



THE WORSHIPFUL COMPANY OF EDUCATORS

The Educators' Trust Awards 2020

Trustees

Chairman Dr Jennifer Somerville

Nicholas Bence Trower
Past Master Dr Yvonne Burne OBE
Dr Susan Cousin
Professor Simon Denny
Sir Peter Estlin
Professor Sir Deian Hopkin
Past Master David Taylor
Eur Ing Anthony Willenbruch
Past Master Peter Williams CBE

The Master Richard Evans
Foundation Master Professor Raoul Franklin CBE
Immediate Past Master Pam Taylor
Honorary Secretary Marsha Burnidge
Honorary Treasurer Professor Simon Denny

FOREWORD

By

Patrick Spottiswoode

Director of Globe Education at London's Globe Theatre

"I wholeheartedly endorse the Worshipful Company of Educators' annual awards to outstanding and inspiring educational practitioners. They endorse and celebrate the excellent educational work going on in our schools, colleges, universities, theatres, hospitals, community centres and many more settings. I am particularly grateful to the Worshipful Company for recognising the pioneering and transformative work being undertaken by colleagues who are committed to introducing the works and language of Shakespeare, playfully, to all."

Patrick Spottiswoode



Patrick Spottiswoode joined Shakespeare's Globe in 1984 and became founding Director, Globe Education in 1989. Before Covid, 35 permanent members of staff and over 70 freelance staff in Globe Education worked with over 120,000 people of all ages and nationalities, pre-school to postgraduate, every year.

The *Lively Action* workshop programme for schools has gained an international reputation and has transformed the status and professionalism of actor/workshop facilitator through the training of specialist Globe Education Practitioners.

Since 2007, Deutsche Bank UK has supported the department's annual *Playing Shakespeare with Deutsche Bank* production created especially for young people. It remains the most significant theatre-education project in the UK. Over 150,000 state secondary school students from London and Birmingham have received free tickets to productions in the Globe that are supported with workshops and digital resources. Since Covid, over 500,000 students worldwide have been able to access two *Playing Shakespeare* productions for free online.

Patrick has ensured that Globe Education has created projects with schools, families and residents locally in Southwark as well as internationally with outreach projects in Germany, the USA and China. Over 20,000 German students visit the Globe every year for workshops.

As Director, Patrick has produced and curated numerous international festivals and exhibitions including *Shakespeare and Islam*, *Shakespeare and the Jews*, *Shakespeare is German*, *Shakespeare and Shoes* and, in 2019, *Shakespeare and Poland*. In 2016 he set up an annual *Shakespeare's Telling Tales* Festival for families involving talks and readings by children's authors and *Shakespeare Storytelling* performances by Globe Education Practitioners.

In 1995, Patrick initiated *Read Not Dead* – an ongoing project to stage and record performances with scripts of all surviving English early modern plays. In 2000 he co-created the Globe/King's MA and, in 2001, established the annual Sam Wanamaker Festival for Drama Schools. He co-founded *The Center for Teaching Shakespeare in Diverse Classrooms* with the School of Education at the University of California at Davis in 2019.

Patrick was President of the Shakespeare Theatre Association in 2011 and 2012. In 2011 he received an Honorary PhD from the University of Warwick and became an Honorary Fellow of King's College London. In 2017 he received an Honorary PhD from the University of Sussex. He is a proud recipient of an Al Mahabba Award and the 2011 Burbage Award from the American Shakespeare Center.

The Educators' Trust Award Programme

The overarching aim of the charitable activities funded by the Educators' Trust is '*to promote the development of the profession of educator*'. The main way we pursue this aim is to provide awards to individual educators, celebrating outstanding innovation and excellence in educational practice. The awards reflect the unique character of the Worshipful Company of Educators in that they include all levels of education and all settings in which learning takes place. Our choice of the term 'educator' is also deliberately inclusive, to cover all those professionals who contribute to creating a stimulating, diverse and supportive environment in which people learn and enrich their lives.

The Trust is able to make awards to these inspirational individuals only because of the generosity of Liverymen, Freemen and other individuals and organisations who share our values and aspirations for the profession of educator.

The Trust currently has 22 awards and bursaries. Our six military awards to the RAF No 22 (Training) Group, the Cadet Vocational Qualification Organisation, the Defence Academy and the RAEC & ETC Association, are awarded at our annual City Celebration Dinner. We also have three joint bursary awards with City and Guilds for vocational education, one of which is generously funded by Liveryman **Peter Warren**.

The awards presented at our Annual Awards Dinner are:

- **The Master's Award**, the topic and winner of which is chosen each year by the Master

Three awards of bursaries in dedicated fields generously funded by individual Liverymen:

- **Geoffrey Bond Award for Art**
- **Mary Lou Carrington Award for a Businesswoman Committed to Education**
- **Keith Hutton Legacy Award for Theatre and Performing Arts**

Nine awards funded from the Trust's general fund:

- **The Prison Educator of the Year Award**, offered jointly by the Educators' Trust and the Prisoners' Education Trust
- **The Inspirational Educator Award** to eight impressive and inspirational educators working in the field of study chosen every year by the Trustees. This year the theme is *Teaching Shakespeare in Challenging Settings*.

Panel of Judges: The Trust is grateful for the expertise, time and diligence of its panel of four regular award judges: Susan Cousin, Paul Fear, Caroline Haines, and Peter Williams, and of our guest judge in 2020, Professor Alison Findlay, Chairman of the British Shakespeare Association.

1. Master's Award

Winner: Sheila Cohring

Nominated by: The Master, Pam Taylor

Sheila was born in Cornwall, but moved to London when she was 10. Sheila's career in primary education has spanned thirty years mostly in schools in the London Borough of Southwark, where she has a reputation for the ability to instigate and sustain school improvement and inspire educational innovation.

For 15 years Sheila was Associate Head of Redriff Primary School, sponsored by the City of London Corporation and rated Outstanding by Ofsted. The pupils consistently achieve results which are in the top 10% in the country. Redriff was chosen to be the Maths Hub for South London schools and is a lead school with the University of London for the training of teachers.

In 2016 Sheila was appointed as Head of the brand new Galleywall Primary, also a City of London school. This was a rather challenging task as they began teaching in a temporary classroom while work continued to transform the magnificent Victorian School Board of London building into a stimulating attractive learning environment for 21st century teaching methods.

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

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

Outside her professional life, Sheila enjoys yoga and dancing. If you watched the Opening Ceremony of the 2012 London Olympic Games, you may have spotted her dancing lindy hop in the NHS section! Her latest challenge is learning to surf! She has twins, Rebecca and Jack, who is also a teacher.

2. Geoffrey Bond Award for Art

Winner: Gerry Alabone

Nominated by: Tamiko O'Brien, Principal, City & Guilds London Art School

This award is supported by a bursary generously donated by Alderman and Honorary Liveryman Geoffrey Bond to support the professional development of a practitioner in the field of art education, reflecting his own interest in art and cultural history and his passion for education.

This year it goes to Gerry Alabone of the City & Guilds of London Art School, nominated by the Principal of the College, Tamiko O'Brien.

Founded in 1854 for specialist craftsmen of the City of London, the College is a small, independent, not-for-profit learning organisation dependent on funding from trusts, foundations and individuals. It remains true to its origins in the idea of 'learning through making', with an emphasis on the understanding of materials and developing the traditional skills of heritage.

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

Gerry's practitioner work feeds directly into teaching frames and wood conservation on the graduate programme at the Art School, providing rare material for study and skill enhancement. He has run workshops at the New University of Lisbon, Tokyo University of the Arts, and been external reviewer and visiting lecturer at a number of UK universities.

Gerry is also an acknowledged researcher in the interdependence of design, making and conservation in the decorative and fine arts. His particular field of study is the development of the Auricular style at the Courts of Charles I & II and its links to the Continent. Gerry convened the first international conference on this style at the Wallace Collection in 2016, a full year before the exhibition at the Rijksmuseum. He intends to publish on this innovative style and its influence on the Rococo and Art Nouveau. His scholarship together with his advanced craft skills makes Gerry an inspiration to his students and an asset to the School.

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

3. Mary Lou Carrington Award

Winner: Nicola Cook, CEO Company Shortcuts

Nominated by: Jason Elsom, Executive Director, *Speakers for Schools*

The late Mary Lou Carrington was a businesswoman and a Common Councillor in the City of London with a passionate commitment to education. She joined the Educators in its early stages but sadly her death in 2008 prevented her installation as Master. This award is in her memory. It is for a businesswoman who has made a significant and inspirational contribution to education.

Speakers for Schools was founded in 2011 by the broadcaster, Robert Peston. It is a charity providing free of charge to state schools and colleges, expert speakers from leading industry professionals and academics. It has currently around a thousand eminent figures in their field who donate their time to share their knowledge, insights and experience with students. Its primary mission is to broaden horizons, inspire and motivate the next generation.

This year's winner is Nicola Cook, the Chief Executive of Company Shortcuts.

Over 20 years, Nicola Cook held senior sales positions with blue-chip companies like American Express, Procter & Gamble, Chase Manhattan Bank, Gucci and Disney. But Nicola is a natural entrepreneur and she started her own successful firm, *Company Shortcuts* in 2004, helping business leaders to create accelerated growth and scalability in their sales function. Nicola is a past winner of the North East Women Entrepreneur of the Year Awards and is on the Smith & Williamson Power 100 list of individuals who champion UK entrepreneurs and entrepreneurship. She also is a twice best-selling author on business growth.

However, Nicola has not always moved in elite business circles. She grew up in the North East, decimated by the simultaneous loss of steel-making, coal mining and shipbuilding and depressing the aspirations of a generation. This experience may be the motive behind her commitment to education.

She runs a scheme whereby for every business owner who invests in executive training with Company Shortcuts, the company sponsors a student to attend its sales training master-class programme. For wider benefit, Nicola has donated her time for over 6 years to the *Speakers for Schools* programme. She has addressed over 1,250 young people, mainly in the North-East, focusing on attitudes, motivation and self-belief. Her signature message for them is, "Design the life you want, don't settle for the life you have". A recurrent comment in impact research on the *Speakers for Schools* programme was that "Nicola made us think more about the business world and opened our eyes to the huge opportunities out there."

4. Keith Hutton Legacy Award for Theatre and Performing Arts

Winner: Lizzi Kew Ross

Nominated by: Frances Clarke, Dean, Faculty of Dance, Trinity Laban Conservatoire of Music and Dance

Keith Hutton was involved in the early development of the Educators. Sadly, Keith died in 2016, kindly leaving a legacy to the Trust. As Keith was passionate about theatre and performing arts it is fitting that his bursary supports the professional development of educators in that field.

This year the award goes to Lizzi Kew Ross, educator, choreographer and researcher in the Faculty of Dance at Trinity Laban Conservatoire of Music and Dance in London.

Trinity Laban is a world-leading conservatoire formed from the merger in 2005 of the Trinity College of Music and Laban Dance Centre. Among its illustrious alumni, it lists many international figures in music and dance, and it ranks high in the specialist institutions' league table. It has 1,015 students, training them to professional level through its undergraduate and postgraduate programmes. It is regarded as a leader in the advancement of creative artistic practice.

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

She is also a sought-after choreographer. Her commissioned choreographic works have been performed at the Tate Exchange, *Catching the heart off guard* with composer Dominic Murcott; the Royal Academy of Arts, *Concert Conversation* with composer John White; and at the Hayward Gallery & Chelsea Space, Earle Brown's *December 1952*. These performances have provided opportunities for Trinity Laban students to collaborate and gain experience of site-sensitive environments enriching their learning and aesthetic awareness.

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

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

5. Prison Educator of the Year Award

Winner: Ishmail Karolia

Nominated by: Rod Clark, Prisoners' Education Trust

The Prison Educator of the Year Award (PEOTY) is a joint-award between the Trust and the Prisoners' Education Trust (PET), one of the biggest charities in this field, following the Trustees' decision in 2018 to make prison education the theme for its *Inspirational Educator* Award

Every year the Prisoners Learning Alliance, established by PET, confers awards on people making an outstanding contribution to the educational development of prisoners. Uniquely, the winners are nominated solely by serving prisoners themselves. There are three winners in each five categories: education staff, officers, peer mentors, support staff and the young people's estates.

The 15 winners are then assessed by a panel of four from the Educators' Trust and from PET for one overarching 'winner-of-winners'. Their unanimous decision was Ishmail Karolia, a Peer Mentor and a serving prisoner at HMP Kirkham.

The Prison Educator of the Year Award is arrived at by an assessment of the 15 winners by two judges from the Education Trust. The judges look not only at educational outcomes, but also at development of personal and social skills, the quality of the individual's relationship with students and the wider impact on the learning environment of the prison.

Ishmail, the 'winner of winners', received the largest number of nominations, all of which came from serving prisoners. They were unanimous in their appreciation of the support Ishmail had given them. This included encouragement to attend education classes, study help for qualifications, and additional help for non-English speakers and for students with sight-impairment. Nominators said that Ishmail also helped them to develop emotional and social skills to better cope with prison life as well as life on release. They said he was unstinting in the time he gave to prisoners, listening to their concerns and resolving their difficulties where he could.

It is obvious that, as a Peer Mentor, Ishmail's own journey was inspirational to his mentees and made them want to improve their lives. Several said he had made them realise their potential, changed their attitudes, improved their self-esteem and made them determined not to re-offend. His contribution is summed up in one prisoner's quote: "He is a great role model with massive impact."

6. The *Inspirational Educator* Award

These eight awards celebrate the excellent practice and outstanding achievement of education professionals in a field or a setting of education chosen by the Trustees each year. This year the theme is **Teaching Shakespeare in Challenging Settings**.

Shakespeare, of course, is the greatest dramatist in the English literary canon, but his stellar reputation worldwide does not impress the average student in the average school, so Michael Gove's pronouncement as Secretary of State for Education, that the Bard he was to be an essential element in the national curriculum at all ages, was a tough call for England's school teachers. Therefore, to find, celebrate and publicise inspirational teaching of Shakespeare, particularly in challenging educational settings, is certainly worthy of our award.

There is also a new context for cultural education in educational policy and practice. The announcement by Ofsted that its new 'framework for inspection' would be one defined by a 'broad and balanced curriculum' is a response to the growing criticisms from educators and much of the informed public that the emphasis on performance data in terms of student attainment and progress in national tests and examinations has gone too far and is narrowing the choices of students, in order to get better results. Budget constraints are also said to be squeezing the arts in the curriculum. This is particularly detrimental to children whose parents have few qualifications and are on low incomes, since evidence demonstrates that engagement in cultural activities strongly correlates with aspiration, self-discipline and self-confidence, and encourages parental engagement, all essential ingredients in educational attainment.

Amanda Spielman, Chief Inspector of Ofsted, in her address to the 2019 Annual Conference of the National Governors Association was at pains to stress the role of cultural education in developing creativity. The audience was reminded that there is a statutory requirement for maintained schools to teach Art & Design, Music, Drama and Dance, and that although academies are not subject to the National Curriculum, they would be required to teach a 'broad and balanced curriculum' which by definition includes arts subjects, and she pointed out that Ofsted grade descriptors specifically refer to 'cultural development'.

To dedicate the theme of our *Inspirational Educator* award for 2020 to "Teaching Shakespeare", therefore, goes with the grain of educational thinking and celebrates excellent and outstanding teaching and learning models of how to engage learners with this giant of English literature, while maintaining our interest in highlighting superb teaching and learning in challenging educational settings.

The Trust is very grateful to members of the 20 diverse organizations, from the prestigious to the modest, which engaged in the process of finding outstanding and inspirational nominees for this award.

Winner: Jamie Brown

Nominated by: Ben Spiller, Artistic Director, 1623 Theatre Company

Jamie studied drama at Bretton Hall College and was awarded a 1st class degree in Acting and Education by the University of Leeds. He specialised in classical and educational theatre and fell in love with Shakespeare.

He began life as a professional actor in 2007 with national open-air Shakespeare tours where he was spotted as an exciting new talent by the Artistic Director of the 1623 Theatre Company which specialises in empowering marginalised peoples through Shakespeare. From 'pop-up' productions around Derby city centre, called 'Shakes in the City', Jamie went on to work with the company on a broad range of learning, performance, training and participatory projects with people from the BAME, SEND and LGBT communities.

1623 Theatre Company is well known for stretching the boundaries of Shakespearian production. The most innovative project that excited the judges was The Great Shakespeare Workout which exploited aerobics as a vehicle for arresting the attention of young people. It brought together departments of English, Drama, History, Dance and PE in schools. The first was based on *Troilus and Cressida* which toured state schools and was awarded the London 2012 Inspire mark. The excitement generated among students and teachers led to interpretations of other plays and a tour of festivals across the UK in 2012.

Since then Jamie has led several Shakespeare Week projects with primary schools in areas of social deprivation. In *Magical Creatures* based on *A Midsummer Night's Dream*, children developed their own characters through voice, movement, design and creation. In *Hand in Hand* using *The Comedy of Errors*, pupils created visual art to celebrate togetherness.

At the other end of the school age spectrum, Jamie heads up a North-East residency based at Whitley Bay, where he has inspired and supported students to gain entry to drama schools including LAMDA and RADA.

Central to Jamie's work is the involvement of teachers in the process of planning, content and teaching method, so that the approach and skills remain as a legacy after the project finishes. Jamie's talent and dedication has recently been rewarded in his appointment as Director of Learning at 1623 Theatre Company.

Winner: Georghia Ellinas

Nominated by: Lady Cynthia Hall, Trustee and Tas Emiabata, Senior Learning Consultant, Globe Education

Shakespeare has been Georghia Ellinas' life. She has created inspiring and innovative work on Shakespeare for a range of ages and audiences: pre-school to post-graduates, productions *with* young people and *for* young people. She has trained and written books for educators on teaching Shakespeare, edited school editions of Shakespeare's plays and re-told the stories for the very young.

Her love of Shakespeare began with reading Macbeth when she was 14 and his work has remained central to her work as a classroom teacher, adviser, teacher trainer and inspector of English and Literacy. Making Shakespeare accessible to students of all ages and abilities underpinned her work in schools and with teachers for the last 40 years. Her connection with the Globe began in 2005 when she commissioned training for 250 English consultants on creative approaches to teaching Shakespeare.

In 2012 she was appointed as Head of Learning at Globe Education, the education and outreach arm of The Globe Theatre. Georghia's innovations at Globe Education are myriad. For pre-school and primary children, she invented Shakespeare 'story sacks' and devised *Shakespeare Storytelling*. For older children she inventively relates Shakespearean themes to issues in children's lives, eg change and friendship in *A Midsummer Night's Dream* addressed issues of the transition from primary to secondary school; the treatment of Malvolio in *Twelfth Night* explored bullying. For VI Form students intending to read law at university, *Shakespeare on Trial* challenges them to assess the crime of a Shakespearean character on trial. The Southwark Youth Theatres engage disadvantaged young people, including SEND, in free weekly practical workshops leading to performances, and the *Give-Away Tickets* scheme, that Georghia initiated with Deutsche Bank, enables state school children to see Shakespeare on stage, often for the first time.

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

Winner: Sam Kendall

Nominated by: Ruth Brock, CEO Shakespeare Schools Foundation

Sam Kendall is the Creative Arts Lead at Sherbourne Fields School, Coventry, an all-age special school. He introduced the school to the opportunities for the children of the Shakespeare Schools Festival, a flagship project of the charity, *Shakespeare Schools Foundation*. The festival engages with schools all over the country, to work on a Shakespeare play with their students, with the aim of performing in the festival. The Foundation provided workshops and resources characterized by its 'Shakespeare on its Feet' pedagogy, creating a fun and highly interactive and creative experience for the students. 20,000 children a year are involved in the festival.

Sam was nominated for his amazing work with pupils with a broad spectrum of needs including physical disabilities, medical conditions and learning difficulties including acute autism. Sam's highly individualized approach is perfectly geared to developing the skills of dramatisation and the confidence to perform. A particular inspirational practice which the judges highlighted helped the children to remember what happens. He created photographs of key scenes, making a storyboard of the plot. These and other visual aids Sam has created, are also used in reflection sessions, where the students explore the emotions they felt, often a difficult task for children with special needs.

Sam has also shared his experiences and his own learning in training sessions for his teaching colleagues and has mentored younger staff, including a NQT, so that the primary department has also been able to participate in the festival.

The impact on the children's cognitive and emotional development at all levels of preparing for and taking part in performance at the festival has been remarkable. For some it has enabled them to sit GCSE English Literature examinations confident about the Shakespeare question. A few have gone on to study drama at college and one performer is now a professional actor performing both on stage and on television. But Sam's passion and commitment in embedding the Shakespeare Schools Festival into the creative life of Sherbourne Fields School has had a positive impact on all the students and was a key factor in the school being awarded an Artsmark Gold Award by the Arts Council England in 2018.

Winner: Rowan Mackenzie

Nominated by: Monica Cru-Hall, Drama-Therapist, HMP Stafford; Ralph Lubkowski, Governor HMP Stafford; Francesca Cooney, Head of Policy, Prisoners' Education Trust; Nigel Gibson, Staff Tutor, Open University; Dr Chris Laotaris, Senior Lecturer, University of Birmingham

Rowan Mackenzie received no less than five nominations from four different organizations. She has a BA in English from the University of Kent, and an MA in Shakespeare and Theatre, from the Shakespeare Institute, University of Birmingham. She has a decade's experience using the medium of Shakespeare with children and adults with learning disabilities and mental health issues. She is currently employed fulltime as a regional manager for an independent financial adviser company managing a team of 12, but is carrying out research part-time for a PhD which examines why Shakespeare's works are particularly useful with marginalized people where emotional engagement and communication is an issue.

To date she has worked with great success in four prisons, working collaboratively with a number of drama companies and universities. Using Shakespeare's plays, she develops *foundation* skills of reading, writing and studying, the *social* skills of team work, the *creative* skills of improvisation and stagecraft and *emotional intelligence and control*. Perhaps her hallmark is the creation of prisoner-run theatre companies in prisons. *'The Gallowfield Players'* at HMP Gartree, laid the foundations for a second company, *Emergency Shakespeare*, at HMP Stafford. Every player has an equal voice in and responsibility for running the company. The participants research the original text, rework it to accommodate the constraints of the prison environment, write their own dialogue, rehearse and perform the play. All the scenery, props and costumes are made by the members of the company. Sometimes prison staff are given roles, including the Governor! The impact on the transferable skills and self-esteem of the prisoners is well evidenced.

There is no doubt that Rowan has had a transformative effect not only on the lives of the participants but also on other prisoners, prison staff and prisoners' families who form their audiences and are affected by their changed behaviour.

Rowan's work is disseminated widely through drama and prison education circles. She has presented papers on her work nationally and internationally and published in *Shakespeare Studies*, *Critical Survey* (guest editor), and *Drama Magazine*. She is also founder and chairman of JLP Trust Animal Rescue.

Winner: Sally Maddison

Nominated by: Sally Gray, Education Officer, Shakespeare Birthplace Trust

Sally Maddison is Headteacher at Sir John Sherbrooke Junior School, Nottingham, and the lead teacher for the Nottingham Outreach Hub of the Shakespeare Birthplace Trust (SBT) Charity. She is also a Shakespeare Week Ambassador and a member of the Teacher's Panel.

An innovative and creative classroom teacher, Sally uses a variety of cross-curriculum practical activities to bring Shakespeare to life for the pupils, who come from diverse social and cultural backgrounds. For example, children learn what it was like to write with quills and parchment; they learn about herbs and roots and their combination in effective potions; they work backwards from the deaths of characters, murder mystery style, to establish the forces leading to their fates.

As a Specialist Leader of Education with a focus on primary school drama, Sally has supported other schools to develop their Shakespeare programmes, through CPD workshops for teachers and organising Shakespeare Festivals, as well as championing Shakespeare Birthplace Trust's annual Shakespeare Week in many schools. She has collaborated with the Royal Shakespeare Company on an interschool performance with multiple schools and taken her own school to perform at RSC's *The Other Place*. She has also used the medium of film effectively, working closely with a local film-maker to create film versions of children's interpretations of different Shakespeare plays, shared on social media with parents and other schools. The pupils and Sally also appeared on SBT film projects on the impact of teaching Shakespeare.

A 2016 survey showed only two out of 176 pupils at Sally's school had heard of Shakespeare. The same survey in 2019 showed that 100% knew who he was, could name a play, and 98% said they enjoyed his work. In the Ofsted inspection of that year, the inspectors remarked on the profound effect that teaching Shakespeare in this immersive way had had on the broader educational achievement of the pupils. Sally's school went on to achieve the Gold Artsmark status awarded by the Arts Council England.

Winner: Darren Raymond

Nominated by: Tracey Irish, Freelance Artistic Director, mainly RSC; Paul Prescott, Reader, University of Warwick

Darren Raymond hated Shakespeare at school. He learnt to love him when in prison. In Pentonville Prison he joined a drama class run by the London Shakespeare Company to break up the monotony of prison life but found that Shakespeare and acting really spoke to him. On release he further trained as an actor and proved sufficiently talented to be recruited by The Globe Theatre and the Royal Shakespeare Company. He soon discovered that he was also good at writing and directing, but most of all he wanted to inspire young people like himself from deprived communities to overcome the obstacles and reach their potential.

So, in 2008 Darren helped to found the Intermission Youth Theatre, dedicated to unlocking the potential talent in young people. He does this by taking his young actors on a journey towards a production of a Shakespeare play that finds truthful relevance and resonance with their own lives and language. He believes that the issues Shakespeare dramatised 400 years ago remain as relevant to young people today: rivalry, rage, jealousy, betrayal. He is now the company's Artistic Director.

Darren has developed pedagogic techniques for engaging young people with the language of Shakespeare. To begin with he focuses on the character, the themes, the plots, the issues and encourages the participants to use their own words to replace the original text. This gives them a sense of ownership of the work and they quickly engage and move forward. Eventually they ask about the original text and then Shakespeare's language is gradually introduced. Darren believes the key to unlocking Shakespeare for young people is to create scenarios by which they believe they own the material and the drama.

The Intermission Theatre team that Darren has created, works with schools in deprived areas, Pupil Referral Units and Youth Offender Institutes. The Youth Theatre Programme has 150 students per year, while the Community Programme has reached over 7,000 young people since 2013. Students have gone on to college and university, set up their own businesses and gained worthwhile employment. Many continue to contribute to the programme as tutors and mentors in schools and prisons, providing much-needed role-models for the disengaged and disaffected.

Winner: Dr Bruce Wall

Nominated by: Frank Lazarus, Trustee, London Shakespeare Workout

Dr Bruce Wall, perhaps ironically, is the son of a high court judge, who caught the acting bug at the age of 9 and went on to be a professional actor. In 1997 he co-founded with Dame Dorothy Tutin the London Shakespeare Workout, putting into practice a Shakespeare 'gym', where actors would literally 'workout' their body of Shakespeare through a series of physical and vocal exercises, theatre games and Shakespeare-style tongue-twisters, recitals and improvisation workshops.

In 1998, he had the idea of taking the 'workout' workshops into prisons and the LSW Prison Project was born. It has gone on to employ Shakespeare as an interactive tool to both create new work and to inspire and release the potential of over 9,000 offenders and ex-offenders.

Bruce created ground-breaking precedents for drama in prison education in a number of ways. The model for the workouts was to bring together young actors from drama schools and prisoners in a joint programme of exploring Shakespeare. For the past 20 years this has been a core part of the training of RADA students and the noted Ernst Busch Dramatic Academy in Berlin. Bruce also established a drama school in a prison and was the first to take serving prisoners into the West End to perform. Other notable firsts include the programme he ran in Malta for international young offenders which led to a commercial run of a programme inspired by the Bard; and the programmes for corporate senior executive training with the London Business School employing both actors and ex-offenders. New technology provided another tool by which he could enrich prisoners' lives: he established a digital video training/editing programme enabling prisoners to utilise Shakespeare as an additional 'voice'.

Bruce has introduced his model and methods to penitentiaries in Europe, the USA, India and Afghanistan. The work is admirable in the way it has directly benefitted participants – both prisoners and actors. It has educated both in inspiring ways that spring directly from Shakespeare's texts. Over the last 21 years more than 12,000 students and professional actors in the UK and internationally have had their practice enriched by this experience.

Winner: Dr Nick Walton

Nominated by: Dr Anjna Chouhan, Learning Team, Shakespeare Birthplace Trust

Dr Nick Walton is nationally and internationally acknowledged as an outstanding Shakespeare academic, researcher, writer and teacher. Nick's expertise is in Shakespearian tragedy. As Executive Secretary to the International Shakespeare Association, he is a driving force for the gathering together and dissemination of current Shakespeare scholarship. He has organised the 8th, 9th, 10th and 11th World Shakespeare Congress which brings together Shakespeare academics from around the world. He has published widely in academic circles and contributed more broadly to popular publications: he produced the immensely popular *Shakespeare Wallbook* in the *What On Earth Timeline* series and recently launched the Shakespeare edition of *Trivial Pursuit!*

Nick's talents, however, go beyond the research academic. He is Shakespeare Course Development Manager for the *Shakespeare Birthplace Trust*, a charity with an award-winning Learning and Participation programme delivering to schools, colleges, universities and leisure residential centres. Since Nick joined the learning team in 2004, there has been a 40% increase in secondary school visits and a 10% increase in university residential courses. Nick personally has led nearly 400 residential courses and 2000 sessions for secondary school students and has a 100% recommendation rate. The appendix to his nomination of student and staff feedback provides overwhelming testimony to his inspirational teaching abilities. His unwavering sense of pitch, the technique of starting from key quotations and the specifics of language, his focus on contextual factors and the dramatic effect on the audience and his infectious love of Shakespeare are mentioned repeatedly.

Nick is also involved in practical theatre production, working closely with directors and voice coaches. He has collaborated with the RSC and the National Theatre, as well as smaller experimental theatre companies. He was invited to work as a dramaturg alongside director Bill Barclay for the famous *Actors' Shakespeare Project* in Boston USA, for which he created two productions for their 6th season and subsequently delivered a very well received lecture tour around Kentucky and Florida. A truly inspirational educator!