016-17), following the Annual Service, I posed the question as to why we held such an event in such a form. Of course, each year to recall and give thanks for our founders and benefactors is perfectly right and proper. But, in doing so, why do we have to robe and process to church for a religious service of commemoration?

And the same question, in different forms and focus, could be asked about Declarations, Clothing Ceremonies, Sung Graces, Loving Cups, and sundry Installations. And the answer that comes back is that they are all part of the 'livery tradition'. But if I return to the earliest days of the Guild of Educators, then there was much debate as to why such traditions had to prevail in a Modern Company. As such, shouldn't we do things differently, and create our own events and patterns of behaviour. In other words, shouldn't we be 'modern'? But the counter-argument — apart from liking ceremony and apparently ancient tradition — would be that — as a new company that wants to be part of the Livery and accepted by the City and the Livery — we must behave like a Livery and adopt its expected practices and customs.

Setting out the 'Customs of the Guild', *The Handbook for the Freedom of the Guild* (published c.2004) states:

'The following customs have been agreed by the Court for the guidance of Freemen of the Guild. They are based upon the guidance issued to livery company clerks by the Fellowship of Clerks . . . and reflect the guidance issued by many livery companies to their members.'

Though there may be expectations, there is no requirement to behave in particular ways; there is no enforced pattern of behaviour. The Company is not subject to some dirigiste constitution. It is free to develop its own characteristics, but, in a typically English way, within unspoken bounds. As the preface to the Book of Common Prayer so admirably puts it with respect to the liturgy of the old Anglican Church:

'It hath been the wisdom of the Church of England, ever since the first compiling of her public liturgy, to keep the mean between two extremes, of too much stiffness in refusing and of too much easiness in admitting any variation from it.'

The new Guide for aspirant members of our Company contains much information on its various arcane and antiquated ceremonies. It provides detailed information as to when they occur, what happens, and how one is to behave. But there is no indication as to why they take place or what their purpose is.

And that balance has been at the heart of our culture of ceremony in this country, and has informed our behaviour. Thus it has, in turn, been reflected in a continuum of literary experience. From George Herbert in the seventeenth century, who could opine that,

'Man is a shop of rules; a well trussed pack, whose every parcel underwrites a law'²

through to Eliot in the last century,'

'Where every word is at home, taking its place to support the others, neither diffident nor ostentatious, an easy commerce of the old and the new.'³

So the English respect ceremony, but at the same time are sceptical of it. Despite the adoption of formal clothes and formal modes of address, there is always a measure of relaxation. The most traditional of ceremonies can be adapted to meet contemporary needs. Like livery companies, schools, churches, colleges, regiments and Inns of Court all have their rituals, which, it has been said, are usually performed respectfully but inexactly. The purpose being to put everyone on an equal footing. The 'modernist' may want to rationalise and replace ceremony with rational formulae. But — seemingly for most in this country — tradition and example are far more acceptable and perhaps reliable than abstract argument. We can accept them because they exist without explanation.

And maybe that is why ceremony continues to flourish and find favour. In an increasingly secular and less hidebound society, the rites of passage are celebrated evermore fervently. Look only at degree ceremonies and weddings. In the case of the former, what was once something to be avoided is now embraced by the vast majority of graduates, and parents and families see it as a high point in the celebration of the lives of their offspring. And universities have responded accordingly, with the new ones evolving evermore elaborate interpretations of traditional ceremonial. Meanwhile, although weddings may have lost their original religious purpose, they have been reinvented to meet the needs of an increasingly diverse and open society. They have also become more and more elaborate and costly in pursuit of a ceremonial ideal in which so much material and emotional capital is invested.

Ceremonies may be anachronisms, but they remain meaningful — we mock at our peril. They may be simply enjoyable and a 'bit of fun', adding colour and sentiment to otherwise dull and dreary lives. And has that not been a function of ceremony in all societies and religions through the ages? But they are also symbols and signifiers, markers of community in an otherwise fragmented and atomised society. And that brings us back home, for the City of London has traditionally espoused a moral culture, albeit one conducive to financial success. It has depended on relations reflected in the honour of the participants. This can, of course, go badly wrong, but it remains inherent in the concepts of its constituent institutions, animated as they are by an unwritten code. And within that the

1. The Clerk to the Grocers' Company, 1689; See <https://grocershall.co.uk/the-company/> (accessed 3 August 2021)

2. George Herbert (ed. Tobin J.), *The Complete English Poems*, (London: Penguin, 1991) Poem 24

3. TS Eliot, in part V of 'Little Gidding', the fourth of his Four Quartets (<http://www.paikassociates.com/pdf/fourquartets.pdf>; accessed 3 August 2021)



guilds and liveries have developed an ethos of their own. That ethos may be said to flourish because our sense of dutifulness is matched by a sufficient dose of eccentricity.

As educated English people — inevitably sceptical and frequently cynical — we cannot take our ceremonies too seriously. Nevertheless, we can recognise that they are the time and place when we can assert our identity, recognise achievement and define connections. At their best, ceremonies contribute a degree of reassurance and a sense of value. As such they have long been central to stable and happy societies. They have an undoubted, if irrational, power to emphasise and affirm our purpose and practices. In the end, in addition to raising our sense of collective enjoyment, ceremonies are signposts for individuals and reinforcers of collective values.



Pinner's Progress: *Heads up!*

PINNER
HIGH SCHOOL

Our Trailblazers are completing their GCSEs. We are a school that likes to look forward, and we do so with optimism and excitement. The future is bright. When you like to do things for the first time it becomes infectious and it's the enthusiasm that is catching. When we first opened, our first GCSE results were out there on the horizon, almost as far as the eye could see. They have hurtled into view. No one can quite tell me where the last five years have gone.

Before we reach those results, we know we have celebrated milestones before. After one year, Pinner High School was showcased in the Parliamentary Review highlighting good practice in schools nationwide. We were cited in the House of Lords a year later as a model of a new school in the Grand Debate on Educational Standards. Ofsted judged us 'Outstanding' in all categories in our third year. Just 7% of schools received such a judgement in the first term of that academic year, so it felt like things were going in the right direction. And early this year, the news that we were one of just eight schools across the country shortlisted for the TES Secondary School of the year award. There are well over 4,000 eligible schools, so this is quite the accolade, and such a lovely thing for the whole community to celebrate. We say it quietly, as we like working with our neighbouring schools, but we have been the most oversubscribed school in Harrow for the last two years, with 1202 applications this year for 180 places in Year 7. Students from 59 schools across London, Hertfordshire and Buckinghamshire have applied to join our Sixth Form.

That is one way of tracking the last five years, but it ignores the best bits. It tells the story of paper not people, the cover but not the contents, the numbers but not the names. Pinner High School is full of wonderful young people in all year groups, who continue to embrace the opportunities available to them and make the most of the chances that they have. Our Trailblazers will go on to our own Sixth Form or Colleges in the local area as young people who

And, as with the Educators today, so with the Guilds of late medieval Coventry:

'Ceremonial occasions often provided at least the opportunities for bringing together in celebratory circumstances those who might otherwise be opposed or separated in their respective spheres.'⁴

Past Master Martin Gaskell

have brought a school to life and enhanced their own prospects by doing so. Theirs are the footsteps others are following. Much as awards bring admiration, it is the triumph over adversity that is more defining. The last year has brought challenges to everyone, and the school community has met each one with their heads up. It turns out that doing things for the first time is an excellent skill in itself, not just for students, but colleagues too. Perhaps it doesn't matter too much what that 'thing' is. Maybe you're the first Pinner High House Captain, the first to launch 'PinnFest', the first to find your way down a corridor of brand new labs, or the first to try live lessons on Google Meet. Setting up a school from scratch makes it easier to set up a Covid-19 testing facility, almost overnight. It is in the confidence to trust yourself to get it right, to be resilient when challenges emerge, and to show courage and flexibility to find a creative solution. That is the Trailblazers' spirit. They are all Pinner High School Values, of course. No one can tell me where the last five years have gone, but I hope these will be the Values, and the spirit, that underpin the next five too.

Freeman Chris Woolf



4. Charles Phythian-Adams, 'Ceremony and the citizen: The communal year at Coventry 1450-1550', from P. Clark and P. Slack, eds. *Crisis and Order in English Towns from 1500-1700*, Routledge, 1972



Master's Seminars 2020-21: Visions for the 2030s

Looking ahead: questions, problems and threats

Even before the current crisis, I had wanted to create a series of Master's Seminars looking into the long future. The Seminars aimed to provide food for thought about long term thinking in the Education & Training Sector, but clearly had to consider the short-term after corona virus/ACV as well as remembering before corona virus/BCV. There follows a short review of each of the Seminars, with some thoughts about Planning for the Future.

A Social Purpose Management Initiative in a Business School setting

Seminar 01 - Professor Paul Palmer, Director of Centre for Charity Effectiveness, Cass Business School

Professor Palmer talked about a programme running now for 5 years at Cass Business School. Most Universities encourage links with the community in a variety of ways. Many companies also link to their communities, often as part of a CSR- Corporate Social Responsibility - approach. The programme at Cass Business School which he outlined at the first Master's Seminar is not voluntary but an assessed part of the first year of their undergraduate programme. Within the HE sector, it also fulfils a need for graduates to be more employable and be well-rounded individuals.

The Arts, Education and Social Inclusion

Seminar 02 - Rt. Hon Lord Chris Smith, Master of Pembroke College, Cambridge

The speaker talked about the principles behind the success of two culture-related projects he had started when he was in Government. He outlined the changes made to the understanding of the role of heritage and culture in national life and in education in particular. One of his definitions was that culture is a way to grow people, for their schooling and their adulthood. The speaker suggested that at its arts projects gave the participants a sense of self-worth through committed engagement. He suggested that arts & culture can be a catalyst for school and community improvement. The Speaker is a firm believer in creativity as a necessity in our education and hoped that the Educators would continue to help in promoting that idea into the future. It was a Call to Arts.

Home Thoughts from Abroad – Higher Education

Seminar 03 - Anthony McClaran, Liveryman, Vice-Chancellor, St Mary's University

Liveryman Anthony McClaran spent 5 years working in Australia as head of TEQSA – The Tertiary Education Quality & Standards Authority. He explained many aspects of higher education in Australia and made comparisons with his experience of being CEO of QAA, an equivalent organisation. The importance of the English-speaking education in Australia was a key driver to improve and maintain standards in tertiary education for the Australian economy. In one recent year, there were 1.6m HE students in Australia of which 30% were international. There was a full discussion after the Presentation, with questions about external examiners, research degrees, apprenticeships and appointing assessors among other topics discussed with a focus on future plans, towards 2030, with the Covid Pandemic a great unknown.

An Education Odyssey: a classical view of a modern day challenge

Seminar 04 - Desmond Deehan, Executive Headteacher & CEO, The Odyssey Trust

Desmond Deehan provided a clear review of managing an Academy Trust with ambition to improve education for all its pupils and to support its local communities. A team is in place to develop these collaborations further and the strength of this has been shown since March 2020 when all schools had to adapt to remote learning, combined with a duty of care for vulnerable children along with in-school education of key workers' families. The resilience of the local communities has been supported by the Trust in a variety of ways to meet the educational and poverty challenges which have come about because of the Crisis. In the longer run, the Trust plans to build on its success by provided opportunities for training teachers within their organisation. Part of the approach of flexibility is the idea that there should be spectrum thinking about concepts and solutions, rather than binary thinking and choices.

Educating for the future: In Faith or Anxiety?

Seminar 05 - Dr Rowan Williams, former Archbishop of Canterbury



The 5th Master's Seminar of the pandemic year for the Company continued with the theme of thinking very long term. It was provided by a great thinker and speaker, Dr Rowan Williams. Rowan Williams was the 104th Archbishop of Canterbury 2002-2012. His recent experience was in Higher Education with 8 years as Master of a Cambridge College, but with wider and deep experience in other kinds of education settings. He was a frequent visitor to schools when he was Archbishop of Canterbury. The tone of the Seminar and the following discussion was optimistic but the speaker outlined some of the impacts of the current crisis and how its impacts would be felt in education as well as question our relationship about faith matters. Dr Williams had direct experience of education until recently as



Master of a Cambridge College. In this case he and his team were dealing with the impact of students leaving university with an incomplete education, in terms of final exams and experiences. For those joining university life, there had been immense disruption and anxiety about A-level exams and results. Overall, Dr Williams advocated for a human-centred approach in which faith education had a role. Education was not a wholly owned subsidiary of an economic concern; it should support people to learn widely and not narrowly. Education in his view should be for wider citizenship not just employability. His Seminar was well received and created much debate afterwards. We were joined by many City guests, listed below:

Livery Company Visitors:

The Master Clockmaker, The Master Spectacle Maker, Master Pipe Maker, Prime Warden Shipwright, The Master Turner, The Master Ironmonger, Master Management Consultant, The Master Playing Card Maker, Master Poulterer, Master Tax Adviser, Master Framework Knitter, Master of the Company of Nurses, Master World Traders, Master Stationer, Master Woolman, Master Needlemaker, Master Information Technologist. Clerk to the Spectacle Makers, Clerk, Management Consultants' Company, Clerk for Leathersellers, Clerk to the Information Technologists.

Possible Futures: lessons from recent crisis.

Seminar 06 - Professor Sir David Cannadine FBA, President of the British Academy, author and broadcaster. Dodge Professor of History at Princeton University

Immediate Past Master Richard Evans



Praxis:⁵ law clinics, FE developments, prison education

Editor's note: Being a broad church, our Company is well-placed to debate deep questions about education. What is education for? Why is it valuable? How do we value it? Should we (can we?) rank 'head, hand and heart'? Academics and educators are often accused of sheltering in ivory towers, unwilling to learn the manifold lessons that the rest of the world of affairs has to teach it.

That dichotomy is too crudely drawn. For example, Roger Kneebone (Professor of Surgical Education & Engagement Science at Imperial and Gresham Visiting Professor of Medical Education) points to the value of progression: from apprentice

(doing time, using your senses, space and other people): to journeyman (it's not about you, developing voice); to mastery (passing it on) for surgeons.⁶ There are resonances here for educational practice and for our Livery.

In similar vein, the following two articles also present a picture that is not crudely dichotomous. My hope is that publishing them will prompt others to submit — for future editions — items on similar themes. The Report (in this issue) on SIGFESL's discussions of the FE White Paper, *Skills for Jobs: Lifelong Learning for Opportunity and Growth* is also apposite and very thought-provoking.

5. From Medieval Latin praxis 'practice, exercise, action': see https://www.etymonline.com/search?q=praxis&utm_source=extension_submit

6. Kneebone R., Expert: Understanding the Path to Mastery (London: Viking, 2020; Penguin: 2021; Kindle, 2021) and Kneebone's Gresham lectures, including <https://www.gresham.ac.uk/lectures-and-events/expert> (accessed 27 July 2021)



Clinical Legal Education: a praxis model of education

Pioneering in the 1970s

The current government is keen that education — especially post-school — should be of economic value. It seems disinclined to regard the social sciences and more philosophical endeavours as having economic value. After all, there are not many jobs for those who studied PPE at Oxford and employment opportunities for lawyers are declining with cuts in publicly-funded legal aid and increased reliance on computer-based systems. For example, eBay and PayPal have an online dispute resolution system — first, online assisted negotiation software; and, if that fails, online adjudication — that deals with some 60 million claims each year.⁷ Nevertheless, many people see law as something disconnected from their ordinary lives. They might welcome it in an emergency but might think it asinine when it obstructs the achievement of their ambitions. Either way, the law is just a bunch of rules, interpreted and enforced by judges and lawyers who inhabit a parallel world.

Back in the 1960s and 1970s that view was shared by many legal educators. For those teaching for professional exams the rules just had to be learned. Those teaching in universities focused too much on the business of the appellate courts and the leading cases that give the law its shape and not enough on the laws' practical functions. The academics' concern was to discover the doctrine and to justify it by reference to its pedigree (its ancestry in previous cases of good authority). Justification by reasoned argument from moral or ethical principles or by reference to the practical consequences in the 'real world' was exceptional and often frowned upon as being about 'policy' rather than 'principle' or 'precedent'. The fourth 'P' ('process' or 'procedure') loomed large in professional legal education but was largely ignored in academic law. And yet, all four 'Ps' are in play in lawyering, whether by practitioners, judges or commentators.

I had the good fortune to study at LSE in the mid-1960s. The staff included brilliant German scholars and several teachers who had in-depth experience of the USA, which — although a 'common law' country in the model of the UK — was (and still is) a 'comparative law laboratory', with fifty states each having its own legal system. 'Legal realism' grew and flourished there in the first half of the twentieth century, whereas the legal education in the UK remained dominated by doctrine until the twentieth century's fourth quarter.⁸ US academic legal education is typically post-graduate and not seen as simply a step along the way to the bar exam and qualification to practise. There was a developing movement of US neighbourhood law centres, whereas the UK had Toynbee Hall's long-standing Poor Man's Lawyer scheme and not a lot else. Some US law schools began largely philanthropically-motivated 'law clinics' in which students

could learn and help simultaneously. An academic literature had already developed. For example, Marc Galanter's seminal essay, 'Why the 'Haves' Come Out Ahead: Speculations on the Limits of Legal Change' was published in 1973 in a journal that had been established ten years previously.⁹ Galanter's message was that the 'haves' came out ahead because they have the economic, social and psychological resources to win the law game — and not just because of the state of the rules of that game. And, quite unusually, at LSE we had courses in Economics rather than Roman Law and were trained in legal method (the skill of finding legal materials). In the mid-1960s, that was almost unique.

When I was appointed to set up a law degree at what is now London South Bank University in 1972, the case for 'just another law school' had little appeal for me. Instead, the threads outlined in the foregoing were brought together. My slogan was simple and borrowed from US 'legal realists': one cannot understand law by looking only at 'law in the books'; one must also consider and somehow experience 'law in action'.¹⁰ The motivation was not to turn South Bank into a 'trade school' but to create a law course by the end of which graduates would understand the law — the very phenomenon cited in the title of their degrees. In terms of skills rather than book learning, our objective — which I believe to be valid still — was to ensure that graduates were able, provided they had access to a law library (nowadays much of its content is available online free or at a low cost) and sufficient time, to analyse and address any legal problem.

Simultaneously with — but independently from — Warwick University, we inserted clinical education into our degree scheme. We tried to expose first year undergraduates to the problems that clients have and to see that helping them was more about practical matters of evidence, procedures and resources than about the relevant rules. Second year students had to take part in a term-long simulation of an accident case. A lot of role playing was required. And third year students could opt for a course in welfare law, which involved supervised and assessed advice giving in the local Citizens' Advice Bureau, under the supervision of a professionally qualified and experienced member of our staff.

Clinical legal education is no longer particularly unusual in the UK. Several universities have flourishing clinics. However, I am pleased and not a little proud to say that the traditions started in the 1970s survive at South Bank and that the University has been prepared to back the clinic with staff and premises. Because we cannot resource 'clinic for all', clinic places have scarcity value and competition for them is fairly fierce. Those that take part grow — not just as lawyers — but as more rounded and grounded individuals with eminently transferable skills and attributes. For an up-to-date insight, Catherine Evans, the current Director of the Legal Advice Clinic, has provided *The Educator*, with the following article.

Max Weaver, Visiting Professor, London South Bank University



Law in Action in 2021

One particular observation of Max's resonated with me: viz. that it was — and perhaps common for law to be taught to students as if it were something disconnected from ordinary lives. This is certainly not the case at London South Bank University Legal Advice Clinic. In 2015, I was appointed senior law lecturer and Director of the Clinic. It should be noted that I am not only employed by the University as a practitioner but also as a part of the education team. That illustrates how deeply experiential learning is embedded in the law degree at the University. Prior to this appointment, I was Director of Southwark Law Centre in Peckham. The student-led Clinic operates in a similar way to that of many community neighbourhood advice centres — providing face-to-face generalist advice to the public in areas of social welfare law such as family, housing, employment and welfare rights law. Clients access the service via drop-in appointments and — although we do not provide casework representation — there is no limit to the number of times clients can access the service. The students advise under close supervision by solicitors or experienced caseworkers.

The teaching we provide in the Clinic reflects the reality of the operation of the law in a modern democracy. Law frames our lives from cradle to grave. Birth, education, health, housing, relationships, employment and death are all governed by an increasingly complex web of laws. If we were born in the UK before 1 January 1983, we are automatically British. But, if we were born after that date, our nationality is determined by our parents' status. First-generation or even second-generation citizens often have dual nationality, which means that, in extreme circumstances (such as in the case of Shamima Begum), they can be exiled from the UK, their country of birth. And so on.... Until our deaths, the law dominates our lives to a lesser or greater extent. The more vulnerable we are as citizens, the more important the role that the law plays.

A distinct aim of the Clinic is to develop the soft skills of the students, including client care, interviewing and teamwork, but the Clinic does far more than this. As Max says, we have no intention of setting up a 'trade school'.

An important goal is to give our students the confidence that they can succeed in their chosen career. LSBU is a widening participation university. Our students face all manner of barriers to a career in the legal profession, a major one being the lack of the self-belief needed to see themselves in roles, which, in the past, have been almost exclusively the preserve of the privileged few.¹¹ In the Clinic, the students work side by side collaboratively with lawyers. That engenders the conviction that they, too, can work as solicitors or barristers. A quote from one of our students encapsulates how the Clinic builds self-assurance and illustrates the richness of learning in the Clinic: "It has taught me to be confident, and to not limit myself and that people will respect me, despite religion and culture".

Whilst ethics and reflection have always played a central role in clinical legal education, Ann Cody's recent article¹² underlines how we can use reflection in a clinic legal education setting to imbue

social justice principles. She emphasises that "lawyers have an ethical duty to contribute to building the justice of law and the legal system".

LSBU's Legal Advice Clinic is part of the Windrush Justice Clinic: a collaboration between university law clinics, community organisations and Law Centres, which offers advice, assistance and representation to people applying for compensation under the Windrush Compensation Scheme. In the advice sessions, students hear at first hand from Windrush claimants the impact of the inequities of the 'hostile environment' and the harm to their mental and physical health that resulted from the unfair treatment. The students are able to play a small part by using their developing legal skills to help individuals obtain some kind of redress by way of the compensation scheme. It is a stark lesson in how law is very much connected to ordinary lives.

Catherine Evans, Senior Lecturer & Director of the Legal Advice Clinic, London South Bank University

Special Interest Group: further education, skills, lifelong learning (SIGFESL)

SIGFESL held two meetings dealing with the important January 2021 FE White Paper, *Skills for Jobs: Lifelong Learning for Opportunity and Growth*.¹³

The stimulus for the first meeting came from the publication in FE Week of an Opinion piece (by Professor Tim Blackman and Mark Dawe) that set out a seven-point checklist against which to assess the then anticipated White Paper: 1. a joined-up tertiary education system; 2. empower the learner; 3. unbundle qualifications; 4. progression and articulation; 5. hard skills; 6. diversity as a resource; 7. online and upwards.¹⁴ The White Paper (WP) was launched on 21 January 2021. On 24 February 2021, some 55 participants heard and discussed seven presentations.

Professor Tim Blackman (Vice-Chancellor, Open University)

Acknowledging that he comes to the topic from a Higher Education (HE) angle, Tim believes that we should be talking about a *seamless tertiary system*. WP heralds an alternative to an academic degree — the Higher Technical Qualification (HTQ). He sees this as building on degree Apprenticeships as the one- or two-year occupation-specific programmes anticipated for 2022. Tim referred to the Augar Review on post-18 Education and Funding (published in 2019) which identified skills gaps and lack of provision at Levels 4 and 5. WP sets store by a research study (September 2020) showing salary differentials between holders of degrees and technical/vocational occupations — with the latter ahead. However, there is a caveat here because there is less longer-term data on non-degree qualifications and salaries.

7. Pablo Cortés, 'What is Online Dispute Resolution?' https://www.law.ox.ac.uk/sites/files/oxlaw/dr_pablo_cortes.pdf

8. In 1942, in the Rocky Mountain Law Review, Karl Llewellyn wrote of lawyering as 'a craft of doing and getting things done with the law, instead of as a mere monopoly of knowledge of the law'. He argued that 'the essence of [legal] craftsmanship lies in skills, adding wisdom's; in practical, effective, persuasive, inventive skills for getting things done, any kind of thing in any field' (reprinted in Llewellyn K.N., *Jurisprudence: Realism in Theory and Practice* (Chicago: University of Chicago Press, 1962, 316-322, 318.

9. Volume 9:1 Law and Society Review, 1974. Reprinted (with corrections) in R. Cotterrell (Ed.) *Law and Society*, Aldershot, Dartmouth, 1994, pp. 165-230. <https://www.advicenow.org.uk/sites/default/files/uploads/2013/05/whythehavescomeoutahead-33.pdf>

10. The expression comes from Roscoe Pound's seminal article 'Law in Books and Law in Action', (1910) 44 *American Law Review* 12. Confusingly, unlike Platonistic realists, who assert that some legal concepts have a mind-independent existence, the American legal realists try to 'tell it like it is'.

11. Milburn A. (2012) Fair Access to Professional Careers, A progress report by the Independent Reviewer on Social Mobility and Child Poverty (Cabinet Office Report),

12. Cody A. 'Reflection and Clinical Legal Education: How Do Students Learn about Their Ethical Duty to Contribute towards Justice' (2020) 23 *Legal Ethics* 13-30.

13. <https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth> (accessed 29 July 2021)

14. <https://feweek.co.uk/2021/01/11/here-is-a-7-point-checklist-to-make-sure-the-impending-fe-white-paper-doesnt-fail/> (accessed 29 July 2021)



There is not one UK-wide education system. For instance, Scotland has retained a single modular HE framework that includes HNCs and HNDs; there are no fees for full-time Scottish students although there is a limit on numbers. In England, the fees increase in 2012 caused a huge decline in part-time (adult) students who are more risk-averse than young people. In contrast, Wales has provided generous funding for part-time degree students leading to a 40 per cent increase over 3 years. Whilst the WP sees HTQs as progression from T-Levels, Tim thought that the demand for degrees will not diminish — especially for entry into professional occupations.

The traditional, linear, ladder model for progression; the current funding and the regulatory regime are at odds with the flexibility that is needed in the world of work. Instead, a climbing-frame model is needed: focussing on the learner, providing permeable, flexible pathways, responsive to technological developments and not hidebound by the academic-vocational divide. We need a mix of: short courses; modular qualifications; credit transfer; and greater use of accreditation of prior learning allowing students to ‘cash in’ accumulated credits for a qualification, as the OU already does.¹⁵

Uniquely human skills are demanded by a fast-changing and technologically-driven world. The so-called old ‘soft skills’ are the new ‘hard skills’: leadership, teamwork, problem-solving, empathetic communication. A silo-driven description of occupational competencies does not reflect all occupational needs. Marketing needs analytics; river pilots (and geography graduates) need to learn meteorology. Tim also welcomed the new National Loans Scheme (the lifelong learning allowance), but questioned the start date of 2025.

Tim’s verdict on WP: ‘curate’s egg’.

Mark Dawe (Chief Executive, The Skills Network, and fellow-Educator)

Mark argued for coherence and consistency across a seamless tertiary system. He identified some good points in WP but regretted its incoherence. He objected to the term ‘low value courses’ and bemoaned that Level 2 is seen in WP as simply an adjunct to SEND (Special Educational Needs and Disability) education rather than as a useful building block for progression.

WP hails apprenticeships as ‘employer-led’, but experience shows that they might only be ‘employer-informed’ as employers are not allowed to lead. WP’s recognition of the importance of English and Maths is welcome. Its recognition of digital skills is somewhat tokenistic. The National Loans Fund flexibility is welcome but delayed until 2025. WP also promises improved Level 3 funding entitlement for adults.

WP could have been braver in giving more powers to learners to decide. Provision and providers must be regulated but learners should be empowered to choose according to individual need. Rules and regulations should be enablers of innovation.

Whilst WP wants less sub-contracting and more partnering, greater clarity on the sorts of relationships that are acceptable is needed from DfE. WP recognises that Independent Training Providers (ITPs) play a valuable part, particularly in workplace learning for adults, apprenticeships and traineeships. But there is no firm recognition of ITPs as an integral part of the picture: WP regards them as gap-fillers rather than equal partners.

Mark saw considerable merit in the principles set out in WP, but there are some confused parts. The sector must stand up and lead the way, saying to the DfE. ‘We welcome your aspirations, let us fulfil them for you.’ Mark advocated clear pathways — underpinned by digital and functional skills and by the new hard skills — from entry-level to Level 7. These pathways should be provided by whichever part of the sector is appropriate to learners’ needs at any given time — and be place-based, employer-based or digitally-based as needed. Such provision should be modular, credit-based, and unitised — providing building blocks to qualifications. A blended approach must now be the way forward. The past year of Covid has shown that — done well — remote learning, can be as interactive and personal as face-to-face learning. Furthermore, it can be more effective in the assessment and tracking of students and tutors.

Nick Linford (Editor, FE Week)

Nick welcomed WP’s breadth. After a decade of changes — and 5 years or so since the 2015 Apprenticeship reforms — DfE’s review is timely. Its most interesting features include: a new iteration of employers’ ownership, leading, steering, or decision-making powers; and Ofsted’s view that FE is not doing enough to serve the economy. DfE wants colleges and others to be led in partnership by employers, e.g. Chambers of Commerce. But it is not clear whether they will have any legal standing in Local Skills Improvement Plans (LSIP). There is need for greater clarity on these issues of structure and control. Where will these new local bodies stand in respect of local skills plans vis-à-vis others who already have similar responsibilities/aspirations, e.g. the mayoral authorities, the combined local authorities, the Local Enterprise Partnerships (LEPs)? Who will get what? All the contenders want to prioritise. Mayoral authorities already want to add courses to the DfE Level 3 adult entitlement. Nick thought colleges are best placed to be able to assess what an area needs — through local conversations with employers and training providers.

The employment focus matters, both to individuals (whether young persons or adults wanting to progress) and to employers (who want a skilled workforce). Wider outcomes — such as progression and employment — should be incentivised. We should move away from paying 100 per cent of the funding on the certification of a qualification (achievement rates). Nick argued that too much energy goes into designing courses that are out of date by the time they are implemented. The courses with the greatest impact — for people and for the local economy — must be identified and prioritised.

Nick’s big idea for WP: Incentivisation. Impact, impact, impact!

15. **Editor’s note: Cf micro-credentialing in Australian HE, e.g. <https://www.uwa.edu.au/study/courses-and-careers/short-courses/uwa-plus/micro-credentials#:~:text=Micro%2Dcredentials%20are%20short%2C%20specific,an%20undergraduate%20or%20postgraduate%20course>**

In the UK, by 1990 the Council for National Academic Awards had established the widely used HE credit structure. The objective was to facilitate credit transfer. Several universities will accredit prior learning and prior experiential learning. However, the market penetration of these ideas seems to be quite limited.



Jane Hickie (Chief Executive, Association of Employment and Learning Providers (AELP))

Jane welcomed WP’s title, which puts the whole sector at the heart of economic recovery and WP’s emphasis on employers’ roles. She argued that, generally speaking, employers do not want to be in the driving-seat — they have businesses to run — but they do want to be part of the solution and to be listened to. Like Nick, she found the role of LSIPs unclear. Is it advisory or stronger? Simplification of funding regimes is good news, but it remains to be seen what exactly what this will mean.

Jane also welcomed the proposed better implementation of the Baker Clause (requiring schools to provide opportunities for every pupil, including those with special educational needs and disabilities, to meet apprenticeship providers and learn about technical education options and governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13) and its proposed extension to Year 7. Young people (and their parents) are entitled to have access to information about vocational and technical pathways; this should not depend on arbitrary decisions on the part of schools.

The proposals to improve continuing development for teaching staff are also welcome. AELP has long supported development of pedagogy for their members, not least through a very popular ‘Good to Great’ programme. With the Association of Colleges, AELP has begun a new programme which was fully subscribed within 48 hours.

Jane was unenthusiastic about requiring re-application to the Register of Approved Training Providers (RoATP). Given that all existing providers had to re-apply in 2019, this seems to be a serious, time-consuming distraction from what is really important work for employers and learners. Who is making decisions about quality? Jane also thought WP’s approach to sub-contracting schizophrenic and unclear.

Jane’s big idea for WP: be nice and work together!

David Hughes (Chief Executive, Association of Colleges)

David felt fairly optimistic. AoC is working with the DfE. WP will help to move things forward, However, WP misses five big issues.

- (1) Degrees are valued too much over everything else. There is terrible snobbery about literacy qualifications. We should value every level of learning and see the worth of a continuum of learning.
- (2) Employers should invest more in their workforce. UK is lowest investor in the OECD area.
- (3) It is very difficult for adults to progress; for example for someone over 25 to get to Levels 3, 4 or 5. The system is too rigid.
- (4) Insufficient emphasis on the importance of literacy, numeracy and digital skills.

- (5) WP misses a fundamental problem revealed by the Learning and Work Institute research on barriers to learning. That research found that 45 per cent of adults are not interested in further learning — they do not think they need to learn anything again.

David argued that joined-up policy-making is needed. There is nothing in WP about unemployment! Government silos. Yet unemployment programmes — including the new Kickstart — sit with the Department of Work and Pensions. Better-nuanced partnerships between providers and employers are also needed. Whilst employers do not want to be the drivers, they do want to be partners.

Colleges and providers should have greater autonomy and long-term sustainable funding. Six times more funds go into HE than go into FE. This is unjustifiable, even considering the higher cost of many HE courses.

David’s big idea for WP: sector leaders (including HE) should step in and build a tertiary system for all ages.

Sue Pember (Director, HOLEX, the national professional body for adult education providers)

Sue broadly agreed with the other speakers. She added that WP does make some good proposals but there is still a lot missing. The WP title includes ‘lifelong learning’ but the report itself actually takes a very narrow view of it.

Sue admitted to being disappointed. Over the years, she has sat on eight commissions on Lifelong Learning but none of their proposals have borne fruit. Nevertheless, 17 million people in the UK do not have a Level 2 qualification and 9 million people have a reading age of below 11 years. They have an entitlement to free-of-charge English and Maths, but no-one tells them about it, or they simply do not want to know. If a person does not want to learn, they won’t learn. If the education system has not done anything for you, why would you want more of it?

WP is silent about artificial intelligence and about wellbeing. There should be recognition of how the acquisition of new skills — not necessarily work-related — can enhance wellbeing. Sue cited the importance of crafts in people’s lives during the periods of lockdown. In recognition of the need for health and wellbeing for a longer-living population. China has recently opened 70,000 Adult Education Colleges for over 55s. WP also fails to note that not everyone has an employer — some 20 per cent of workers are in the ‘gig’ economy. Sue argued that we need an individual-led system.

Sue’s big idea: stop waiting for the government to produce a Lifelong Learning Strategy, let’s get together and do it ourselves.

Kirstie Donnelly (Chief Executive, City & Guilds Group, and fellow-Educator)

Using Tim and Mark’s 7-point checklist, WP achieves a bare pass. However, there are sprinklings of fairy-dust reflecting the foresightful 1998 Green Paper ‘The Learning Age’¹⁶ issued whilst David Blunkett was Secretary of State. The Lifelong Loan Entitlement is welcomed, but again, why wait until 2025? It’s urgent. The terms ‘skills’ and ‘jobs’

16. <https://dera.ioe.ac.uk/15191/> (accessed 29 July 2021).



are the right language but, with unemployment rising rapidly due to Covid, immediate action is needed to get people into jobs.

Kirstie is cautiously optimistic about the proposals for teacher development and for College Business Centres funded from a Strategic Development Fund. Such centres could be combined with the Employment and Training Hubs proposed by City & Guilds in 2020. There is work to be done to break down boundaries of pace and place of learning.

WP's failure to address digital teaching and learning is very disappointing. Although digital skills for employees are clearly recognised, WP largely ignores the phenomenal pedagogic progress made during the lockdowns. Educators have acquired a whole new set of skills and shown themselves to be true innovators. In fact, there was more progress made in the first 10 weeks than in the preceding 10 years. We need colleges without walls not more of them with walls.

To make progress, Kirstie advocated that: Adult Education, Colleges and ITPs be enabled to work as one 'eco-system' implementing a culture of Lifelong Learning; the gates to creativity and innovation (there's masses of it around) be opened to tackle immediate joblessness; digital teaching and learning be embraced; modular systems that meet the needs of learners and employers be developed; and ending the fixation solely on qualifications — there is a host of ways by which credentials can be used to confirm achievement.

Kirstie's big idea: develop the one eco-system concept.

The following consensus statement — to be taken forward to the 31 March 2021 meeting - emerged from the ensuing discussion:

'Work together to drive a seamless tertiary system within a culture of lifelong learning; encompassing innovation and choice; with a focus on maximum impact for learners and employers.'

The 31 March meeting took the form of a round table discussion with: Sir John Hayes MP, former Minister for Further Education, Skills and Lifelong Learning; Sally Dicketts CBE, (Chief Executive and Principal, Activate Learning and President, Association of Colleges); Anthony Impey MBE, (Chief Executive, Be The Business) Professor Dave Phoenix OBE, (Vice-Chancellor, London South Bank University); Kirstie Donnelly MBE; Mark Dawe; Nick Linford; and Sue Pember.

WP, published in January 2021, is entitled 'Skills for jobs: lifelong learning for opportunity and growth.' In its first paragraph, it claims to,

'set out how we will reform further education so it supports people to get the skills our economy needs throughout their lives, wherever they live in the country. Focusing post-16 skills on this core mission will increase productivity, support growth industries, and give individuals opportunities to progress in their careers'

In its fifth paragraph, it asserts,

There are currently significant skills gaps at higher technical levels. We do not have enough technicians, engineers or health and social care professionals to meet the many vital challenges we face, from building our green economy to

meeting the health and care needs of our ageing population. Across a range of sectors, there is growing employer demand for the skills that higher technical education provides. Investing in these skills at both a local and a national level is critical to improving our productivity and international competitiveness.

The common practice of referring to it as the 'FE White paper' is potentially misleading, since most people would identify the term 'FE' with Further Education Colleges — physical locations that predominantly provide 16 — 19 education and training. This is not necessarily a true reflection of all that FE Colleges do. Nevertheless it is a widely held perception. FE Colleges do indeed, and quite rightly, play a major role in the government's policy reforms. However, WP also recognises to some extent that they are not the full story. Skills training and lifelong learning take place in a host of different settings, including universities, the workplace and community settings. Increasingly, it can be digital. People need education and training at different stages of their lives. Increasingly rapid changes in the labour market demand a different kind of access and delivery to fit with people's lives and the needs of employers. All this is recognised, to a greater or lesser extent, in the White Paper.

Our February consensus vision of a seamless tertiary system focussing on learners and employers accords with the aspirations of the White Paper. But it also recognises that, structurally, there can be built-in divisions and even competition between the different parts of the further education, skills and lifelong learning sector. Equally, it recognises that much over-used cliché — the whole is greater than the sum of the parts. In the March meeting, the speakers focussed on a particular set of challenges/barriers and opportunities/solutions that should underpin the development of a seamless tertiary system. The following key points emerged.

Sir John Hayes

The White Paper may not be entirely what we want but it recognises the significance of practical learning and further education. There is also the beginning of a recognition that, if the government is going to fulfil its macro-economic priorities, it has to have a skills strategy that matches those priorities. This issue must be addressed in two ways.

- (1) If the government is to achieve what it wants in terms of *re-shaping the economy*, it also has to re-shape the competences of the workforce. Not just those who are entering the workforce but existing workers. Upskilling and re-skilling are as important as the skills acquired on leaving school/college.
- (2) If we are going to *spread opportunity* — genuinely giving chances to people who do not have them, or enough of them — we have to emphasise further education and lifelong learning as a driver for the common good.

We need to use both the economic and the social arguments to persuade government that further education is vital to the achievement of their strategic objectives.

We must make a bold case for variety. Just as the real economy is not simple and straightforward, neither can the skills system be. We do not want huge monolithic institutions, delivering the same diet wherever one goes. We need local sensitivities, connections between providers and employers, skills to meet all kinds of aptitudes and



employer needs. Really useful practical and technical education is necessarily complex. Given such diverse skills and needs, there has to be a tapestry of different kinds of offer.

Freedom and flexibility for colleges is essential. Government should recognise that FE colleges and their leaders are grown-up people, more than capable of devising local offers that are in tune with both local and national employment and are attractive, appealing and have value. A Stalinist attitude to FE has persisted long after it was abandoned in higher education and schools. As Minister, Sir John tried to create freedom and flexibilities for FE; but these still need to be expanded. The price of this freedom, of course, is that some colleges will fail. That makes governments nervous. However, rather than having less freedom for everyone, we should have a good safety net. Intervention to protect the interests of students, public finances, etc. should not mean restricting everyone just because a small minority might not succeed.

Students and older learners — particularly those most disadvantaged — have to navigate an over-complex system. Without high quality Information, advice and guidance (IAG), the wrong choices are made at the wrong times; and it is often difficult to adapt once started along the road. Sir John set up the national careers service and introduced a statutory obligation on schools to obtain independent careers advice. In practice now, this too often means little more than access to a website. We need more face-to-face careers advisors going into schools and offering a wide range of advice about a broad range of options.

This applies similarly to adults who want to upskill or change careers, especially now with post-pandemic employment changes. Lifelong learning should be underpinned by high quality IAG. WP revisits the principle of lifelong learning accounts through which people could fund or part-fund their learning. There is some government nervousness that harks back to Individual Learning Accounts, which were launched in 2000 and — following issues resulting from inadequate financial controls — closed in 2001.

There is also an important case to be made for community learning. Everyone should have the opportunity to acquire new skills, to have new experiences, to learn new things — that is part of what makes individual fulfilment and societal community life better. Learning makes our world more civilised. Learning is a good in itself. It does not have to be measured in technocratic or mechanistic terms. It is just a net good thing.

Sally Dicketts and Kirstie Donnelly: careers advice and guidance — the golden thread from school to retirement

The age at which we start careers advice and guidance — generally around 14 — is far too late. We need to start at primary level, not in any kind of utilitarian way, but by way of inspiring children, because, by the time they are 14-15, they are already closing down their options.

The national site provides information about jobs but is not enough for many people who need to understand where a job can lead —

what the pathway involves, the what and the how. There is a clear need for advice and guidance, as well as information. Supportive career coaching is needed to provide advice and guidance through a blended learning approach — using the online tools, identifying the knowledge, skills and attributes required to embark on the pathway. This is as relevant for older people seeking a career change as it is for a young person starting out. There is a strong economic case for investment in the high quality, effective advice and guidance that is vital for the learner/jobseeker and for the employer. It is also vital from a societal, economic aspect in skilling, re-skilling and upskilling the nation's workforce to meet the post-Covid challenges. Investment must be long-term — perhaps a 10-year period, and certainly longer than the life of a parliament. That demands cross-party consensus and support.

Anthony Impey: personal attributes and behaviours for the 21st century workplace

Be The Business represents the voices of the SME (Small and Medium Enterprise) community. It is an independent, not-for-profit organisation — business-led but supported by government — with a mission to boost productivity, competitiveness, and performance of small businesses. SMEs make up 99.9 per cent of UK businesses. They represent 60 per cent of all private sector employment. They contribute half of UK GDP.

The pandemic has created massive uncertainty and rapid change that is unlikely to diminish for the foreseeable future — nationally and internationally. Productivity is a major priority. Before the financial crisis of 2007-08, productivity growth was around 2 per cent per annum but has flattened since. The UK is now about 30 per cent behind the US, France, Germany and Japan. This means lower salaries — amounting to about £5,000 annually per worker. However, there are some positive signs. In response to the past 12 months with its challenges and difficult trading conditions, SMEs have, out of necessity, invested in: (a) leadership and management skills; and (b) technology. It is anticipated that this will ultimately boost productivity.¹⁷

In the 'age of the entrepreneur', so-called 'soft' skills — adaptability, agility, flexibility — are increasingly essential in meeting the challenges and uncertainties of a rapidly changing environment. Regardless of organisation size, entrepreneurial skills are required from everyone to make organisations much more agile and responsive to customer requirements. That kind of internal entrepreneurship can drive performance, competitiveness, and productivity in even the largest organisations. Leadership and management skills are key. The 'soft' skills of flexibility and adaptability are vital to enable the learning of new 'hard' skills as they constantly emerge in this rapidly changing environment. The education sector should anticipate the technical and technological skills that will be needed before they become mainstream, i.e. the kind of jobs and job growth that may not be visible today but will be within three years and will be huge within five years.

Lifelong learning is a 'must-have' so that the older workforce can acquire the skills they will need to operate in a very different workplace.¹⁸ From 2018 to 2025, there will be 300,000 fewer workers under 30 years old; and 1 million more workers over 50. Employers,

17. See <https://archive.bethebusiness.com/wp-content/uploads/2021/03/BtB-Productivity-Index-report-Q12021.pdf> (accessed 29 July 2021)

18. <https://www.ageing-better.org.uk> (accessed 29 July 2021)



too, need to consider different ways of working, not least, where work takes place post Covid. For office-based jobs, what is the future of the office? Will some employers use a blended way of working between remote and place-based? Will others vacate their offices and expect people to work entirely remotely from home? How do we respond to a distributed workforce? What does it mean for apprenticeships and traineeships? One in five organisations are considering changing to a four-day week, condensing the working time into a shorter period. How can education equip people with the need to be able to operate in substantially different environments? The digital-everything workplace is with us now. The pandemic has accelerated the adoption of digital technology to a degree that would have been thought impossible just 12 months ago. Digital skills are another 'must-have'. How will the education system rise to these challenges?

Sue Pember: all-age access and progression

There are significant skills deficits. 1 in 5 of the adult population has poor basic skills and 17 million adults are without a Level 2 qualification (GCSE equivalent). 11 million are without a Level 3 qualification (A Level equivalent). Whilst government-funded free literacy and numeracy education is available, the take-up is low, partly because those eligible do not know about it, and partly because failure at school has turned them off education altogether. For this large group of people to want to access education, barriers must be removed, and education must be made an attractive proposition with incentives.

In order to upskill, WP announced free Level 3 courses. That is great in principle. However, there are two drawbacks: (a) one cannot claim Universal Credit while doing the course; b) the new scheme for adults compresses what, for 16-19-year-olds, is 72-weeks into 12 weeks and thus threatens course quality. Although English as a second language courses are free, some people, especially women, will have a family, commitments. That limits their participation to 3 or 4 hours a week, meaning that it may be a number of years before they become proficient. That may well not fit in with the provider's funding arrangements. Learners lose out — and so does the economy.

Pro-active progression is required to make it easy to move from one level to another. Sue gave the following example. A tutor gave careers advice to a young woman who needed to get a foot on the employment ladder, but was not yet ready for an apprenticeship. The tutor mapped out a pathway for her that began with a traineeship; followed by an apprenticeship; from there onto a Level 4; and then onto Level 5 and progression to a degree. The map included advice and information about the type of employer she could have for her journey. That was a win for the young woman — and also a win for the education provider for whom she had provided a 7-year funding trail. Pro-active progression means asking practical questions — not just *where* they go next but *how* they go next. What are the barriers? How are students to be funded? How do they pay for their living expenses? How do they travel? Pro-active progression is, in simple terms, handholding, encouraging, raising aspirations, becoming the 'pushy parent'. Being a mature student is not easy — whether at entry point or doing a PhD. Remember it is learners who are giving up their time. Make it the pathway attractive, remove barriers, encourage aspirations. That's all good — for the learner, the economy, and for the community.

Sally Dicketts: teaching and learning leading to destinations and employment. What does 'good' look like?

We must teach not just to the qualification but to the career pathway — co-created with employers — along which individuals acquire the knowledge, skills and attributes that will enable them to obtain and maintain employment for life. Make them lifelong learners — adaptable, independent, interdependent, enterprising, curious, confident, lifelong learners. But there are not enough teachers who are both vocationally expert in the employment area and have a real professional understanding of how people learn and want to learn. Furthermore, there is insufficient recognition that the brain is hugely impacted by the emotions and that teachers must be brilliant at relationship-building. Teachers must create a socially safe environment where students are allowed to take risks and to learn from so doing. Although it has a big part to play, blended learning is not enough on its own.

Teachers must clarify what they mean by the curriculum — co-designed with employers — that they want to teach. They should have the freedom to teach in a flexible, adaptable way to meet the needs of all learners, rather than simply our funders.

The examination system is inflexible, often requiring a 3-hour essay memorisation, forced compliance — and no opportunity for any creativity, enterprise, or personal development. This pressures teachers to concentrate too much on performance in a small set of skills and not to experiment or realise aspirations. Learners judge themselves on their results rather than on their future possibilities or worth. Worse still, we end up with 50 per cent of failing learners, feeling immense shame and fearing that they are not good enough. So, even if in they are in employment, they are prone to avoid any future learning and difficult to attract back into it. Furthermore, many of the 50 per cent who succeed might have done so by obsessively concentrate on performance — by doing what they are told. Where then is their exploration, or their understanding of self?

We must recruit 'professionals for employment' from the various industry sectors who can create, teach, and assess our students. We need 'performance coaches' — psychologists who can help us to create the right environment where learners can feel confident and able to learn. The brain switches off when we are anxious. We need great curriculum design, using blended learning for the benefit of individuals and thereby stimulating individual motivation and learning. But we also need coaches to meet students' emotional needs.

What should comprise a core curriculum? There is constant talk about 'digital', but it means a host of different things to different employers. Nevertheless, let's have a core curriculum with vital subjects like English, maths and digital. Then let's accept that there is specialist knowledge that needs to be provided in an inclusive, diverse manner that recognises everyone's needs and helps the move from dependence to independence.

The exam system needs a complete overhaul. GCSEs are defunct. What is the use of an exam at 16 that stresses people out, stops experimentation, and then lets them leave school never wanting to learn again? Far better to wait until 18 to proceed to some form of appropriate and relevant accreditation. And we must make far greater use of feedback, which is a truly powerful element in the



learning process. We should stop judging teachers on their GCSE record or numbers of qualifications and judge them instead on the destinations of their learners. That will encourage the use of feedback loops on skills, knowledge and attributes to enable better learning. We need to use all the relevant knowledge that exists within neuroscience.

Mark Dawe: digital and blended solutions for the future

The key areas of the learning pathway are: engagement; motivation; access; progression; quality of the experience; and performance monitoring and measurement. Digital developments have reached a point where they can play a proper, central role in a reliable way — rather than as an add-on. A most valuable element now is the ability digital gives teachers — without a physical face-to-face encounter — to know their learners as individuals

Before a learner starts, digital processes allow teachers to undertake an up-front diagnostic assessment of their learners' knowledge, skills and aspirations relating to the programme. Appropriate assessment tools — including for English, maths, digital; cognitive and mental toughness — are all easy and inexpensive to access. Even before teachers start, they can have a virtual 'class' in front of them and understand a good deal about its members' strengths and challenges. Teachers can then shape and support students' learning appropriately. Such measures give the ability to stretch and challenge within the programme, and to provide formative, continuous assessment. They do not mean the end of interaction or human contact. Specialist tutors can be online available to learners as and when needed. There can be online interactive classrooms and forums. Some learners will be content to go through on their own. Others will need support. But the systems are all dedicated to learners' needs.

Digital can be learner-centred. For example, it allows the learner to repeat part of the programme without having to ask a tutor. Everything the learner does produces data, enabling the tutor/manager to monitor the progress of every learner, and to see instantly if they are dropping behind. The tutor can provide the support needed instantly, thus preventing demotivation and drop-out. The performance of every tutor can be monitored, measuring the against their peers, providing support if necessary and spreading good practice. For 87 per cent of learners the system enables outcome prediction from the enrolment form. Support for those who might struggle can be built in from the beginning.

Although we hear talk about unitisation, badging, credentialling, chopping up learning, and mixing between disciplines, we can now have systems in which learning is packaged in all sorts of ways, geared to employer and learner needs. Young people and adults are not going to accept going back to learning that consists entirely of sitting in a room, listening to a teacher.

However, the best curriculum resources are expensive to develop. There is a lot of material online, but large quantity does not equate to 'good quality' — meaning sequenced delivery that can carry learners through, assessing and progressing them all the way. The solution is collaboration to produce the best whilst spreading the costs. In this way, world-leading resources and outstanding teachers can be accessed and not be restricted to the privileged.

Professor Dave Phoenix: partnerships — local and national

Dave took one aspect of WP, *viz.* the interaction between business, the professions and education providers. As he explained, the topic is not new. The need has been talked about for over a century and various models have been tried throughout the years.

The challenge is the complexity of an area that, on the face of it, seems quite simple, *i.e.* greater engagement and partnership between employers and educators. However, as Anthony had pointed out, we have multiple employers, thousands of SMEs, plus a vast number of micro-businesses. Their needs and their ability to support partnership are as varied and complex as they are. On the education side, there is significant variation which, itself, is becoming more complex as regulatory environments change. In effect, we have a range of silos — compulsory education, FE, HE and many other providers in between.

A national framework that is too tight restricts any progress; but if it is too loose, it can allow potentially damaging behaviours. There is also a tension between the need for a national framework and the reality that most solutions are locally driven. When looking at skills, the local or regional based elements must be considered. Because of this complex mixture of business and education organisations, overlaid by a national versus a locally-based agenda, it is sometimes difficult to see the wood for the trees.

Dave took London South Bank University (LSBU) as an example of possible responses. Local educational providers form a group with LSBU: university, colleges, including an adult education/lifelong learning gateway college, and academy. Soon to be added is a new-build technical college focussing on Levels 3 and 4. Through this group structure, pathways can be developed to support the learner and support the conversation with business. Each organisation has to give something in recognition that, by focussing and collaborating, they get more from the partnership. For the partnership to succeed, a degree of individual specialisation and focus within the different institutions will be needed, so that their roles in the local/regional context are clear. It will be important to avoid harmful complexity in terms of *e.g.* advice and guidance or quasi-competition. A lesson from the regeneration of post-industrial cities in the USA is that a facilitatory body is needed to take ownership and to support the development of these local networks. WP talks about the role of Chambers in respect of this issue. However, it is questionable whether they are the right vehicle.

As educators, we should take a step back. The issue is not so much about being 'business-led' as about being 'business-informed'. We need to look at new ways of delivery across sectors — the nature and length of qualifications, assessment and so on. We need to find ways to facilitate interactions between these different parts. At LSBU, there are 'skill centres' — buildings that include 'immersion' suites, aligned to an employer. For instance, in the health sector, school children find out about careers from those employed in that sector. The skill centre includes the colleges for apprenticeships provision and also Maths and English to support the existing workforce in the health sector. It includes the University where learners can study Levels 4, 5 and 6 within the building and also includes Continuous Professional Development provided by both university and college. It is all shaped by the employer with all the relevant organisations together in one location. Thus, as well as delivery, it shows young people progression routes, options and training approaches that can take them through from entry to degree level and beyond.



Nick Linford: impact and sustainability

Nick asked, 'Who is the White Paper for?' Whilst purporting to have a wide scope across the skills and employment sectors, WP's central target is FE colleges, and — by using a carrot and stick approach — to get colleges to work more closely with employers. WP proposes: incentives for FE colleges to work locally and regionally in partnership with employers; and threats of being taken over if they don't.

Outcomes have moved centre-stage. This is not new. Outcome-based measures were produced in 2014 when FE was within the Business, Innovation and Skills Department. Those measures included data on learner progression, adult learning progression and earnings, and learner destinations. Seven years on, whilst the data has been published every year, the DfE (Department for Education) has not used it in any significant way. Nevertheless, WP paragraph 111 states: *'we will reform the accountability system to focus less on process and more on the effectiveness of provider performance and the outcomes they achieve. By taking an outcome-focussed approach, providers will be incentivised to review their position to ensure it leads to meaningful employment for their learners.'*

Education of Prisoners on release – perspectives from the UK and Norway

The sixth meeting of the Special Interest Group on Prison Education 13 April 2021

Twenty-four Educators and others discussed presentations from Francesca Cooney and from Ingunn Seim.

Francesca Cooney

Francesca joined PET in September 2018. She has worked in resettlement, homelessness and in the advice sector. She also worked at the Prison Reform Trust where she managed their advice service and carried out policy work relating to the treatment and conditions of prisoners. She then became a prison inspector, specialising in inspecting women's prisons. She is a Winston Churchill Memorial Trust Fellow.

Francesca described the situation in prisons affecting those who wished to study. Addressing the status quo in respect of careers advice it is up to individual governors who are tasked with meeting Ofsted regulations. But, in reality, the advice and support tends to be general advice in respect of CV writing and links to other areas of support. Those involved are generally insufficiently skilled and experienced. Support workers in prisons are overseen by the Probation Service but funding is low. The advice tends to consist of signposting to other services, which was summed up as identifying many challenges being met with inadequate funds and expertise.

The hierarchy of need tends to focus on providing accommodation. Support for continuing education, is not available until 12 weeks before release, by which time confidence has often evaporated. 66,000 prisoners are released each year in UK, but there is little data available to establish the level of support given or whether, after release, there is access to technology and the internet. It appears that, culturally, there is little encouragement to aspire to study beyond GCSE. There is little support available to higher ability individuals. The main limiting factors are probably lack of expertise and funding.

Whilst, at one level, we can all see the benefits of lifelong learning for wellbeing and motivation, the Treasury wants to see value for money. That, for them is the whole matter of wider outcomes. Thus access to public funding — which will be needed because most priority learners cannot pay for themselves — will depend upon showing impact through progression into work. When the Treasury can see that impact, FE will get more money. There is a lot of new money going into the FE sector — £3 billion over 5 years — but with strings attached. Think on!

Conclusion

As Sir John remarked, skills matter. They matter to individuals, society and to government. However, these two sessions have demonstrated just how demanding the new agenda will be for all concerned.

Adapted from notes provided by Past Master Susan Fey and Freeman Michael O'Reilly

The only data collected at present relate to employment. Those were last collected in March 2020, when it was reported that, 6 weeks after release, 10 per cent of men and 4 per cent of women are employed. It is proving difficult for prisons to forge links with local colleges and there are no truly effective cross-country links. In the last 7 years, universities have been offering courses in prisons but the possibility of making a successful application to university to become an undergraduate on release is small. The candidate has to be both extremely determined and lucky. Not having access to the internet is a major barrier. With few prison leaders holding degree level qualifications, the culture of academic aspiration is weak. Once released, an ex-offender should have equal opportunities in the community he or she is re-entering.

Looking to the future, the Probation Service is changing. This presents new opportunities, beginning with the collection of data that could inform reforms and highlight present shortcomings. Partnerships forged between prisons and universities should encourage and enable successful applications. The pandemic has forced prisons to reassess access to digital services.

Discussion

It was suggested that the Livery Skills and Careers Initiatives may be a source of support and expertise. FE colleges should be engaged in these reforms. Being embedded in local communities, colleges are in a good position to engage with prisoners before and after release. Inadequate funding limits collaboration. Francesca identified the wide provision of digital services in cells as the priority, along with a clear commitment to change the culture. Without digital services prisoners cannot successfully engage in self-development and ultimately become sound members of society.



Up to and including ministerial level, there is some appetite for reforms. The next step is to develop and adopt learning management systems. Technology is developing apace and it is imperative that the criminal justice system begins to engage with the providers of further and higher education before offenders are released. Adequate funding will be essential. The Further Education White Paper (which emphasises skills for employment) and the re-integration of prisoners on release could be crucial. The barriers are high but, with intelligent lobbying, change can happen.¹⁹

Ingunn Seim

Ingunn presented an overview of the Norwegian Criminal Justice system, in which the rehabilitation of offenders is central to every aspect of the management of offenders throughout the system. The philosophy underpinning the Norwegian approach is summed up by the following quotation from Confucius.

'Anybody, even criminals, can become useful citizens of society as long as they get education and are led in the right direction.'

The Norwegian Ministry of Justice manages 43 prisons, 2 drug treatment centres and 17 probation offices. Indictment and conviction are much as they are in the UK but different as the offender progresses to what is termed — significantly — as the 'Correctional Service'.

In the UK, the average daily number of prisoners per 100,000 of the population is 130, in the USA 639, in Denmark 68. Whereas in Norway only 49 per 100,000 are imprisoned and more people start serving their sentences in the community than in custody. Drug and alcohol treatment programmes account for a significant number of convicted individuals. The concept of *normality* is important. So too is the progression towards release. A culture of openness influences all sections of the justice system. Rather than use prison to confine and punish, there is very clear access to services — with an emphasis on rehabilitation. The Norwegian culture is best summed up by the following quotation from the Execution of Sentences Act, section 4.

'Through cooperation with other government agencies, the Norwegian Correctional Service shall ensure that convicted persons and inmates in custody on remand receive the services that they have a statutory right to. The cooperation shall contribute to a coordinated effort to cover the needs of convicted persons and inmate and to promote their return to society.'

It is an absolute that prison inmates should not lose their right to social services — including education — just because they are in prison. Furthermore, those services should be offered by the same organisations as serve society as a whole. This is the *principle* of normality in action. It is expected that there is an uninterrupted circle of cooperation between the correctional service and the education service. This is, in essence, the European Convention on Human Rights, the UN Convention on Economic, Social and Cultural Rights

and the principles described in the European Social Charter in action. In Norway, a prisoner — according to international conventions and recommendations — has the same right to education as other citizens and the services are provided by the same organisations as in society as a whole. The services — social welfare, health and spiritual support — collaborate. Continuing research focused on prison education is clearly important

On release, education continues through follow-up classes in ten centres across Norway. The main aim of these classes is to assist in the transition from prison to freedom. During the last part of their sentence, prisoners are permitted to attend daytime classes outside prison, returning at night. Others may go to mainstream schools or universities or attend job centres on day release — further illustrating the principle of 'normality'. It has been suggested in recent research that, for every Euro invested, the return to society is between 10 and 18 Euros.

Points from further discussion

- Prisoners wherever possible are supported and taught in their mother tongue, although English is widely used.
- Housing is acknowledged as a significant problem and homelessness is a concern. The aspiration is that all prisoners will have a place to stay on release.
- Although numbers across the Criminal Justice System are greater in UK, it was observed that economies of scale should enable better processes to be developed and made available in the UK.
- The meeting noted that the culture in the Norwegian Criminal Justice System — and possibly in the country as a whole — derives the insistence that all ministries are expected to cooperate and collaborate.
- Most Norwegian prison cells are for single occupancy. Access to digital services is rarely available in cells but is readily available in prison classroom and study areas. Security concerns prevent installing Wi-Fi in cells.
- In Norway, prison officers are qualified to at least Bachelor degree level. There seems to be a correlation between the academic qualification and a culture of inspiring educational ambition. Global studies have long noted the relationship between officer training and reoffending.
- The value and power of *dynamic security* was discussed. Officer training in Norway focuses on understanding the many and complex issues that prisoners experience. Managing a prisoner by looking at the person and their needs within the prison building and in the world outside can avoid confrontation and is far more constructive and positive than static security, which relies on locks, doors and bars.

19. [Editor's note] See also the initiative on prisoners with special needs, announced by Robert Buckland QC, the Justice Secretary on 15 June 2021. 'Today, I can announce plans for an overhaul of the education on offer for prisoners with learning needs, which will be led by a team of educational specialists with experience in supporting those with neurodivergent conditions. Crucially the team will identify prisoners with learning needs such as autism and dyslexia far quicker, so that we will know where to target improved education and training, which will be delivered using new and innovative methods of teaching. If we are serious about rehabilitating neurodivergent offenders, then it is vital that we do this, so that we can fully understand the support they may need to get their lives back on track. It will then be up to them to put in the work.'



- One aspect of the problem in the UK is the culture embedded in our system — and society as a whole — that focuses on the desire to punish rather than rehabilitate.
- Peer mentoring of prisoners requiring support to improve literacy and numeracy is not formally in place in Norway, nor do prison services rely on volunteer organisations. It is seen as a public (state) responsibility.
- The work done by charities and voluntary groups is of great value in the UK. Generous and highly skilled interventions rely on the charitable sector. Charities are innovative and able to initiate change. Rewarding and acknowledging excellence — for example, by the Educators' Trust — has a very positive impact in UK. In an ideal world, charities should not be needed. But if the state does not provide adequate funding, the role of volunteers remains very important.
- The work of the UK's chaplaincy service was acknowledged as extremely important as, along with other strengths, they are often more readily accessible within prison.

Short-term suggestions.

- Educators should be required to ask questions, develop relationships and highlight the real situation within the criminal justice system.
- Support should be offered to organisations — such as prison radio — that can provide information and encouragement directly where it is required. Free phone lines are most effective and should be funded.
- We should be vocal and seek opportunities to influence government policy where possible.
- Look to facilitate alumni sharing their experiences, allowing them to inspire others and, potentially, to change a culture that closes rather than opens doors.
- Think, in this context, of correction, rehabilitation and re-joining society rather than of punishment.

Adapted from minutes prepared by Liveryman Evelyn Guest



Special Interest Groups

For general information: see <https://educatorscompany.org/special-interest-groups-sigs-2/>

Current groups with the web link to their page on the Educators website:

Arts and Cultural Education (SIG ARTS) - SIG Lead: Dr Steven Berryman sigarts@co-educators.com
<https://educatorscompany.org/special-interest-group-arts-and-cultural-education-sigarts/>

Careers, Information and Guidance (SIG CIG) - SIG Lead Caroline Haines sigcig@co-educators.com
<https://educatorscompany.org/careers-information-and-guidance-sig-cig/>

Education in the Criminal Justice System (SIG ECJS) - SIG Lead Prof. James Crabbe sigecjs@co-educators.com
<https://educatorscompany.org/education-in-the-criminal-justice-system-sig-ecjs/>

Further education, skills and lifelong learning (SIG FESL) - SIG Co-Leads: Susan Fey and Michael O'Reilly sigfesl@co-educators.com
https://educatorscompany.org/d_sig-fesl/

Higher Education (SIG HE) - SIG Lead: Prof. Benedikt Loewe sighe@co-educators.com
<https://educatorscompany.org/special-interest-group-higher-education-sighe/>

Informal Outdoor Education (SIG IOE) - SIG Lead: Paul Batterbury sigioe@co-educators.com
https://educatorscompany.org/f_sig-ioe/

Multi Academy Trusts (SIG MAT) - SIG Lead Norman Rose sigmat@co-educators.com
https://educatorscompany.org/g_sig-mat/

Military Education (SIG ME) - SIG Lead: Prof. Simon Denny dennysj12@gmail.com
<https://educatorscompany.org/special-interest-group-sig-military/>

Special Educational Needs and Disability (SIG SEND) - SIG Lead: Helen Simon sigsend@co-educators.com
https://educatorscompany.org/i_sig-send/

School Improvement and Leadership (SIG SIL) - SIG Co-Leads Susan Cousin and Alan Yellup sigsl@co-educators.com
https://educatorscompany.org/j_sig-sil/



Social Committee Events

Cheese tasting 26 January 2021

Full of anticipation, some thinking "a virtual cheese tasting.....never going to work", 66 of us sat in front of our screens with portions of six different cheeses that had been delivered two or three days earlier. We had received crackers and quince paste to accompany the cheese but were supplying our own drinks. The Mistress Educator, a Master of Wine, offered some suggestions in advance of wines to accompany the cheeses.

The cheeses for the tasting were provided by Courtyard Dairy in Austwick, North Yorkshire. The owner, Andy Swinscoe, was extremely helpful when setting up the tasting, which was led by Richard Cloughton, the head cheesemonger at The Courtyard Dairy. The cheeses were numbered and named so that we knew in advance what we were going to taste and in what order.

The meeting started on time. What followed was a fascinating 80 minutes of information and discussion about cheese (and the merits of the wines and beers we had chosen to accompany the feast). Richard presented each cheese with a description of the background, including where the cheese came from, the name of the producer, the type of milk and the process and even, in some cases, an introduction to the animals involved. We loved the photographs and stories of some of the animals including the herd of goats that had been relocated to Cartmel, the French-bred Montbeliarde cows and the Ayrshire cows.



Courtesy of Ivor Caplin

Richard was knowledgeable, interesting and great fun. The cheeses were in excellent condition and delicious, each in its different way. We tasted one of the first batches of a goat cheese made in Cumbria that was only created in 2020, a Lancashire cheese, a Brie made in Suffolk, two very different, cheddar cheeses — one made in Wales, the other in Lincolnshire, and a blue cheese made in Northern Ireland. At the end of the evening there was no firm favourite just a lot of different opinions.



This was an enjoyable and hugely informative evening that engendered a lot of surprises. We learned:

- about processes such as making the cheese, and the rind; washing, use of butter, nettles or similar products.
- why milk from different breeds of cows as well as the process, and the length of time to mature, makes such different tasting cheeses.
- the pros and cons of storing cheeses in paper, cling film, fridge or pantry.
- how cheese making skills are handed on within the family and also from one maker to another.
- how cheeses get to be blue.
- some rules related to naming cheeses in specific areas.

Stimulating discussions both verbally and through the chat room really enhanced the evening. Participants felt free to ask questions, express opinions and even venture jokes; we were uplifted by all that cheesy grinning! We saw what the real experts drank with their cheese; the chat room was in overdrive with comments about the wines or beers people were drinking. We learned that the rinds of all six cheeses were definitely consumable and indeed added to the richness of the taste, and we commiserated with the dogs and cats who were thereby deprived of the opportunity to participate!

We even discussed what a collective of cheese makers should be, though perhaps the 'mot juste' still eluded us. (What about a 'rennet' or perhaps a 'curdle'?)

Some of the participants declared that they had never eaten so much lovely cheese in one sitting; imagine the unedifying sight of all those



Educators scoffing down the unpasteurised chunks and quaffing their wines! Knowledge bases definitely shifted with declarations that more thought will be given to which cheese to purchase in future. One participant commented afterwards, 'unless they can tell me the name of the cheesemakers' cows (and goats), I shan't sully my cheeseboard with their pitiable industrialised efforts.'

All in all this was an excellent evening: lively, informative and hugely enjoyable at the same time. Many participants sent their thanks to Courtyard Dairy, wishing them the very best in the work they are doing to support small artisan cheese makers, not only to keep these skills and products alive but to bring them to the market.

After the event, Past Master Peter Warren emailed to say that in addition to really enjoying the cheeses, he was taken back to a much-favoured haunt. He first visited the Austwick/Settle area when he was on an Easter holiday school field trip in 1954, long before the cheesemonger was born. He has visited the area many times since then and even climbed the famous Three Peaks nearby. Obviously, an area worth exploring: you could make a personal visit to the Courtyard Dairy.

Sandra Holt, Renter Warden

With many thanks to participants for their comments and permission to use these freely.



Desert Island Choices 9 February 2021

This was an informal, themed, virtual soirée, targeting New Members to enable them to meet with each other, their buddies, the Master and Wardens and the event organisers.

New Members who had declared over the past year were invited. They were asked to communicate with their buddy in advance and come prepared to chat about their favourite historical character, book and City building. They were also asked to choose, with their buddy, a luxury item and explain why this had been chosen. An invitation was also sent to all buddies.

Nine out of a possible 19 New Members attended with their buddies. All entered into the spirit of the event; many came dressed up wearing sun hats and themed tops ready for their time on the desert island.

A varied collection of interesting historical figures was introduced and discussed. One person told of an ancestor, Bernardo O'Higgins, a Chilean independence leader who freed **Chile** from Spanish rule in the **Chilean War of Independence** and became the second Supreme Director of Chile. This fascinating story was also related to the history of education in Chile. Others introduced more generally known figures such as Nelson Mandela, John F Kennedy, Sir Christopher Wren, Lord Nelson, Jesus, Charles Dickens and Saladin, Muslim Sultan of Egypt.

Favourite books uncovered a very eclectic mix. We had classics such as *Anna Karenina* and *Pride and Prejudice* with discussions about balancing priorities and subtle irony, and we had books on poetry, autobiographies, thrillers, art history, London and the Spanish Civil War and a book of short stories. There was a lot of animated discussion and exchange of ideas with some new suggestions of "if you like that, try this".

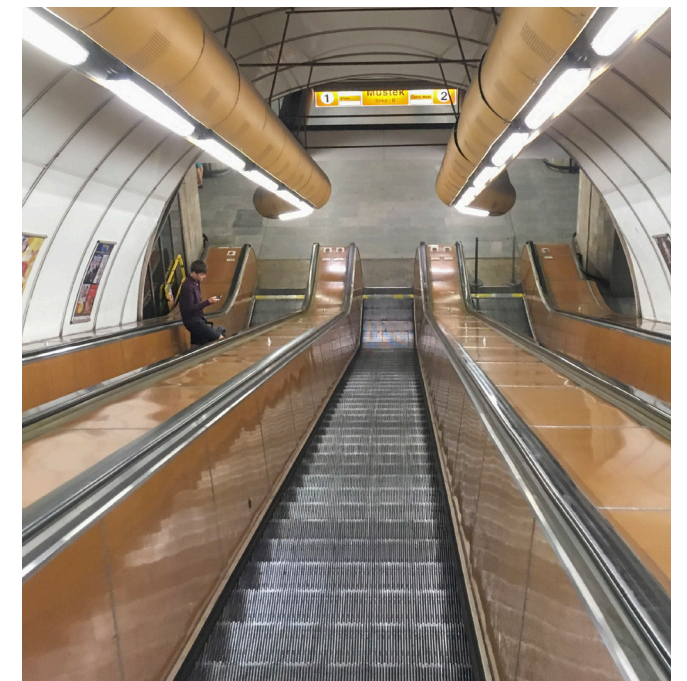


Many of the favourite City buildings were churches, in particular Wren churches. Perhaps not so surprising when one considers the number of Wren Churches in the City. The reasons for the choices were interesting; weddings, family connections, acoustics. There was a lot of discussion about the history and development / restoration of these buildings. One person chose the Old Express Building, an iconic Art Deco building on Fleet Street, and another Smithfield Market which was an interesting choice that was related to the historical nature of the City and to the future of the building as the new Museum of London.

Luxury items were great fun. We had a hairbrush, a specific rum, a crystal brandy goblet, a supply of wine, a wine cooler, a hot spring with bubble bath, paintings by Matisse, and a sewing machine to make new clothes from leaves. Then, a final comment, 'if they are going to have a sewing machine I'll have knitting!' This was an interesting, relaxed and fun interactive event that was chaired by the Master who ensured that everyone was included, brought themes together and kept everyone on track. We certainly felt we got to know one another better.

Sandra Holt, Renter Warden

With thanks to the organisers, Ruth Briant and Liz Garner, members of the Social Committee



Perhaps he should join the Educators?



London Football Grounds 23rd February 2021

City of London Guide and Liveryman Jack Yeomanson treated a group of Educators and Members of the Guild of Young Freemen to a tour of the 12 football grounds in London currently occupied by the teams playing in the top four divisions of English football.



The map shows the location of the grounds

The tour started with the oldest stadium, Craven Cottage, and ended at Wembley. Jack provided a great deal of detail about the various grounds. We learned the history of the development of different stadiums including prices paid for the land, the architects, the costs of development and redevelopment, the multifunctional use of some clubs and how clubs have changed hands from time to time. The first stand at Craven Cottage, originally a royal hunting lodge, was built in the 1890s and was known as the rabbit hutch. The architect, Archibald Leitch, was a Scottish architect, most famous for his work designing football stadiums throughout Great Britain and Ireland, including four in London. Many of his works have since been demolished; Craven Cottage Riverside Stand was redeveloped in 2019.

Different events hosted in London stadiums include international games, athletics, motor sports and baseball. One that is widely used for other events is the Emirates Stadium, home to Arsenal, which was opened in 2006. Today this is used for music events and concerts and it has been used to film television shows such as the X Factor, Big Brother, Britain's Got Talent and Master Chef. When Nicholas Sarkozy visited London in 2008, the Stadium was used for a summit with Gordon Brown. This stadium also has very good facilities for the disabled. It has a lounge for disabled supporters and in 2017 a sensory lounge was opened.

Perhaps the strangest tale told by Jack — and the one that raised eyebrows and gasps from the audience — was that in 1985, following a period of disruption and violence at matches, Chelsea chairman Ken Bates installed a 12-foot-high electric fence all around the pitch to pen in the fans and keep them in check. The fence was never switched on as the GLC stepped in threatening legal action. It seems incredible that anyone should have had such an idea, but it is reported that Bates was puzzled by the general outrage at the plan.



Ken Bates with his fence

This was a very interesting talk that demonstrated Jack's interest, knowledge and enthusiasm for the subject and his attention to detail.

Sandra Holt, Renter Warden

The Master's (Virtual) Weekend in Jerez 13 May 2021

Members of the Company and their guests gathered round their screens for a virtual trip to Jerez and a Sherry tasting with Tapas to go with each wine. The Sherry and Tapas had arrived on time (for all but one participant), beautifully packaged and with each item labelled. This was an alternative to the Master's weekend, scheduled to take place at the end of April. Whilst clearly not the same as being in Jerez, it was very acceptable in the current circumstances. The event was hosted and presented by the Mistress Educator, Sarah Jane Evans, who is a Master of Wine, a certified Sherry Educator, and Chairman of the Gran Orden de Caballeros del Vino. This was a bespoke event; Sarah Jane had arranged with her friends at Bodegas Emilio Lustau and at Camino, the London Tapas bars, to supply a tasting pack of six wines and six Tapas to match.

A letter from the Master was sent to all participants advising how the wine and the food should be stored and when they should be opened.



Opened ready for tasting



*Fig and almond slice
Courtesy of Sarah Jane Evans*

Our journey started looking out onto the landscape as the plane landed in Jerez. Sarah Jane explained where we might have been staying and how our weekend would have progressed had we been there. A map of the area was used to show the 'Sherry triangle' and the towns we would have visited, a trip to Sanlúcar de Barrameda, on to El Puerto de Santa María, finishing in Jerez de la Frontera.

Sarah Jane's vast knowledge and well-paced delivery really took us to the heart of Jerez. We 'visited' wine cellars and learned about the history, the terrain, the vineyards, the fermentation processes, and that the layer of yeast 'flor' is a good thing, although it didn't look too appealing. Everything was explained very clearly; the images on the slides made everything look so inviting and the various 'characters' whom the Educators would have met looked like a lot of fun. It was a delight to learn so much about the area and the people as well as the wines themselves.

The pairings of Sherry and Tapas were excellent. We drank some delicious wines and the food matched really well. As we progressed, we discussed which wines we liked but we did not have a vote at the end. From the earlier discussions I suspect that there was no

firm favourite. One of the Tapas, the Mojama airdried tuna, was new to many of the participants and not to everyone's taste, but some thought it was delicious and one suggested it would have improved with a little olive oil.

Sarah Jane's presentation, extensive knowledge and understanding of the wines and region of Jerez were greatly appreciated and made for a very enjoyable occasion, described by one participant as a 'highly educative and socially-bonding occasion'. The large number of questions and extensive discussion at the end of the talk extended the event for 30 minutes. A number of emails sent afterwards suggest a few converts to Sherry. *'The evening blew away the association of sherry and spinster aunts!'* Also, several people are planning their own trips to Jerez when travel becomes possible!



Our thanks to Sarah Jane for an excellent evening and to participants for their comments and permission to use these freely.

Sandra Holt, Renter Warden





The Walls Have Ears - 14 April 2021

More than 85 liverymen and guests attended the Zoom presentation by historian and author Dr Helen Fry. Helen's talk was a journey through the little-known service of intelligence gathering by the Secret Intelligence Services (SIS) throughout WW2 and centred around the work of the service set up by Thomas Joseph Kendrick who was both a soldier and a spy. By the start of WW2 in 1938 Colonel Kendrick had more than thirty years' experience working for British Intelligence (SIS/MI6), running espionage and spy rings.



Colonel Thomas Joseph Kendrick — MI6 spymaster & the mastermind behind the war time bugging. Photograph courtesy of Barbara Lloyd

From researching documents that were declassified by British Intelligence from 1999 onwards Helen revealed a fascinating story of the development of a secret listening service to gather intelligence from captured German prisoners and to disseminate this information appropriately. The eavesdropping of the conversations of the German prisoners of all ranks and disciplines was pivotal to the intelligence gathered throughout WW2.

Helen wove a story on how far reaching and valuable this manner of intelligence gathering was to become, elaborating on the numbers of secret listeners, and the extraordinary lengths to which British Intelligence went in order to gather as much information as possible.

Following on from the forward-thinking decision by Admiral Sir Hugh Sinclair, Chief of SIS to buy Bletchley Park in 1938 for intelligence purposes, Colonel Thomas Kendrick's service was to run in parallel. Kendrick's secret service, which had begun by housing the first prisoners in the Tower of London, went on to purchase Latimer House in Chesham, Wilton House in Buckinghamshire and Trent Park, a country house in Cockfosters in North London.

Her talk shed light on the diversity of the information from the conversations recorded from the soldiers, sailors and airmen. The acquisition, adaptation and refurbishment of properties in which to house these prisoners, for them to feel un-threatened and free to 'chat' in safety was paramount. Such conversations were recorded and interpreted, and prisoners were heard to belittle their British interrogators as being soft and incompetent.



German officers walking in Trent Park

The high-ranking German and Senior Nazi officers were treated with courtesy and housed as befitting their ranks and status in the newly acquired Trent Park and the German officers thought it had been allocated to them by the King. The adaptations to Trent Park were huge



Formal photograph used as a Christmas card to send to their families Both Photographs courtesy of Dr Helen Fry

and subtle as everything was electronically bugged, from the billiard table, lights, walls and trees in the garden, so every part of any conversation would be recorded and translated.

Helen amusingly described how the fake 'Lord Aberfeldy' was created to look after this category of prisoner. They were told he was their welfare officer, a second cousin to the King. He was in fact one of Kendrick's senior intelligence officers, Ian Thomson Munro, who was an extremely good actor!

The name Lord Aberfeldy was actually taken from a whisky made in a small Scottish village and so Munro created his own false persona thus facilitating shopping trips to London and to lunches at Simpsons in the Strand. The German Officers of course did not know that everything was bugged. In Simpsons all the other diners and waiting servers and staff were German speaking listeners. It was reported that on discovering this ploy Churchill was furious and instructed a ban on what he called the pampering of the generals. However, the information being gained was so crucial to the intelligence service that the lunches were just moved with their guests to the Ritz and it seems Churchill never found this out.

Helen explained that this extensive service required an enormous team of personnel and secret listeners. Kendrick needed German speakers, and many of these were sought from German speaking emigres as well as serving military personnel. Many of the emigres were Jewish refugees, who ultimately became an extraordinary team and were very loyal to Kendrick. Helen further described how many of the families of these listeners have only just learned of the vital role their fathers and grandfathers had played in the war. Only now with the limited release of this information can their story be told. Having signed the Official Secrets Act they remained silent for more than 60 years after having eavesdropped on more than 10,000 prisoners of war.

Helen recounted some of the vital information gathered and translated by this eavesdropping service. Important information regarding blockading and attacking of British shipping and on the morse code use was gathered from the conversations of German U-boat wireless operators. Also revealed were the German decoding



Ian Thompson Munro — Lord Aberfeldy Photograph courtesy of Dr Helen Fry



methods and cyphers which were invaluable to the work on the enigma machine at Bletchley Park and vital information regarding Hitler's secret weapon program on V1&V2 rockets and on the location of Peenemunde where the V rockets were developed.



Some of the émigré men and women who became secret listeners. Photograph courtesy of Dr Helen Fry

Plus ça change?

In a report published on 1 September 2003, David Bell [the then Head of OFSTED] urges schools to encourage the best secondary pupils to take vocational subjects. The report warns that the new vocational GCSEs will not be respected unless pupils of all abilities take them, not just those turned off by traditional subjects.

'To move more closely towards parity of esteem, wherever possible the new [vocational] GCSEs should be made available to a much wider range of pupils, not just the lowest-attaining.'

This is challenging stuff. Britain, or perhaps just England, seems to have great difficulty with 'parity of esteem', preferring the traditional hierarchies of esteem that tend to prioritise the academic and verbal over the practical. Will 'good schools' respond positively to this lead or will the manual and craft skills remain not merely of a 'different' but also of a 'lower' order than traditional 'academic' subjects? The particular challenges of craft learning and teaching are worth closer examination, which might lift the debate beyond the rehearsal of prejudice. In my present University [then London Metropolitan], we are proud to have courses that range from further education 'craft' courses to postgraduate courses in such fields as silversmithing and jewellery; furniture design and manufacture; and musical instrument technology. However, despite the care that goes into the design and validation of such courses, I suspect that some scope remains for more unpacking of the various elements of the challenge that they present and for more comparison with

In conclusion this was a most interesting and enjoyable presentation on a fascinating topic about which information is still being released. It was of interest to learn after the presentation that some Educator liverymen and some guests had a personal link with the intelligence service, or the buildings talked about. This included family members who were at Bletchley Park, one whose grandmother was in charge of the WRENs at Bletchley Park and another whose family home was Latimer House.

This is a vast and interesting subject matter and more can be found in Helen's books: *The Walls Have Ears* — upon which this presentation was based; and the follow up book *The M Room* — which is the story of the German émigrés who became the secret listeners. Paperback versions via Amazon and Helen can be followed on: www.helen-fry.com; [Twitter@DrHelenFry](https://twitter.com/DrHelenFry); and Instagram: [drhelenfry](https://www.instagram.com/drhelenfry).

Liveryman Dorothy Lepper

Footnote

The pandemic forcing us to Zoom is a cloud with a significant silver lining. Attendances have tended to be larger than for conventional events and we have been able to draw in many visitors from other companies. By way of illustration, *The Walls have Ears* was attended by 80 people, of whom some 30 were from other liveries, many of the Masters. And the Master Architect, Valerie Le Vaillant was able to attend and wrote afterwards, 'Thank you very much indeed for organising the interesting lecture this evening. Tales of Lords named after whiskey, ladies being too faint hearted to listen to profanities, and secret service Christmas photographs! What fun!'

the more traditional academic disciplines. And of course there is the enormous experience of art schools and conservatoire music and of many parts of further education to consider.

For some months, broadsheets and tabloids have been carrying articles in which the chattering classes bemoan both the chronic shortage of plumbers and HM Government's policy to increase participation in higher education, which is predicted to exacerbate this apparently dire situation. It appears that demand far outstrips the supply that Hackney Community College, of which I am honoured to be a governor, can generate.

Mercifully, the quality of debate has improved a little since Margaret Hodge's less than helpful labelling of some undergraduate course as 'Mickey Mouse'. Indeed, very few such courses lack intellectual challenge, vocational relevance and grounding in traditional disciplines.

When this point was understood eventually, the argument was reshaped fairly promptly. No longer were the courses 'Mickey Mouse' but the students or the staff, or both, of the post 1992 Universities would be more appropriately engaged at Euro Disney. The evidence for this, it is alleged, lies in high dropout rates. However, how, as our Middle Warden [Sir Roderick Floud] asks quite properly, is an admissions tutor, who is armed with the performance indicator evidence that fifty per cent of students with particular qualifications from particular postcodes and socio-economic backgrounds will fail, to decide which of the actual applicants with such characteristics to admit? Or is s/he to reject them all in order to maintain standards?

Too often politicians of all persuasions seem to favour such an approach, which can do nothing for social inclusion and probably little for economic efficiency.

And then we have the Rabelaisian possibility of admission to elite universities being determined by lot. Perhaps this is more honest than selection on the basis of interviewers' or admission tutors' subjective judgements. Too often, these processes make unsustainable claims to objectivity. Furthermore, there is certainly a problem in discriminating amongst applicants with the maximum of 30 UCAS points and three of more A grades at A level.

More research evidence is available that education correspondents and columnists have yet to take seriously. A recent study large scale produced for HEFCE gives clear support to Bristol University's controversial admission policy, which recognises state school students' greater average potential for success at degree level when compared with independent school students who achieve the same A level points scores. However, the HEFCE study also points to the need for further analysis in order to understand better the likely potential of the various students who have 30 A level points. We might call this 'the Laura Spence problem.'



Editorial

Whilst the last 16 months have been challenging and different for our Company, we have certainly kept calm and zoomed on. Making virtual virtue out of necessity, educational events, the Master's Seminars and the Special Interest Group meetings have enjoyed increased attendances and contact with other Liveries has increased quite significantly. Due to the enthusiasm and ingenuity of Master Richard Evans and the Mistress Educator, Sarah Jane Evans, and the splendid work of the Renter Warden Sandra Holt and her Committee, social events have survived remarkably well. But our formal events have suffered. Virtual ceremonial rituals lack the dignity of in-person events and consequently some of their meaning is lost. Ceremonials can capture meanings that unadorned verbal exchanges do not. Past Master Martin Gaskell's contribution to this edition explores some aspects of that phenomenon.

One way or another, COVID has caused individuals and organisations to consider what is important to them — what they 'value', or what price is worth paying? How do we compare our freedom of movement and association with our health? Or with other people's health? Or with children's education? Or with our own children's education? Or with lives? Or our own lives? What is an acceptable death rate? On 21 June 2021, the FT included the following:

'The HSE defines an unacceptable level of risk for members of the public as an activity which causes one in 10,000 people to die per year, while an acceptable risk amounts to one death per million (quantified as one micromort). In between lies a wide "tolerable region" which [David] Spiegelhalter believes the post-pandemic world will inhabit....For the whole UK population the HSE's tolerable zone would span from around 60 to 6,000 deaths per year.'

Of course, where there is a market, 'exchange value' enables us to compare disparate entities (say, 'a trip to Las Vegas' and 'a Savile Row suit') by reducing value to money. Even so, one cannot help feeling that money does not express all the aspects of the value to the individual consumer. Similarly, money cannot fully capture 'use value' (we have teacups and coffee cups). 'Option value' (it's nice to know the Museum of the Home is just by Hoxton station and that one could visit it) is elusive. *A fortiori*: 'intrinsic value' (it's Andy Warhol's original copy of an ordinary Brillo box); 'sentimental value' (it's the watch my mother gave my father for his fortieth birthday); and 'heritage value' (the Livery tradition goes back to the Weavers Company in the early 12th century or even before that). By concentrating only on exchange value, we can value a joint stock company in monetary terms. 'Replacement value' is broadly similar. But 'displacement value' (what would someone pay to be rid of air pollution in their local high street?) can often only be guessed at. Most notably, Covid has highlighted the immeasurable value of freedom, sociality and of lives (pace the use by the National Institute for Clinical Excellence of, quality-adjusted life years — QALYs — in resource distribution decisions).

The full value of a multi-faceted organisation like our Company cannot be reduced to a single incontestable currency or even to membership and attendance figures — crucially important though income, expenditure, membership and attendance might be.²⁰ There are other dimensions of value. For our Company, what might they be? Answers on a postcard — or via the virtual more-or-less equivalent — please.

20. <https://repository.uel.ac.uk/download/fb13d75ebf5064ea8ecfe934e3784eb9150924fe68df78b76b1cecb7c2a5c315/507575/Valuing%2520Complex%2520Third%2520Sector%2520Orgs%2520March%25202014.pdf>.

See also: <https://philosophy247.org/podcasts/can-saving-an-important-building-ever-be-worth-a-life/>

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