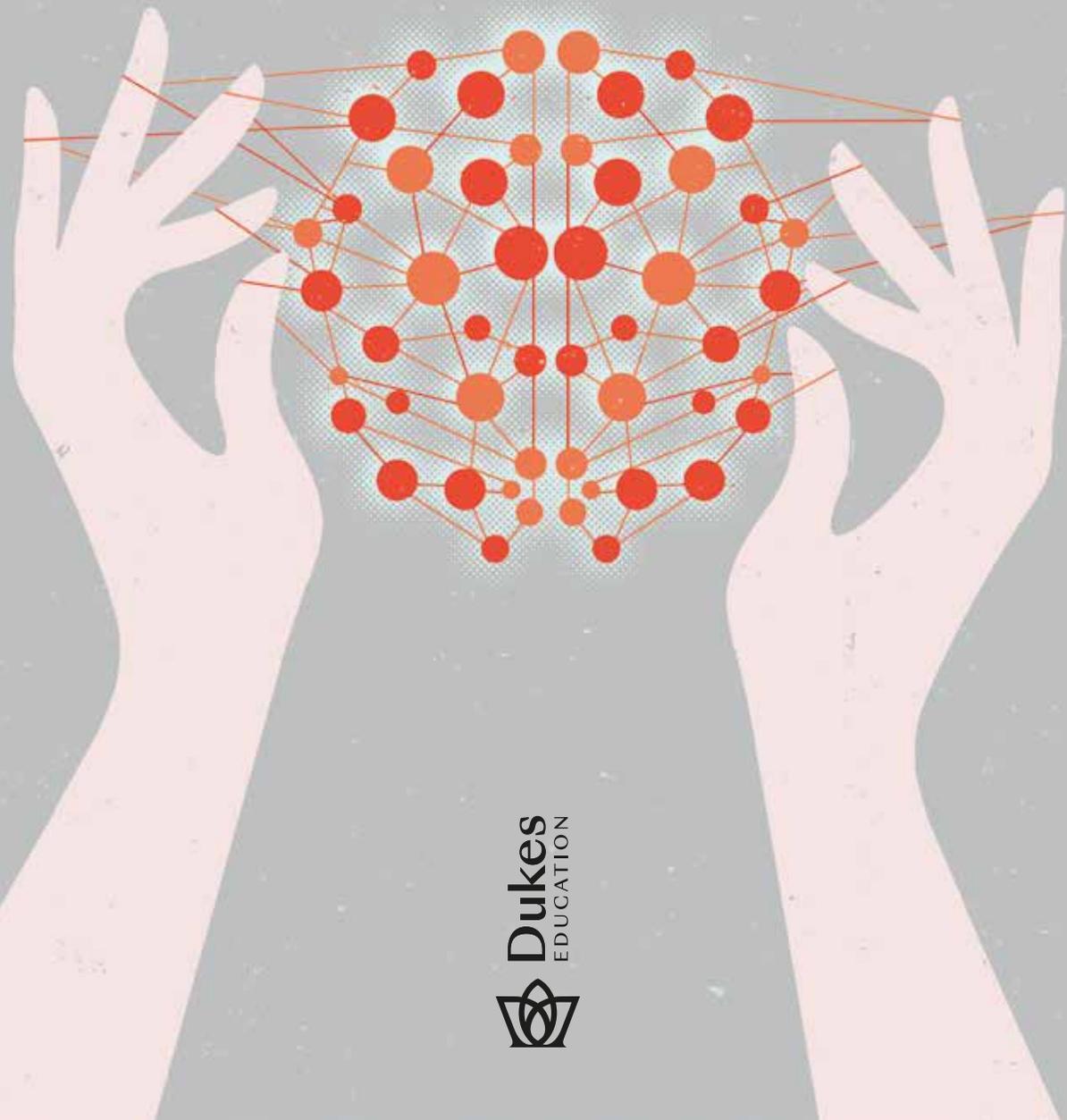


No. 9

INSIGHT



Dukes is a family of schools, teachers, learners, parents and partners connected by our pursuit of an extraordinary life for every member of our community.

We believe that education is a journey to be enjoyed and shared at every stage of life. *Insight* is testament to this ongoing commitment to learning: a termly publication of articles written by some of the extraordinary educationalists in our schools and organisations.

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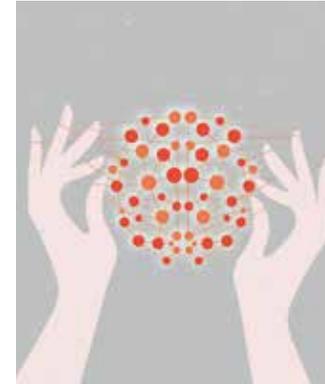
INSIGHT



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Dr Ricardo Tavares, Director of Dukes Beyond The Classroom and Founder of the Medic Portal, on how lifelong learning can affect and change the brain.

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Tim Fish

Editor's letter

Tim Fish, editor of *Insight*, is Managing Director for Dukes Education's colleges, and founded Earlscliffe, a co-ed, international boarding school for students aged 15-19, in Folkestone, Kent.



In this issue of *Insight*, practitioners from across the Dukes family discuss how their settings contribute to lifelong learning by teaching transferable skills and embedding a love of learning within a community of students and staff. Some contributors recount their own personal experiences and others interrogate educational theory and practice which aims to empower learners for life, from the earliest of ages.

According to the United Nations' eponymous Institute, 'lifelong learning lays the foundation for sustainable social, economic and environmental development.' The concept of learning continuously throughout life is rooted in all societies — the idea is not new. In the UK, this has often been linked to the idea of 'education for all', at whatever stage in one's life, irrespective of background. Flag-waving exponents having been The Open University, Oxford University's Department

for Continuing Education and Cambridge University's Institute of Continuing Education. Such educational opportunities have endowed learners with the ability to impact change both for themselves and those around them. When global social, economic and political norms are evolving and re-forming, however, it is the lifelong learners (with the requisite skills and knowledge) who are better equipped to adapt to significant environmental changes. The American writer Alvin Toffler said, "The illiterates of the 21st century will not be those who cannot read or write, but those who are not capable of learning, unlearning and relearning".

Learning societies are essentially built from the bottom up: nursery by nursery, pupil by pupil, school by school, teacher by teacher, village by village, and so on. Many of our contributors endeavour to exhibit this very approach, which is encouraged and supported

Bringing
Insight to a
coffee table
near you...

throughout Dukes Education.

Natalia Volchugova writes about how her recent completion of the Dukes' Senior Leadership Programme has given her the confidence to overcome professional challenges, in part due to a greater ability to reflect on situations in order to discover creative solutions. Forward-thinking organisations are recognising that offering a more enriching and varied learning platform drives a level of upskilling which in turn, pushes productivity and competitiveness for the benefit of all.

As well as following the grail that is a holistic education, schools are indeed reacting positively to an environment which demands a new educational paradigm, where lifelong learning affords children an enhanced ability to adapt to change and to better understand the world of the future.

Tim Fish
Editor

A miracle timeframe

Liz Brown, Head of Reflections Nursery,
on the importance of the first 1000 days of a
child's life and how the Reggio Emilia approach
instils lifelong learning in the Early Years

It is during the first 1,000 days of life that children acquire a sense of their identity, they learn to communicate with others by sharing experiences and it is during this precious time that they **learn to learn**. More than ever, this is now understood and valued, and the focus and status of excellent Early Years education is appreciated and understood as a precious time where the foundations of lifelong learning are laid. As Early Years educators, we have the highest privilege to facilitate this time when the fundamentals of optimum health, growth and neurodevelopment for life are established.

Neuroscience research shows that 80 percent of a child's brain development occurs

'We value space, to create a handsome environment and its potential to inspire social, affective, and cognitive learning. The space is an aquarium that mirrors the ideas and values of the people who live in it.' Loris Malaguzzi



within the first 24 months of a child's life; the events during this time set the blueprint for the rest of their lives. This exciting and critical opportunity to utilise this miracle timeframe to inspire and shape truly extraordinary foundations is what unites us in our passion for the work we do.

Professor James Heckman devoted his professional life to understanding the origins of major social and economic problems, his work was awarded a Nobel Prize in 2000. Heckman's research supports that the highest rate of economic return comes from the earliest investments in children, and he argues that society invests too much money in later development when it is often too late to provide great value.

This is further supported by PISA, which show that the academic outcome of 15-year-old pupils is better if the young person attended early childhood education. And even better if it was of high quality and offered a safe environment with professional staff. This highlights more than ever the importance of excellence in Early Years and has paved the way in creating a culture shift in the view and value of high-quality early education.

Babies are born with the innate skills of curiosity, awe, and wonder; they have an intrinsic desire to be inquisitive, explore and investigate. Every day, every moment and opportunity counts — so how do we foster and nurture this?

At Reflections, our approach is very much rooted in the Reggio philosophy, where we view the **environment** as the third teacher, a space for providing numerous **opportunities** and **experiences** for children to discover, explore, experiment, **develop their ideas** and test their theories. We focus on ensuring that our environments encourage collaboration, communication, exploration, discovery, inspiration, and intrigue and are a place for research. The characteristics of effective learning are the key elements that promote and nurture children's development and underpin all areas of learning. Lifelong learning is born from children's experiences in play, exploration, active learning and creating environments that allow children to create and think critically. The Reggio Emilia approach is an educational pedagogy

‘Practitioners need to begin where the child is in their learning, rather than where they ought to be’

‘We deeply connect with our children and in doing so in this way, we see children’s motivation and love of learning explode’

and philosophy that focuses on early years and primary education. The approach was developed by pedagogist Loris Malaguzzi and parents in the villages around Reggio Emilia in the north of Italy after World War II.

The philosophy is child-centred and rooted in the belief that learners construct knowledge rather than just passively taking in information and that all children are competent and capable thinkers and learners as well as creative communicators and conversationalists. The curriculum emerges as a self-guided tool that uses self-directed learning in relationship-driven environments. The principles of **respect**, **responsibility** and **community** are promoted through **exploration**, **discovery**, and **play**.

Loris Malaguzzi wrote *The One Hundred Languages of Children* in recognition of the multitude of ways in which children can express their ideas, thoughts, feelings, or frustrations. The possibilities for the ‘languages’ are endless — drama, painting, dancing, dreaming, playing, questioning, singing, reasoning, imagining, listening, laughing, crying, loving, hating, sculpting, exploring, experimenting. It is our aim at Reflections to teach children how to use these symbolic languages in everyday life.

We also understand that children develop their own theories to make sense of the world and we explore these theories together. We **listen** to their ideas and take them seriously and we help facilitate their research. We do this through ‘project work.’

Professor Tina Bruce, a highly respected academic and theorist on play-based learning and early childhood development, considers that practitioners ‘need to begin where the child is in their learning, rather than where they ought to be. Children need the right help at the right time in the right way.’ Therefore, listening and really knowing our children, understanding their interests, and developing great relationships and bonds with our children are crucial for a child's development. Relationships, equality, and citizenship sit at the heart of our approach and as educators we very much believe we are partners in a child's learning process, guiding experiences, open ended discovery and facilitate problem solving.

We do all of this through our project-work. You may ask, how is project work different from topic work? Topic work is very much adult chosen, information-led and usually planned with a determined outcome. Whereas project work is based on our observations of children and is inspired by their interests and questions.

We see project work as a bilateral process where we as educators are willing to learn from the children. The trajectory of our projects emerges overtime depending on what the children do, and their interests very much guide the work. We interject with skills, proposals, and provocations — children are deeply involved, we are deeply connected.

We document the projects through written notes of narrative with photos — this tells the story of the project and gives the children **authorship** of their work. We have many publications of the children's projects which as well as sharing what we do, in turn amplifies the children's voice.

So how do we **listen to children**? We do so with intention, to understand and interpret what they are saying so we can make decisions about how to support each child. This helps us decide what materials to introduce to our environments and as explained earlier, the environment is viewed as the third teacher, so our materials and environments are carefully considered and reviewed to support the children's learning. We **deeply connect** with our children and in doing so in this way, we see children's motivation and love of learning explode.

There are of course many ingredients that contribute to developing a *love of learning* but above all in the early years it is about **connections** and our **reflections**; relationships developed with the children and parents so they can work in partnership, to respond to and **reflect** on children's interests. By connecting and reflecting this enables us to create learning opportunities, enriching environments and activities that help children be authors of their own learning processes.

It really is during these early childhood years that we can embed the foundations for lifelong learning which in turn will shape how children proceed through their educational journey and become **learners for life.** ■

'Project work is based on our observations of children and is inspired by their interests and questions. We see project work as a bilateral process where we as educators are willing to learn from the children'



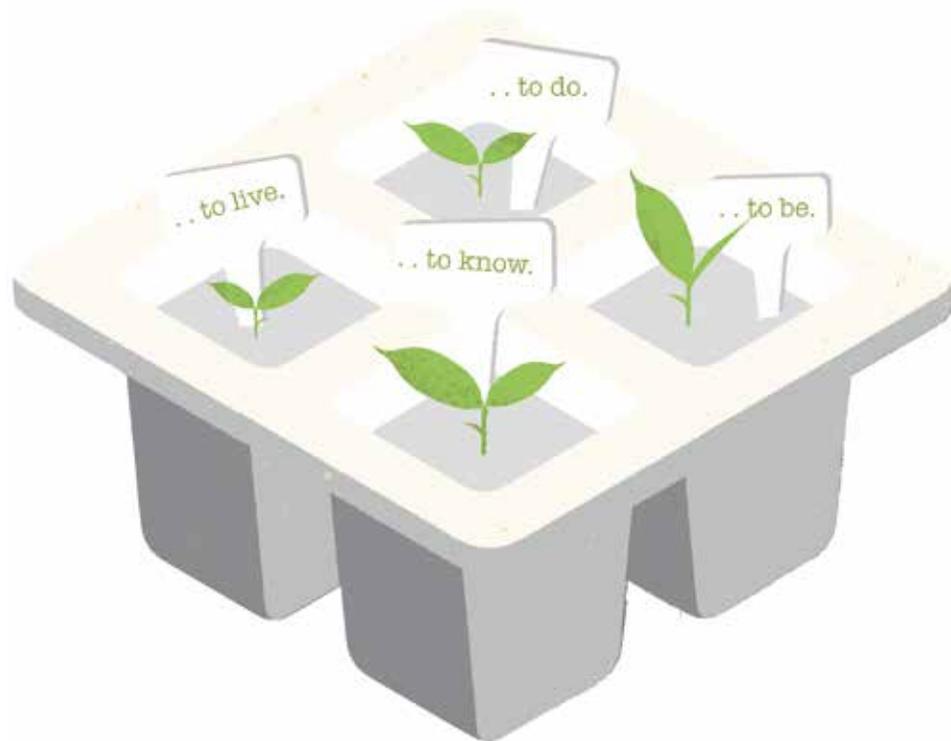
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Sowing the seeds

Nadia Ward, the former Deputy Head of Eaton House Belgravia, on embedding a culture of lifelong learning in boys



'Anyone who stops learning is old, whether at 20 or 80. Anyone who keeps learning stays young.'
Henry Ford

Developing and nurturing a learning community is a question that has been a recurring theme during my 20-plus years in education. It is an overarching motif that transcends my central plank on pedagogy, broadly based on UNESCO's four basic pillars of education:
Learning to know
Learning to do
Learning to live together
Learning to be

These pillars serve as specific objectives to lead students through life, developing a path of self-knowledge, creativity, respect and empathy for others. Above all the pillars act as a template to those who commit to quality education, supporting them on understanding that an education based on the pillars will encourage children to become the leaders of the future with strong foundations, a growth mindset and an intrinsic motivation to keep learning. Continuing on this theme I decided to develop the four pillars as a discussion point and working document to developing a lifelong learning culture for the boys.

I started by asking my 87-year-old father who until recently was one of the longest serving members of the Institute of Structural Engineers. I asked him why he wanted to keep on learning throughout his life; growing up, he always had a novel with him, whenever we went on holiday he always wanted to try local foods, use public transport and immerse fully

in the customs of cultures of the people he met. He said it was simple: growing up in a very large extended family in rural India he was encouraged to be curious, take risks and try things for himself, knowing that if he fell there would (probably) be someone there to catch him. This struck a chord with my own thoughts on how to mould and shape a boys' school culture and ethos based on a love of learning.

Through a series of meta studies, it is widely agreed that there are no differences between boys and girls in terms of what they can learn. There are, however, some debatable differences in the way that we can teach them. In a 2014 study of more than 400 Italian students cited by Mark Roberts in his book *The Boy Question*, it was noted that intrinsic motivation was stronger for females than males across all educational levels. Girls are generally more likely to be driven by the belief that learning is an end in itself, boys are more driven by external regulation and are motivated by a 'value-end' goal.

With this in mind I decided to think about how I could adapt the pillars of education to fit the challenges of a boys' preparatory school to potentially avoid pitfalls, encourage intrinsic motivation and open up a working document for staff when thinking about a lifelong learning culture.

Learning to know
In boys' brains, a greater part of the cerebral cortex



'A boy's brain is hardwired to detect and engage in movement — he is made to move. When movement is limited ... a boy may find creative — or even destructive ways around this'

is dedicated to spatial and mechanical functioning so although boys' writing skills tend to develop more slowly than girls', they are often ahead in more analytical classroom challenges in Technology, Maths and Science, for example. Boys tend to like to build things, manipulate objects, and can picture complex shapes in their minds. This also explains why younger boys may have a tendency to be more drawn to construction toys, complex building puzzles and computer games than girls. Generally, boys tend to learn better with movement and pictures rather than just words. A boy's brain is hardwired to detect and engage in movement — he is made to move. When movement is limited (as in a typical boys' prep school classroom), a boy may find creative — or even destructive ways around this.

To mitigate this, we need to find ways to move so that boys can try to engage and stimulate their brains — particularly if they find themselves feeling bored.

This may explain why issues around movement are a leading cause of behavioural concerns in primary-aged boys. Regular and meaningful movement breaks need to be a cardinal rule in every classroom.

Learning to do

How a boy responds to new challenges in the classroom will often relate to three factors: his belief in having adequate personal resources, the way the challenge has been framed, and how closely the challenge relates to his personal goals and interests. When this secret is harnessed for learning, it can become a powerful force for engagement. When it isn't, it can lead to power struggles or disengagement.

For example, we know that across the globe boys underperform compared to girls in reading literacy measures, in the 2018 PISA report it was noted that:

"When asked how much time boys usually spend reading for enjoyment, more than 75% of boys reported either not at all or less than 30 minutes a day; less than 3% reported that they read more than two hours a day. To put this in context, by contrast 43% of girls reported that they read at least 30 minutes a day and 8% reported reading for more than two hours a day."

Intrinsic reading motivation is acknowledged as an important factor in developing fluency among boys. It helps the reader to persevere through challenging parts of texts and stay engaged in the



‘Boys require explicit teaching on emotional vocabulary. They need to be provided with time and space to learn how to express themselves verbally in a safe and nurturing classroom’

book instead of grinding to a halt when it becomes tricky. Gaps in gender achievement can significantly reduce if intrinsic motivation is promoted. To encourage boys to read books needs to be a daily part of life, which includes reading aloud to the teacher, listening to an adult reading (this can include audio books) reading in groups and reading at home. A skilful teacher will be able to pick up on an individual’s interest and guide them to appropriate books. Small rewards such as stickers or certificates can be used to motivate the reader until the process becomes a natural, part of daily life and above

all a pleasure purely for the sake of reading. A seismic shift will gradually take place and motivation will transfer from extrinsic to intrinsic motivation.

When possible, structure tasks in a way that can include personal interests — with judicious use of extrinsic motivators.

Learning to live together

The stereotype that girls are more emotional than boys is outdated. In Dr Abigail James’ book *Teaching the Male Brain*, she explains that neuroscience has revealed that the development of the amygdala (the part of the brain involved in emotional

‘This means that teaching boys to follow their passions and persevere through failure by praising their effort over results is imperative in their path to accomplishment’

response) actually develops earlier in boys than in girls. Young boys do not have the same verbal skills as girls, however, and so they tend to use physical expression (pushing, shouting, kicking, running etc) to communicate their feelings. In general, an adult will pay more attention when a child expresses their feelings verbally eg. ‘I am sad’ than if a child expresses themselves non verbally as it appears as though there is a loss of self control. It is therefore important to explicitly (and creatively) teach boys to use their words to express themselves.

Boys require clear-cut teaching on emotional vocabulary. They need to be provided with time and space to learn how to express themselves verbally in a safe and nurturing classroom. Art, music, and drama are fantastic conduits for natural and organic emotional development and form an important part of the curriculum.

For some boys, developing a mindfulness practice can also help them navigate their feelings. Mindfulness is a method of shifting attention inward to observe thoughts, feelings, and actions without interpretation or judgment.

Learning to be

In Angela Duckworth’s book, *Grit: The Power of Passion and Perseverance*, she states that grit is a combination of passion and perseverance, it is now thought to be a potentially better predictor of success than talent or IQ.

This means that teaching boys to follow their passions and persevere through failure by praising their effort over results is imperative in their path to accomplishment. Encouraging boys to take intellectual risks and to be open to failures will help them learn. Failure is a part of life. How a boy is taught to handle failure will impact his ability to be successful in the long run. As educators we need to arm our boys with a toolkit of strategies that support them in recovering from failure.

Given that boys are more likely to follow performance goals, which tend to limit their potential, we need to skilfully challenge the boys and reframe the attitude by promoting a mastery approach in the language that we use, for example feedback that offers specific areas for improvement with acknowledgement that frustration and failure are a normal and valuable part of the learning process.

Teaching boys to try again following failure is an important lesson. We can do this by acknowledging the effort and not the outcome, whilst simultaneously promoting an ethos of mastery over performance.

Building on this knowledge and going back to the words of my father, “be curious, take risks and try new things”, will be the starting point in what I hope will be a long, thoughtful and organic debate in the pursuit of embedding a culture of lifelong learning in every boy in the school community. ■

Lifelong learning and the brain

Far from being a static organ, scientific evidence now shows that the brain is a highly dynamic organ, capable of adapting and changing as a result of experience, says Dr Ricardo Tavares, Director of Dukes Beyond The Classroom

Historically, the brain was considered a static organ, one that became incapable of further growth by early adulthood.

The conception of learning throughout adult life into old age was not a common one.

Einstein had the foresight to say, “Intellectual growth should commence at birth and cease only at death.”

More recently, research around the brain’s ability to change and adapt, formally referred to as neuroplasticity, has become a hugely active one. The evidence now confidently shows the brain to be a highly dynamic organ, capable of restructuring throughout the entirety of life, with vast potential benefits.

Neuroplasticity – how your brain reorganises and adjusts behaviour

Wind back to medical school and I can remember first being introduced to the term ‘neuroplasticity’ in a state of annoyance – another moderately complicated term to get my head round.

‘The concept of these neurons being a dynamic playground over the course of a human’s life highlights the vast potential we all possess from cradle to grave’

Fast forward to today and it has huge relevance in regards to how we approach education and lifelong learning.

Neuroplasticity simply refers to the brain’s ability to change and adapt as a result of experience. Broken down, ‘plasticity’ refers to the brain’s malleability, and, ‘neuro’ refers to neurons – the building blocks of the central nervous system.

There are over 100 billion neurons in the human brain. The concept of these neurons being a dynamic playground over the course of a human’s life highlights the vast potential we all possess from cradle to grave.

Lifelong learning, purpose and happiness – how are they linked?

When we are blindsided by life events, we can react in a variety of ways.

I have met many patients over the years who have been faced with extremely unfortunate circumstances.

I will never forget in my first year as a junior doctor, a patient who was a little younger than me at the time. He was battling a very aggressive head and neck tumour with a slim chance of recovery.

He taught me more life-lessons than I learnt at medical school.

He battled with the fear of death, the prospect of never having the chance to have a family, to get out of his teenage years. He said to me:



“We only appreciate what we have when we are about to lose it all. Whether I beat this or not, I want to live each remaining day with purpose and happiness.”

Purpose and happiness — this combination has stuck with me ever since.

I also think it is intimately linked with lifelong learning. If you are purpose driven, one key component required is to keep gaining new knowledge to fulfil both your defined purpose and your potential. Research has also shown the clear mental health benefits of lifelong learning — an increase in self-confidence and self-motivation, with an associated upturn in mood.

Lifelong learning has been defined by the public sector training provider Inside Government as “the concept of pursuing additional education and the development of further skills beyond an individual’s formal or compulsory education.”

Simple examples of the types of lifelong learning include:

- Developing a new skill such as driving a car
- Self-taught study such as learning a new language
- Learning to use a new technology such as a smartphone

In light of the commonly held view future generations will have portfolio careers — engaging with multiple career paths across one’s professional life — lifelong learning will be a key asset to achieve professional success in an ever-changing landscape.

Neuroplasticity in action

We see examples of neuroplasticity all around us daily:

- It is well known that, in humans, the loss of sight early in life can heighten other senses, especially hearing. This suggests that losing one sense rewires others.
- Bilingual speakers have been found to have greater grey matter density in the brain, highlighting structural change as a result of second language learning.

— The practice of meditation results in different levels of activity in brain regions associated with qualities such as attention, anxiety, depression and fear.

— Both diet and exercise have also been strongly positively linked to your brain’s neuroplastic ability.

Use it or lose it!

A commonly cited example of brain changes associated with external factors centres around London taxi drivers, who have to complete the intense ‘Knowledge’ assessment. They have a greater grey matter volume in the region of the brain known to be essential for memory and navigation. Interestingly, a reversal in brain changes has been found when they retire — when they were no longer required to utilise their spatial and navigation skills as much.

The benefits of lifelong learning for the brain

A recent study showed that some of the degenerative age-related changes in the brain were reduced in academics. The study, carried out at The University of Zurich, followed 200 senior citizens for more than seven years. The participants were not affected by dementia and enjoyed very active social lives.

Physiologically, the more you use your brain, the more oxygen it requires, and your body increases blood flow to it to fulfil the higher demand. This is what keeps it healthy and active.

“It’s similar to how cardio exercise every day helps benefit the health of your heart,”

Dr. Lagoy, a well-known psychiatrist has said. “It’s just like working out your other muscles.” He goes on to say: “The more you keep the mind engaged the healthier you are for it, whereas if you don’t use it regularly, it is more likely to atrophy.”

What we are now clear on is that the brain’s maps can clearly restructure themselves through learning experiences.

Humans and animals have the ability to continually acquire, fine-tune, and transfer knowledge and skills throughout their lifespan. This ability is mediated by a rich set of neurocognitive mechanisms that together contribute to the development and specialisation of our sensorimotor skills as well as to long-term memory consolidation and retrieval.

Scientifically proven, we can embrace the opportunities on offer, try them, and if they work, your brain will begin to not only accept and be comfortable in their surroundings, but start to re-shape chemically and accept them as the new norm.

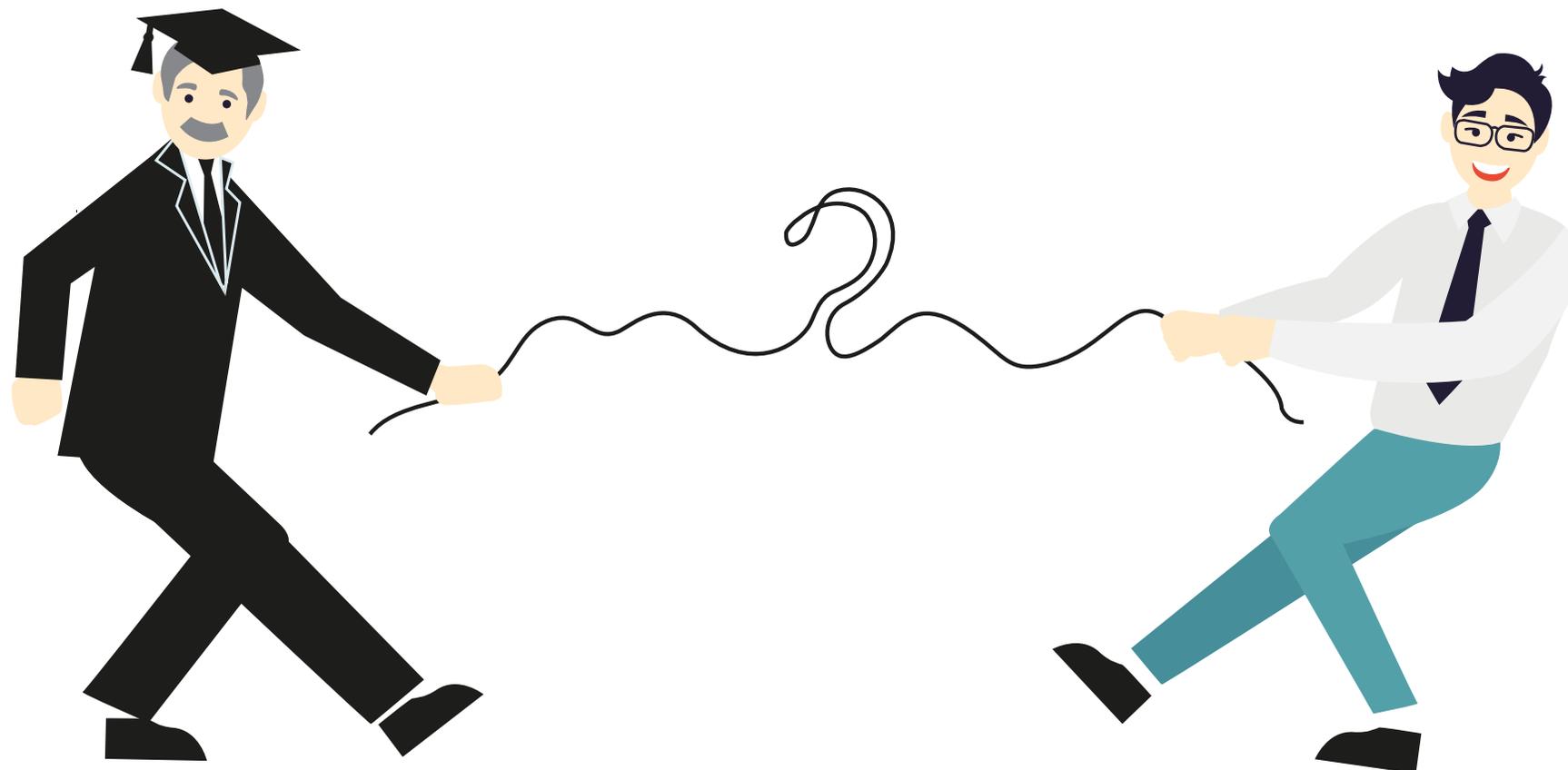
It is increasingly becoming clear that an active, curious mind gives you a better chance of staving off potential age-related degenerative changes, along with the vast array of personal and professional attributes highlighted above.

We are all capable of re-wiring our internal hard drive to a degree. You can actually teach an old dog new tricks and the importance of committing to a lifelong learning journey is now no longer a nice-to-have, it is in my humble opinion, a must-have. ■

‘The more you keep the mind engaged the healthier you are for it, whereas if you don’t use it regularly, it is more likely to atrophy’

Lessons for life — for teacher and student

Gethin Thomas, Deputy Head Pastoral, St Andrew's College,
Cambridge, on what a rebellious student taught him



'34.3 days for every student in the boarding house to do one load of washing. More than one month for a single cycle'

This was the line I confronted with at the beginning of my time at Cardiff Sixth Form College by a disgruntled pupil. My third assembly at a new college was not going as anticipated. I had decided to change the curfew times so that students had to be inside the boarding house by 11:00pm. This included no laundry after 10:00pm. For Sixth Form students who had been given more leeway before my arrival, this was a stricter rule than they had been used to. The news went down like a lead balloon, and particularly with one Polish student who, I was quickly going to learn, made a hobby out of testing the system, authority, and my patience. I delivered the news to the Year 13s, knowing that it probably would not be a popular decision, but that it was a justifiable decision in a Sixth-Form boarding house. My assembly was a short one, no more than 15 minutes, and at the end I invited questions from the student body. Honest opportunities for student voice are generally a useful, if rarely easy experience. The student in question had spent the few minutes he had after learning the news, to work out how much time students would have to do their own washing within the new curfew times.

"147 boarders, with six washers at 38 minutes, six dryers at 60 minutes comes to a total of 14,406 minutes. With five hours available for washing outside of school and eating hours it would take 34.3 days for every student

to do one load of washing. Does the college think this acceptable for students?” *

Cue roars of approval from the teenage crowd, clearly invigorated by their modern-day Spartacus. The student lay back in his seat, with a face that can only be described as the expression of a mic-drop. I thanked the student for their question, expressed how impressed I was at their mental arithmetic and asked them to stay behind after the assembly to discuss details, hiding my annoyance.

What did I learn from this, and why do I think this is a good example where we must teach our students to approach questioning authority in the right way? Firstly, on a personal level, I learnt that students will always search for loopholes or slight errors in a system, and invariably they will find them. Students will spend hours finding a needle in a haystack if they are impassioned to do so. When I tightened the leave request system, the same Polish student flew to Spain and back in 12 hours, to have lunch with his grandparents. When I introduced an electronic sign-in/sign-out system the student wrote a computer program that would automatically sign him into the sick bay if he overslept. Why did he go to these lengths? I suspect it was less about attaining a more enlightened college, and more about proving a point.

The ingenuity, creativity and hard work that had gone into these mini rebellions were personally frustrating, a slight blow to my ego and

frankly, very impressive. All these anecdotes could be taken as examples where the systems and procedures of the college failed, where the inadequacies of management were exploited. However, the longer I have been in the job of caring for boarders the more I feel that creating an environment where students can challenge authority in a safe and nurturing capacity is an essential part of their growth as young adults. Not to mention that being challenged, and dealing with that conflict appropriately, is an essential part of our learning as educators. Boarding is not, and will never be, an environment of perfectionism. Anyone who says they run the perfect boarding house with no issues and no problems is either lying or delusional. Students may achieve 100% grades in a test or exam, they may be the best in their field nationally or internationally, but it is almost guaranteed that no student will navigate the myriad of challenges and interpersonal relationships within a boarding house with 100% success. Nevertheless, creating an environment where students can traverse the complicated world of boarding is not only achievable, but an indispensable part of a student's broader education. Resilience is a word possibly overused today, without an accurate understanding of what it entails to build resilience. However, some of the best learned examples of conflict resolution can be seen in a student who

*I am sure my arithmetic is inaccurate here; however, I have written the quote I remember in the interests of storytelling rather than ensuring mathematical accuracy.

‘When I introduced an electronic sign-in/sign-out system a certain student wrote a computer program that would automatically sign him into the sick bay if he overslept’



confronts a friend who has taken their ice cream from the shared freezer. Learning to deal gracefully with a disagreeable decision, can be seen every time a student is denied leave to go to the cinema for not keeping their room up to standard. Gaining a greater understanding for empathy and compassion can be witnessed in every moment when building relationships with staff and students from different backgrounds and cultures. We can build that same resilience as staff, where students challenge the very nature of what we do and why we do it, on a daily basis.

More importantly, back to the resolution of the laundry dilemma. Unsurprisingly, the curfew times were not changed back to later hours. However, discussion with students led to providing extra times to do laundry, and ultimately a decision was made where the college provided a laundry service for the students. Students are still required to do some of their own washing to this day, however; I believe this is a vital part of preparing to be independent. The leave request system was tightened up to ensure that any weekend day trips to Europe required thorough checks, and only staff were allowed to sign-in students to the sick bay. And what of the student? While I do not know his exact choice of career, I would be quietly confident he is an invaluable asset to an organisation somewhere in the world, probably making his bosses a lot of money, and annoying them in the process. ■



A springboard to learning

The Dukes Club was launched with a grand vision – to connect, educate, inform, serve and entertain the community of parents, staff and alumni across the Dukes Education family. Kathleen Kay, the club’s platform manager, explains how this ambitious plan has been achieved

A few years ago, Dr Glenn Hawkins, had a bright idea. The managing director at Dukes Education wanted to create a community of parents, staff and alumni across the Dukes family. An offering of learning and enrichment opportunities for our students and their families with something for everyone, from nursery age to sixth form, university entry and beyond. A belief in lifelong learning is hard baked into the ethos at Dukes and our goal in this venture was to connect, inform, educate, entertain and serve. As Dukes Founder Aatif Hassan puts it, the Dukes Club will provide our families with ‘a way to connect with and learn from all members of the Dukes community.’

The vision was big, and the challenges were big too, but the Dukes Club is now a reality, and we are now on a path to making the founding vision come to life. This is how we are doing it.

Connect

'We cannot live only for ourselves. A thousand fibres connect us with our fellow men.' — Herman Melville.

Who are we without community? How do we learn without our teachers, our muses, our idols, often most importantly our contemporaries? The Dukes Club provides a space for parents to grow their communities and share and learn from each other.

It is often said, it takes a village to raise a child, and in our digital age this village often takes its form online. Many of the biggest questions in a parent's journey are best answered by their contemporaries. When should I buy my child their first phone? How do I help my child deal with the pressures at 11+? What plans should I be making for my child's gap year in the current climate? These are just a few questions posed in the Dukes Club community forums.

The networking function on the Dukes Club platform gives members the ability to connect with other parents in their school or local area, or to spread their reach further by connecting with members from other schools or colleges — learning more about the Dukes Education family and the choices available to their children.

Inform and educate

'Live as if you were to die tomorrow. Learn as if you were to live forever.' — Mahatma Gandhi.

Our need to know and to learn is never more acute than when we become parents. We want the Dukes Club to become a trusted friend, a resource parents can turn to to educate themselves and get advice on the many issues that a modern parent must deal with on a daily basis.

We have been lucky to field a team of editorial experts; journalists from the world of education and parenting who have curated the Dukes Club resource library, an Aladdin's cave for a parents and educators of all ages. It took months of collaboration, research and teamwork to make this a success — we have all been learning in the process — and the result is something we are proud of. We have created a wealth of knowledge for parents, from expert



tips on raising children to advice on navigating screen time and social media, advice on SEN and mental health and guidance on all stages of the educational journey from choosing the right nursery to helping your child get into medical school.

We have extended this learning journey to events, too. The Dukes Club is hosting a series of webinars, currently focused on parenting experts with talks on neurodiversity, behaviour management, digital know-how and more.

And we are already hosting some events in the real world, too. Candida Cave, founder of Hampstead Fine Arts and an incomparable art historian has led tours to the Courtauld Gallery and the Sainsbury Wing of the National Gallery where she has shared just some of her extraordinary knowledge of art for a lucky group of parents. Her ability to make one see even familiar works of art afresh with new eyes is hugely rewarding. Her tours are surely the very definition of lifelong learning.

This autumn, Eaton Square Senior School will host David Goodhew, Head of Latymer School, and Dukes Education's (and former High Master of St Paul's) Professor Mark Bailey to discuss the 11+ in the school's iconic Grade II-listed building overlooking Green Park.

Entertain

'What we learn with pleasure we never forget.' — Alfred Mercier.

It is fundamental that the Dukes Club entertains. Even as we launched amid Covid uncertainty, we kept at the forefront of our minds the need to provide activities and events which are engaging and fun.

Which is why we began our event series with Gyles Brandreth. The broadcaster and reluctant national treasure shared his 'Seven Secrets to Finding Happiness in your Life', which was hugely popular and well, entertaining.

As well as providing opportunities for adults to socialise and enjoy themselves, we want to create fantastic opportunities for children, too. Summer activities to keep children engaged, tuition opportunities tailored to the curriculum and aimed at making subject matter fun and learning

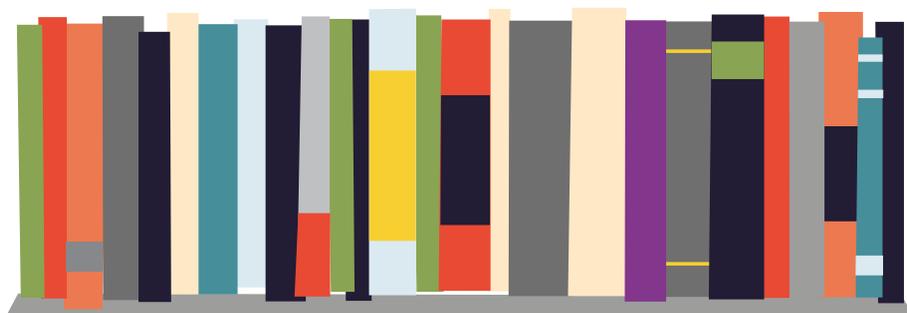
experiences to inspire students to participate in activities they would otherwise not have been able to do. The Club will offer trips, excursions and opportunities that a single school would not be able to support alone. Could we bring all budding musicians in our family together for a music workshop and form a mini orchestra? Could we provide young scientists with the opportunity to visit NASA? All these things are possible and as the community grows along with our learning, they will become a reality as well.

Serve

‘With the launch of the Dukes Club we have an opportunity to serve all of our families’ – Aatif Hassan.

The Dukes Club is in its infancy, but the tiny ripples are starting to create waves. We already offer significant discounts and rewards on all Dukes consultancy, summer school and activity services to all our members. But the vision is that this will be a space that serves our families throughout their lifelong learning and wellbeing journey. Tuition and mentoring, university and career guidance, work experience, support for families with special educational needs, as well as wellness and fitness offerings are all part of this.

Lifelong learning is a journey of independent, initiative-taking education and personal development. We hope Dukes Club will act as a springboard to provide opportunities for our parents, as well as our students, to continue a life of learning. ■



Dukes Club



The Dukes Club connects our community of parents, pupils, staff and alumni. It is an exclusive space that aims to educate, inform, entertain and serve the Dukes family. The Club has a wealth of resources already available, and a number of fantastic online & in-person events planned for autumn term 2022.

In-person events

Surviving the 11+ - how to gain admission to the capital's best schools

When: 6-8.30pm, Tuesday 13 September 2022

Where: Eaton Square Senior School, 106 Piccadilly, Mayfair, London W1J 7NL

Romanticism & Revolution – the roots of modern art

When: starting 6pm, Wednesday 21 September 2022

Where: Hampstead Fine Arts College, 41-43 England's Place, London NW3 4YD

Upcoming webinars

Children's nutrition – everything you need to know about cooking with kids

When: 6pm, Thursday 22 September 2022

How to ace the Oxbridge interview

When: 6pm, Thursday 10 November 2022

All of the Dukes community are invited to these exclusive events as part of their Dukes Education experience.

For more information, please visit www.thedukesclub.com/experiences

Beyond the curriculum

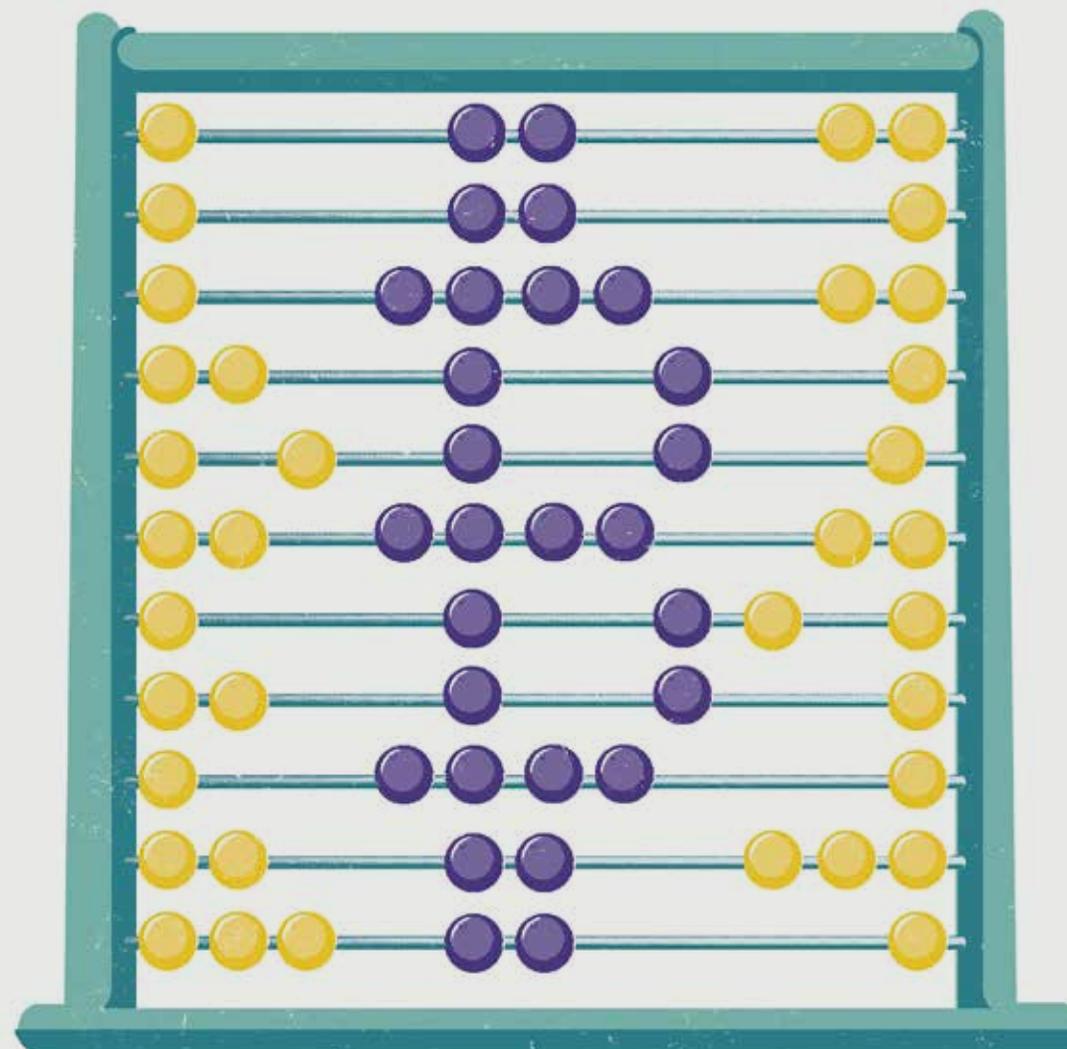
Caroline Townshend, Head of Eaton Square Senior School, on how its Preparation for Life programme readies students for life once they have finished their formal education

At Eaton Square Senior School, we believe it is our job to prepare our students for lifelong learning. It is our aim to educate students to become the best versions of themselves both at and beyond school. Once our students have left us, we want them to continue to develop their individual passions, lead purposeful lives, engage positively in – and contribute meaningfully to – society.

Which is why we have developed Preparation For Life (PFL) – extra, timetabled, non-examined subjects that will give our students valuable, practical knowledge about the modern world but also afford them additional time and space to explore skills such as critical thinking, collaboration, problem solving, creativity and communication outside of individual subject areas, encouraging an inter-disciplinary approach.

These sessions are part of the core curriculum offering from Year 7 through to Year 11 and will also run alongside A-levels when our Sixth Form opens this coming September. All sessions are run in our Creative

‘We have masterclasses on ‘Crypto – What I should know,’ mortgages and financial literacy, political understanding, the importance of service within communities and career insight talks’



‘In the GCSE and A-level years, these skills needed are built on to link in with post-school life’



Facilitation Space which was purposely designed to encourage group work and collaboration. These sessions are leaps and bounds away from traditional teaching; the teacher very much acts as a facilitator with students taking the lead on the challenges set at the start of sessions. Students are encouraged to bring in content and examples from lessons they have attended that week, encouraging reflection of what they have been learning and time to link it with concepts beyond an individual lesson.

In the younger years (Key Stage 3), sessions focus on skills development and cover areas such as communication, rhetoric and speech development, problem solving and critical thinking. Lesson experiences include code breaking and the Eaton Square escape room, researching and presenting role models, running a media project and an entrepreneurship challenge. Sessions are not graded but students receive feedback on their engagement, contribution, and outcomes, with peer feedback and development goals moving forward being a key part of each session. The schemes of work are flexible to allow student feedback, experiences and needs to influence content and structure of sessions as students progress through the academic year.

In the GCSE and A-level years, these skills are built on to link in with post-school life. Students explore self-awareness, self-regulation and social interactions for success alongside study skills, goal setting and exploring their future pathways. Visiting speaker sessions have run masterclasses on ‘Crypto – What I should know’, mortgages and financial literacy, political understanding and choice within democracy, the importance of service within communities and career insight talks. As we plan the Sixth Form sessions, we will look to maximise on our central London location to encourage multiple partnerships to be formed with local and global businesses. We hope that as our T-level provision grows in future years, the links we form with companies will further develop our Preparation for Life programme.

Technology has enabled us to answer many questions at the click of a button, but content knowledge remains vital for life,

and not simply for passing exams. It's a fundamental part of the learning process; our ability to extract meaning is reliant on content knowledge for our greater understanding of a subject. It's not a skill, it's something that's far more intrinsic than that and based upon a broader depth of understanding. It is important that our students are constantly aware of this to find purpose in each lesson.

Alongside delivering the curriculum and content knowledge, however, we expect our teachers to engage in delivering character education. It is essential that we teach our students how to grow as people. Which is why each student has the opportunity for leadership development. Such opportunities should not be for an elite few but for everyone and should be presented as frequently as possible throughout each academic year. Feedback from sessions has been overwhelmingly positive, and the programme has the flexibility to change and evolve with time to suit the needs of our learners at the time.

At Eaton Square, we truly believe that academic excellence and Preparation for Life, including character education, are not mutually exclusive. Small changes to teaching each day can make a significant long-term difference. The world is changing at a rapid pace. By helping students to explore their strengths and areas for development, by focusing on values and by promoting breadth, we put them in a strong position to seize and create future opportunities and have a fulfilling future as lifelong learners. ■

'Feedback from sessions has been overwhelmingly positive, and the programme has the flexibility to change and evolve with time to suit the needs of our learners at the time'



Sancton Wood is an independent co-educational day school for pupils aged from 1 to 16 based in the heart of Cambridge.

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Learning to be our best selves

Dukes Education's Senior Leadership Programme is designed to give staff the tools and confidence to develop professionally and personally. Associate Director at Dukes and recent course graduate Natalia Volchugova reflects on an empowering year

Preparation for Life.

By popular demand, Eaton Square Schools are expanding.

Eaton Square Senior School's new Sixth Form unites academic excellence, unrivalled university preparation and a pioneering Preparation for Life programme.

Set in an innovative educational framework in central London, pupils are fully equipped to make their mark in our ever-changing world.

Discover more at our **Senior & Sixth Form Open Day** on Saturday 1st October.

Book your place now: www.eatonsquareschools.com

Imagine the best possible version of yourself. The self you want to be on your most productive day. Imagine feeling empowered and knowing your efforts for the rest of the day will bring you joy. On this day, you know you will be doing exactly what you are excellent at doing and it will have a wider positive impact on others.

An ethos of lifelong learning is embedded into the core of Dukes and staff are offered fantastic development opportunities during their employment; this is how one of the sessions at the Dukes Education Senior Leadership Programme started on the day

when we covered Module 6 – **Inspirational Communication.**

Sadly, this is not how my day started. I am writing this article from Gatwick Airport after a five am start. Rushing to get myself to the airport at funny hours of the night is much closer to my reality than the ideal version of myself living through the ideal day. Brainstorming ideas for a last-minute marketing activity plan in Almaty for a colleague who spent a long night at the airport in Kazakhstan due to a delayed connection flight is a scenario I'm far more familiar with. Jetting around the world to meet prospective students and parents might sound glamorous, but more often than not it results in too little sleep and too much poor food.

What is it that motivates us to get through such unexpected challenges? What helps us make decisions that are right for achieving specific goals rather than ones influenced by our current context? It is exactly this vision of our best selves. The day we are living might not be perfect, but we know what we are striving for, and we know what our best version of ourselves would do.

The Dukes Senior Leadership Programme (SLP) has been developed by Dukes Education in consultation with experts and accredited by the University of Buckingham. It is designed to give us the tools and confidence to manage our own self-development as a leader in education, to embed an attitude of lifelong learning.

Over a year the course covers 10 modules, from Module 1 – **Foundations of Personal and Team leadership to Module 10 – Reviewing, Planning and Presenting.**

Seventy per cent of the course content is designed be mastered by learning through doing. Each of us was assigned with a coach to help with reflecting on and reviewing the course material.

One-to-one coaching sessions were particularly beneficial during more challenging times offering an opportunity to examine one's own aspirations and ideas for personal development. My time on the SLP course started in January 2021 when the UK was under strict lockdown. The course gave me an opportunity to focus my energy on something meaningful, something that



How can I be more creative in my business development role?

‘Nothing motivates us more than knowing that what we do fulfils us personally as well as benefits the society’

would not necessarily fix the reality but carefully guide me in laying stones for a solid foundation for the future.

Nothing motivates us more than knowing that what we do fulfils us personally as well as benefiting society. How can I be more creative in my business development role? How can I weave my passion for art into what I do on daily basis? How can I transform my meetings with Dukes Education partners into occasions that inspire and stimulate rather than conversations that simply inform of our latest developments?

Often, I would arrive to the office on days when everyone would be working from home. Days felt long, there were no distractions yet also no natural boosters — smiles from colleagues, conversations about what’s happening in the world, general office banter. Days like this were when the discipline, inner strength and purpose were tested.

Knowing the purpose — both the bigger why as well as the intention behind every phone conversation, social media post and meeting request with colleagues was a useful compass for navigating the uncertain waters during this time.



During our residential trip to Lucca in Italy we made the most of our inspirational surroundings. The group exercise on **Inspirational Communication** in a sunlit villa after a home-cooked breakfast (by Dukes founder, Aatif Hassan) was an inspiration in itself. We laughed, we bonded, we practised in a circle of likeminded people, united by a common goal of personal and professional growth.

One of my most favourite learning exercises was being in another person’s shoes, part of Module 3 — **Taking people with you**. In pairs, we re-enacted conversations with a colleague who, for some reason, is not being co-operative. Firstly, we played our own role in the conversation, and then swapped roles to repeat it from the perspective of that colleague. We then reflected on what it felt to be them in this conversation. We contemplated how our reactions and words made them feel and which feelings might be fuelling their behaviour.

Throughout the year it was both external guests as well as the Dukes experts who shared their passion and experience with us on how to approach change, how to use financial budgeting tools as well as how to create a thriving culture.

It is a combination of acquired practical knowledge and confidence gained through challenging exercises at SLP that equipped me for the next step in my career halfway through the course. I knew I wanted to move forward in my career, and SLP came at the right time.

Most importantly, the skills that I learned during the course support me in identifying the motivations of students who are considering joining Dukes Education boarding schools. By recognising what motivates them, I can recommend the best setting to suit them for them to unleash their full potential. Sometimes, when young people struggle with defining their academic ambitions and choosing their A-level subjects I ask them to picture their most perfect day in the future.

I invite them to imagine being their best possible version of themselves. They will be doing exactly what they are excellent at doing, and this will have a positive impact on others. What is it that they imagine doing..? ■

The play's the thing

Sarah Segrave, Director of Education at Eaton House Schools, says that education will only create lifelong learners if it mirrors the curiosity of the very young and delivers a curriculum rich in the humanities and arts

'The curious mind of a three-year-old comes from within, it is not supplanted there by adults'

The narrative around education is too often subjected to headline grabbing staunch positions, where seemingly opposing views are presented.

Whether one is discussing how to teach young children to read or the suitability of the current public examination system, there is a temptation to present an 'all or nothing' approach in a bid to share one's views with clarity. This inevitably does education a disservice, and no more so than in current debates relating to the skills versus knowledge conundrum, and to the notion of 'preparing pupils for jobs which do not yet exist'. And at times, the cost of these debates is that the very purpose of education being forced into the shadows.

Education is not fundamentally about teachers, it is not about educational research, it is not solely the domain of schools, it is



not about some fixed notion of best practice. It is both very simple, and mysteriously complex. It is about helping each child to grow intellectually, socially, spiritually and culturally to be the very best version of themselves. Education supports children in every sense, so that they can contribute purposefully to society as an adult. A true education is transformative for a child, helping give them the language to understand and understanding to make sense of the

‘A true education is transformative for a child, helping give them the language to understand and understanding to make sense of the world, to articulate their understanding’



world, to articulate their understanding. And it does not stop at 16 or 18 or 21. The idea of lifelong learning is integral to that of education. It therefore needs to be established and promoted during a child's formal years of education.

It would be glib to suggest that creating a mindset for lifelong learning can be achieved in a series of assemblies, or PSHE lessons; where attributes such as 'collaboration' become the overriding objective in lessons or another 'bolt on' where the importance of resilience in the classroom and continuing to study are sported as worthwhile aims to our teenagers. Instead, lifelong learning starts in infancy. The curious mind of a three-year-old comes from within, it is not supplanted there by adults. Their desire to learn language and communication skills, to explore the environments they find themselves in, and to question and make sense of the world in which they are in, are intrinsic to all human beings. Lifelong learning is an extension of this and comes from a position where people both see and appreciate the value of learning in its own right; they enjoy the mental gymnastics of puzzling over new concepts, and gain pleasure from creating new connections and understandings.

If that is the case, what can we as teachers and parents do to help our children become lifelong learners? The answer lies in the culture of a school. A school develops a mindset for lifelong learning in children if it:

- Recruits teachers who are passionate and knowledgeable role models
- Allows those teachers the time to develop genuine relationships with their pupils
- Has a curriculum which is broad and rigorous, which is knowledge rich, and which allows children to develop an understanding and context of the world in which they live. A curriculum that devotes time to the humanities and arts.

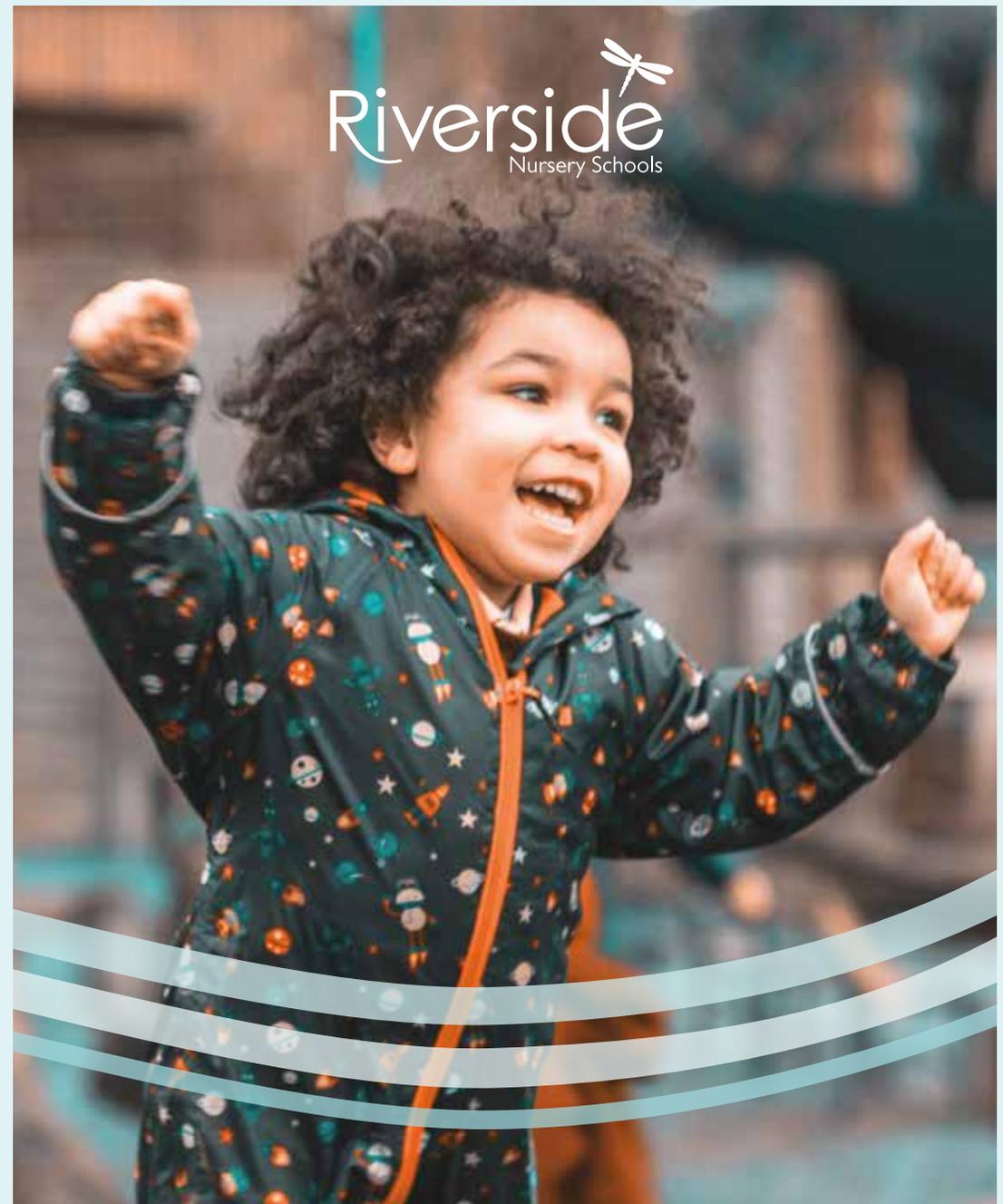
Ask a child what they recall most from their school years and it is more often than not a teacher who inspired them, a teacher who championed them, a teacher who ignited a

passion within them. These are the teachers we want in our schools. Teachers who have the confidence and scope to teach the actual children in front of them, rather than a 'one-size-fits-all' approach.

Whilst not disputing the importance of Maths and English learning for our children, or the need for science and computing in this digital age, the increased timetable provision for these subjects in the last 15 years has inevitably been to the detriment of other subjects. If we really want our children to love learning, to grow in their understanding of the world in which they live, to place current political and economic events in context, we need to teach them History, we need to teach them Geography, and we need to teach them Religious Studies. We don't live in an isolated bubble, either of geography or time. Our presence is a tiny but important notch on the timeline of a world that spans years before us, and time still yet to be counted.

If we want our children to be lifelong learners they need to appreciate this, and in turn value the need for context and connection. The role of rigorous humanities teaching is fundamental to developing both transferable skills and important context. Context to our music, our literature, to architecture, art and drama. Context to various political and economic situations around the world. This type of teaching touches at our hearts and souls. This type of teaching enhances and develops relationships. This type of teaching encourages our children to debate, think, be critical and discerning, grapple with complex ideas, be empathetic.... and fundamentally, to be eager for more. Let us hold on to those curious three-year-olds who will not be diverted by their playing or learning. For to learn is both a privilege and a joy. ■

'Our presence is a tiny but important notch on the timeline of a world that spans years before us, and time still yet to be counted. If we want our children to be lifelong learners they need to appreciate this, and in turn value the need for context and connection'



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The joy of learning

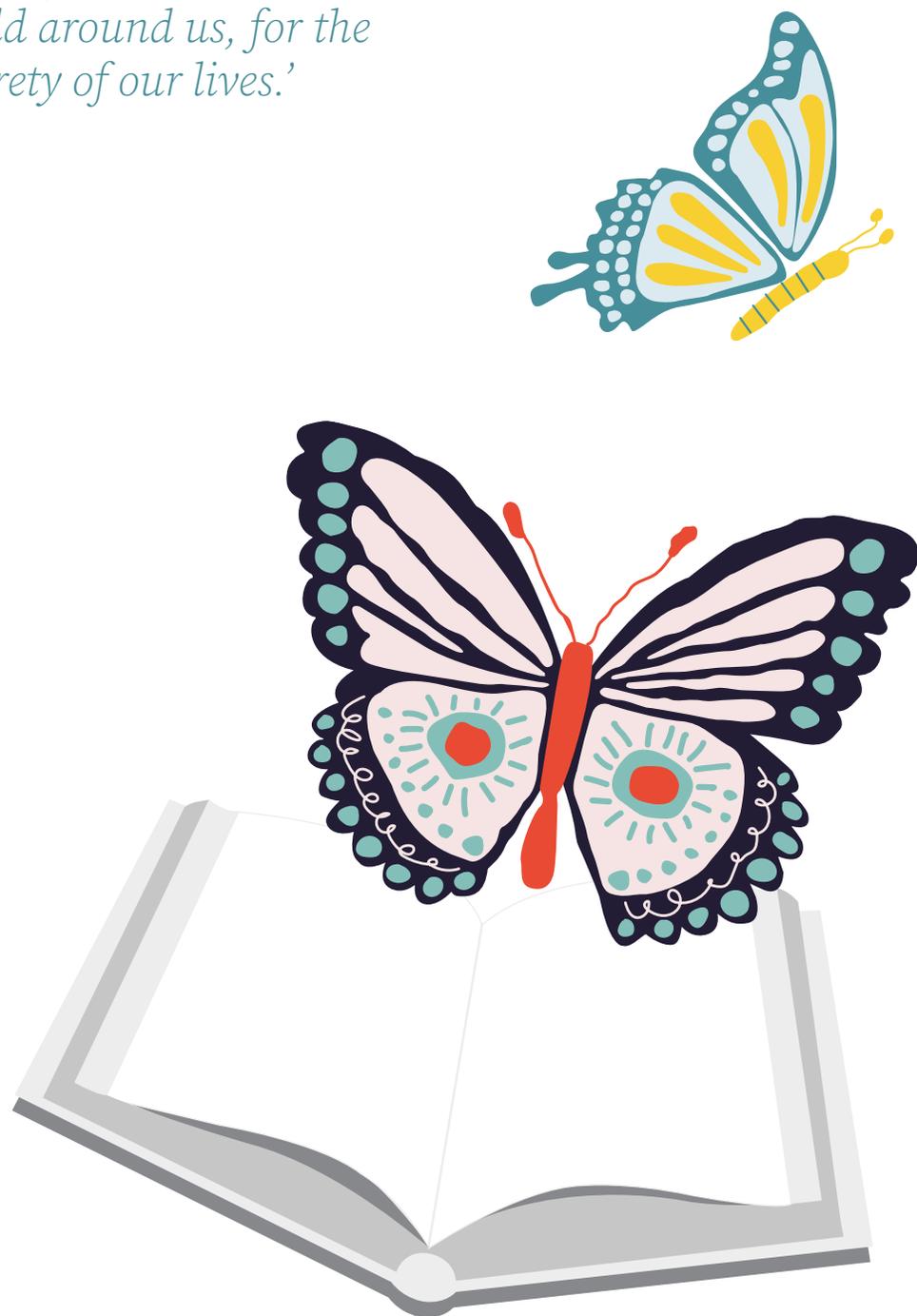
Silvia Bellucci, a teacher of Italian and Spanish at Earlscliffe and Rochester Independent College, recounts how learning new skills at various junctures in her life, from the uncertainty of youth in Italy to teaching a new language to the elderly, taught her that we should all embrace learning, whatever age we are



Growing up in Italy in the 1980s and 1990s, my friends and I were told at a very young age that the world around us was rapidly changing, that job stability was becoming a feature of the past and that we would need to acquire a wide range of skills to even hope to keep up with the challenges of the time.

We experienced the collective panic that followed the Chernobyl explosion, saw the

'It is a holistic approach to education that consists in the mere joy of continuing to learn and explore different areas of ourselves and the world around us, for the entirety of our lives.'



horrors of the Yugoslav wars taking place just across the sea from us and witnessed the increasing internal instability following the Mafia political scandals of *Tangentopoli* and the never-ending assassination attempts carried out by the far left and the far right. We also saw unemployment rates peak at 12% of the labour force in the late 1990s.

The world was changing and, with it, the concept of education which now saw its remit stretching far beyond the school walls to prepare us for an ever-evolving world of work. The traditional paradigm of making a long-term career choice and landing one or two stable jobs before retirement was rapidly becoming dated. Instead, what was asked of us was to become self-reliant individuals, capable of learning multiple transferable skills in order to cope with a rapidly changing labour market, where technology was increasingly gaining centre stage.

Fast forward a few decades, there is a worldwide spread acceptance of the importance of lifelong learning. It isn't just a tool to arm ourselves against unemployment and job insecurity. It is a holistic approach to education that consists in the mere joy of continuing to learn and explore different areas of ourselves and the world around us, for the entirety of our lives.

I recognise this in the ambition of many of my students, who are willing to give up some of their precious free time to learn Chinese, take up a drawing course or simply visit a museum and learn about the history of a certain civilisation.

I see it in the struggle of some millennial friends, who are having to retrain in their 30s and learn a completely new set of skills because their industry is collapsing or because they have suddenly been made redundant.

It is portrayed in the lives of some older acquaintances, who in their 60s and 70s are learning how to build a guitar, attending a weekly martial art class or challenging themselves with an IT course.

I have particularly witnessed it many times in my career as a language teacher. My youngest ever student was a toddler with a half-Italian mum who was learning the language through games, songs and role-plays; my eldest was a 76-year-old Jewish man who had had a tough life and was spending his retirement years finally doing what he loved, such as learning Spanish.



‘A campaign is expected to launch in 2023 to enable UK doctors to prescribe art, music, or other hobby-based treatments to fight off several physical and mental issues. Older students may be the ones who benefit from lifelong learning the needed’

The lesson plans were obviously very different, but what the two students had in common was that innate passion for learning, and the enrichment that invariably comes from it. Neurological research which took place in 2014 to determine whether bilingualism influences cognitive aging found that those who speak two or more languages, irrespective of education level, occupation or gender, experience the onset of Alzheimer’s four and half years later than monolinguals. A campaign is expected to launch in 2023 to enable UK doctors to prescribe art, music, or other hobby-based treatments to fight off several physical and mental issues. Older students may be the ones who benefit from lifelong learning the most.

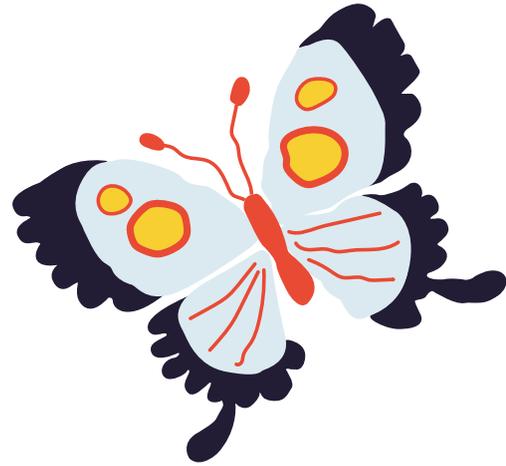
Research conducted by the academic Julia Morales in 2013 showed that with much younger language learners, children who learn a second language recall memories better than speakers of one language and work swifter and make fewer mistakes in memory-based tasks than their monolingual peers. The evidence suggests that children who are language learners work in a more logical manner and can recognise key data and text more quickly, too. So, whether in nursery or retirement, learning another language can only add value and purpose to our lives. To learn is to adapt, to evolve, to keep up with our times, to have something to look forward to, whatever our age. It has something to do with reaching our full human potential.

To quote T.H White in *The Book of Merlyn*: “You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honour trampled in the sewers of baser minds. There is only one thing for it then — to learn.”

I remember when, during my gap year in India, I was learning how to play *tabla* in a room full of primary school children who were so much better than I was. One day an older Dutchman joined the class, and I could see him struggling, too. We slowly became friends, so I asked him what was keeping him going. He showed me a tattoo on his forearm that spelled ‘nu’. He explained to me that it means

'now' in Dutch, and it had been his reminder for many years. Never mind what your current level of ability is, what counts is that you are taking on the challenge of learning something new right now.

On Facebook one can find a variety of lifelong learning groups: a learner's society, a platform to share materials and ideas, or an adventure group. There is even a page dedicated to a lifelong learning festival that took place in Limerick in Ireland in May, where both in-person and online courses were offered, and whose motto is, "Learning something new in 2022." What will you do? ■



'You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honour trampled in the sewers of baser minds. There is only one thing for it then — to learn'

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The last word...

Every week at Dukes, we share a 'Quote of the Week' offered up by one of the team. We've collected some of our favourites from the previous term.

"Success today requires the agility and drive to constantly rethink, reinvigorate, react, and reinvent."

Bill Gates

"It's not the awards and prizes that add value to one's work, it's the work that adds value to the awards and prizes."

Abhijit Naskar

Chosen by Tim Fish, Managing Director at Dukes Education

"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development."

Kofi Annan

"To wear this shirt, especially with the West Ham badge on it – it takes an honest player, hard-working, a player that leaves everything on the pitch and plays for the crest on the shirt."

Mark Noble

Chosen by Sebastian Hepher, Principal of Eaton Square Schools

"No one will protect what they don't care about, and no one will care about what they have never experienced."

David Attenborough

Chosen by Ros Burgess, Vice Principal at St Andrew's College, Cambridge

"What happens in the shadows is always revealed in the light."

(Unknown)

Chosen by Kevin Chung, Head of IT and Systems for Outer London Schools

"A mole pastor chie lous laine."

"When the shepherd is weak, the wolf excretes wool."

A 13th century French proverb, relevant to safeguarding

Chosen by Prof Mark Bailey, Managing Director at Dukes Education

"We die. That may be the meaning of life. But we do language. That may be the measure of our lives."

Toni Morrison in her Nobel Lecture, 1993

"I don't lie, I improve on life."

Josephine Baker

Chosen by Amanda Constance, Director of Communications at Dukes Education

"You have brains in your head.
You have feet in your shoes.
You can steer yourself any direction you choose."

Dr. Seuss

Chosen by Sam Holderness, Business Integration Director at Dukes Education

"Teaching is like photosynthesis: making food from air and light. It tilts the prospects for life a little."

Richard Powers in *Bewilderment*

Chosen by Dr Adrian Rainbow, incoming Head of Eaton Square Senior School



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PAST 11 YEARS

Dukes Education is a family of nurseries, schools, and colleges based throughout the UK, in London, Cambridge, Kent, and Cardiff. Our schools cater to children from 0-19, serving them from their earliest years at nursery until they leave school to go on to university.

Surrounding our schools, we also have a collection of complementary education offerings – day camps, international summer schools, and university application support services. This way, we create a wraparound experience for every family that joins us.

Dukes Education

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Together we're extraordinary.



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