

Gifted and Talented (G&T) UK

Professor Deborah Eyre
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Three broad G&T paradigms.

Where is England?

Unique individual

Micro level

Cohort paradigm

Programmatical

Intellectual capital

Macro level

Unique individual – child genius

- Micro level
- Unique education pathway for special person
- Education system of little importance



Cohort Paradigm

- Common characteristics of this group and differences from others
- Common learning needs
- Educational programmes for the gifted cohort
- Programmes separate from normal schooling: different in terms of concepts and content covered, skills developed and learning attitudes nurtured.



Intellectual Capital Paradigm

- Macro (system) level
- Giftedness = those reaching high levels of performance
- Development significantly influenced by environmental and personality characteristics so can be nurtured
- Advanced performance in a specific field as well as more generally (not g)
- Education provision primarily domain specific and integrated



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Eyre's English Model



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Education in England

- **24,000 schools:** 3,000 secondary (11-18) 21,000 primary (4-11)
- **6% of students** educated in private schools 94% in state schools
- **National framework** for schooling, delivered regionally
- **Regional Local Authorities (LAs)** responsible for how their school perform
- **Individual schools governed by School Governors** = Local voluntary representatives + Principal
- **Schools autonomous**, allocated overall funding by formula. Deploy it as they wish: can recruit own staff, organise as they chose etc but must meet performance outcomes.
- **School performance** judged on student achievement levels

Education in England (2)

- **National curriculum** - 8 subject areas
- **National assessment** for students at ages 7,11,16,18 years in English, Maths, Science
- **Frequent and robust cycle of inspection** of schools (OfSTED),
- **School league tables** based on student performance at aged 11 and 16 publically available
- **Schools contextual value-added** data matching school socio-economic profile against comparable schools
- Intervention in inverse proportion to success.

Data rich system which provides public information about schools and student performance so... knowledgeable parents and sharp focus on the educational aspects that the system measures.

***‘Excellence in Schools’
Government White Paper
October 1997***

***Gifted education became
government policy***

Why is gifted important for a country to nurture giftedness and creativity?

- Today's students are tomorrow's social, intellectual, economic and cultural leaders
- Work on overall school improvement suggests that a focus on the gifted can help a school raise overall standards
- Effective education systems should meet the needs of all pupils, including the gifted
- To do nothing will ensure that disadvantaged children with the potential to excel underachieve

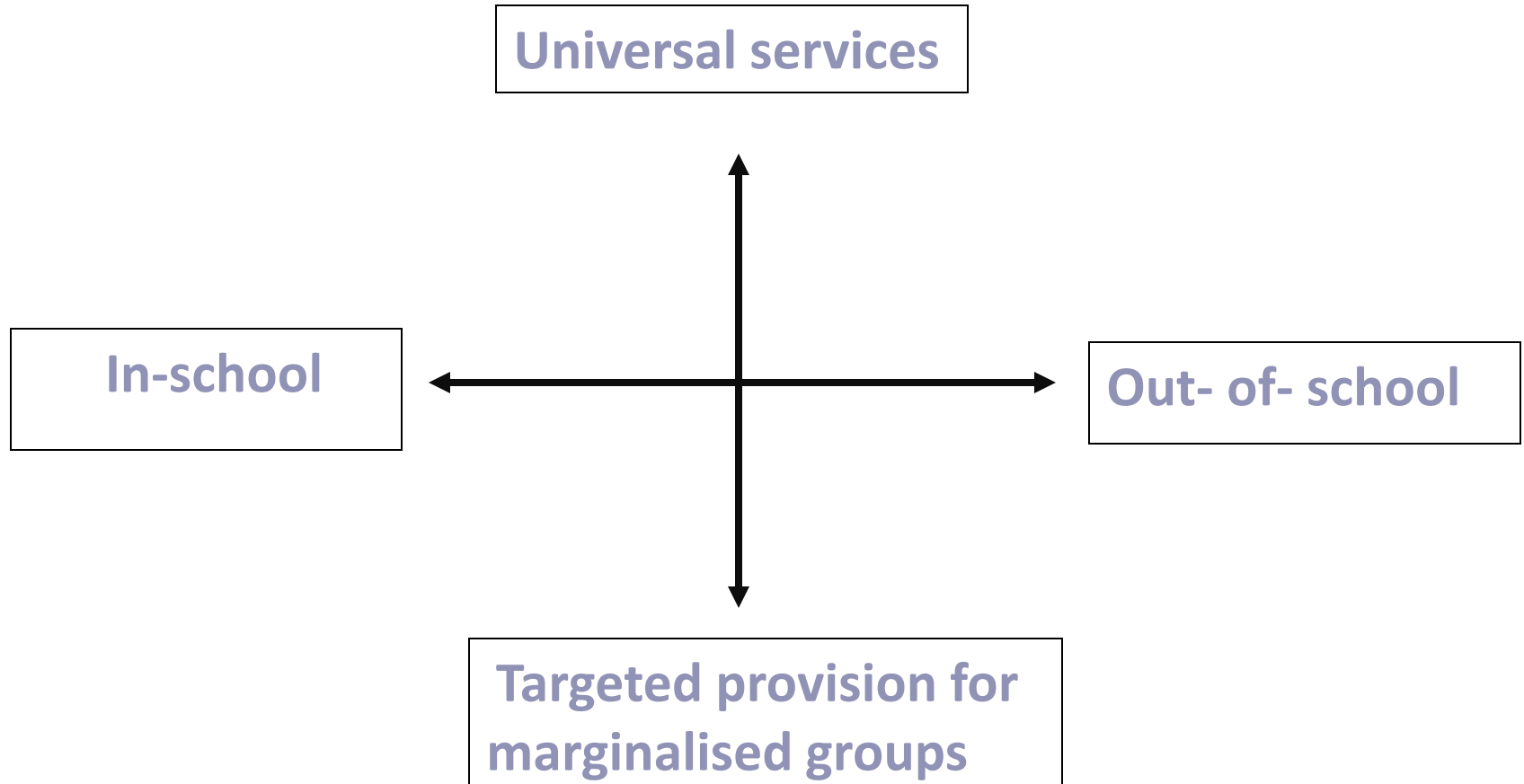


Reasons to focus on a high performing education system

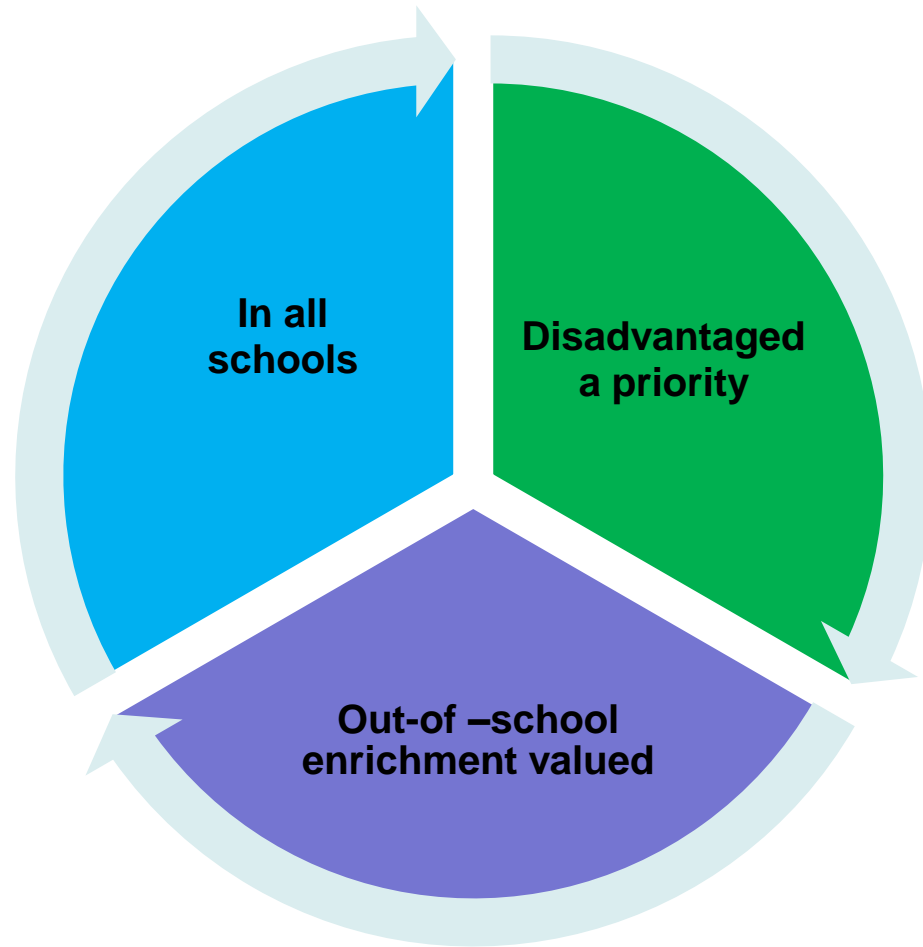
“Education is an essential foundation for personal, social and economic success in a globalised economy. The capacity to succeed in today’s global knowledge economy depends at least partly on **being able to make a high level of skills available to a large number of citizens.**”

**Cross-Border Higher Education and Development
(OECD) JANUARY 2008**

Policy tensions



The Policy Approach



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Outliers: The story of success

“The emerging picture from such articles is that ten thousand hours of practice is required to achieve the level of mastery associated with being a world-class expert. It seems it take the brain this long to assimilate all it needs to know for true mastery.”

Daniel Levitin 2006

“Outliers in a particular field reached their lofty status through a combination of ability, opportunity and utterly arbitrary advantage.”

Gladwell (2008)

Giftedness and creativity can be nurtured

Teaching for A. C. P.

- content
- teaching style
- belief

Support from parents

- at home
- in support of school
- belief in child

Commitment from child

- hard work
- not giving up
- self-belief

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'In considering provision for the most able it is important that a school looks first at its practice for all pupils ...provision cannot be bolted on to ineffective practice.'

Eyre (1997)

Developing Complementary Provision



Every teacher a teacher of the gifted

“Teachers who are enthusiastic, well organised and confident in their ability to deliver the curriculum.

They are also intellectuals with a deep understanding of their subject and an interest in exploring the topics on the syllabus even beyond the requirements of the examination.

They encourage their pupils to formulate and express their own opinions and to take intellectual risks.”

Eyre, 2009

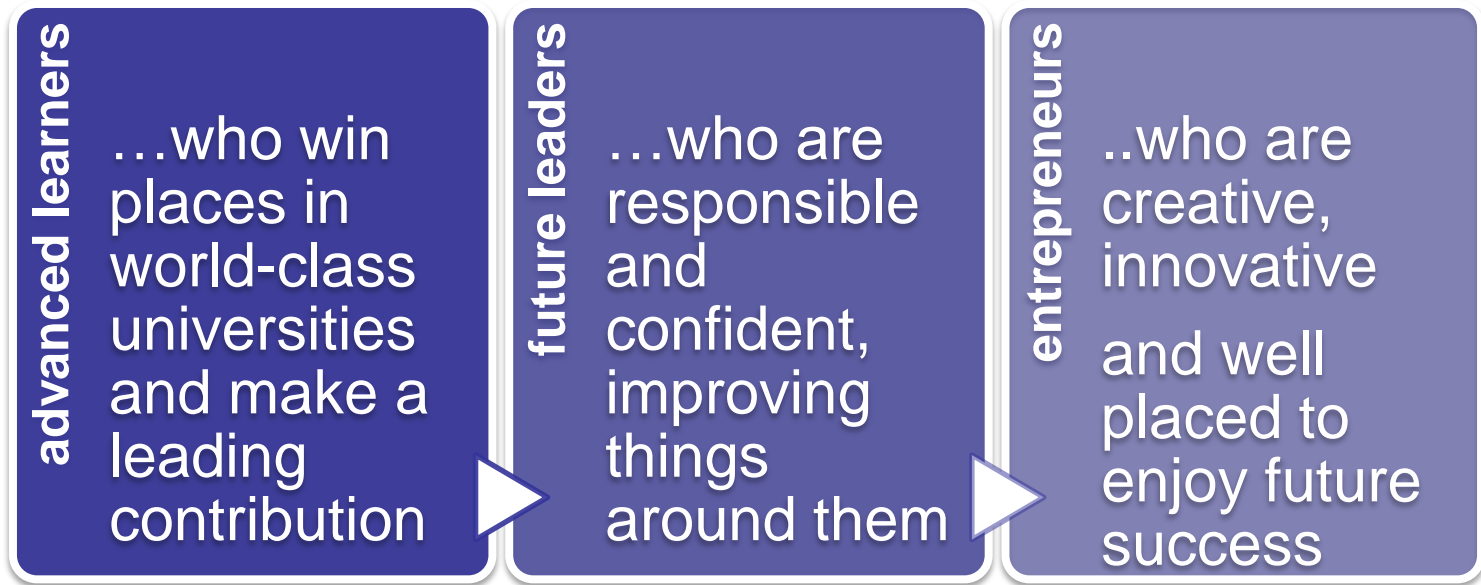
Creating the conditions for nurturing giftedness and creativity

- **General ethos of high achievement**
- **Agreed school-wide, policy or approach**
- **Curriculum on offer must include advanced requirements**
- **Rewards systems must recognise and reward high performance**
- **Assessment arrangements *for* learning and *of* learning**
- **Pupil grouping/setting/banding**
- **Classroom teaching and learning techniques**
- **Special needs arrangements**
- **Monitoring processes**
- **Resource allocation for special events**
- **Professional development opportunities for teachers**
- **Co-ordination of pull-out programmes**
- **Co-ordination of out of school programmes**

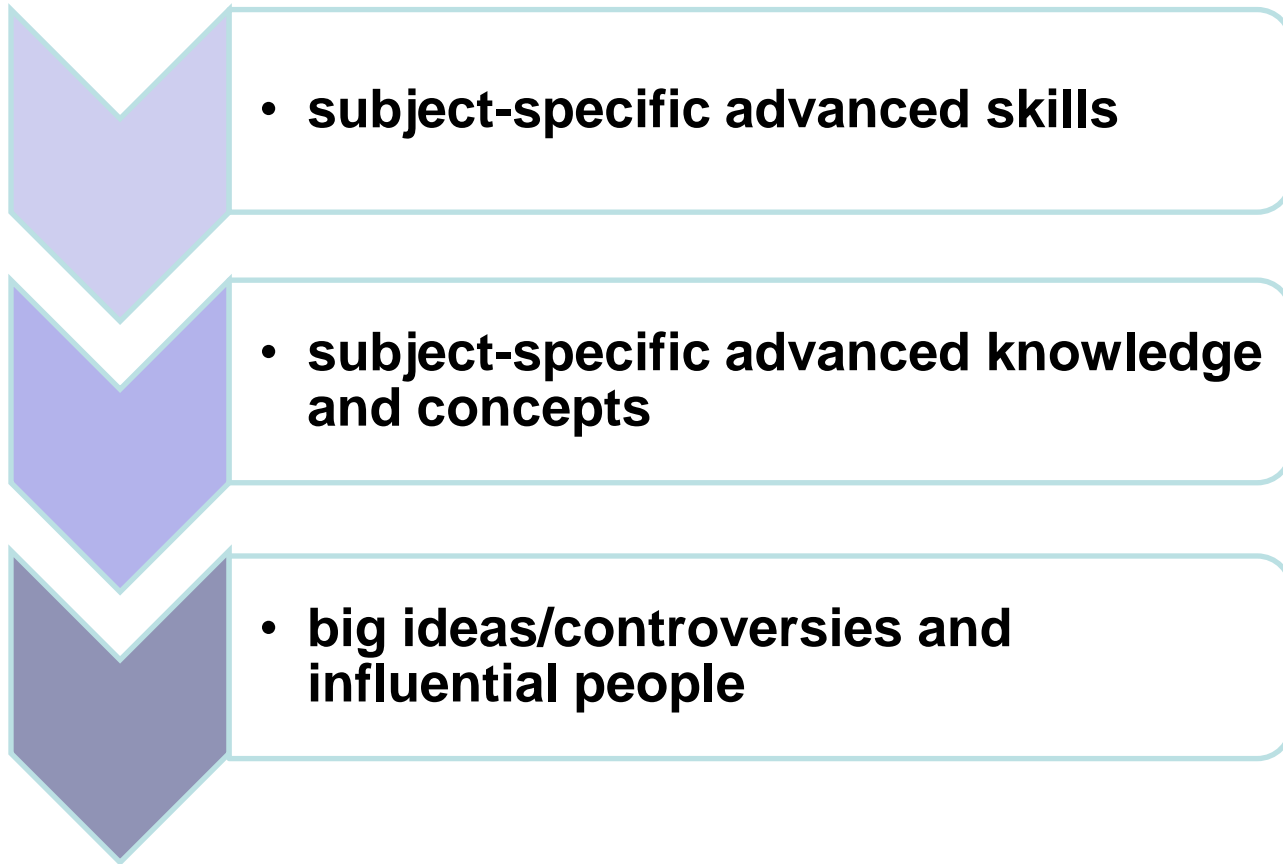
Advanced cognitive behaviour:

What is it and
how do we nurture it?

What does success look like?



Knowledge & Understanding



Values, Attitudes and Attributes

Inquiring	Enterprising,
Creative	Resilient
Risk-taking	Problem solver
Intellectually confident	Open-minded
Personally confident	Good citizenship
Persistent	Community minded
Mastery focused	Collaborative and competitive
Prone to generalisation	Tolerant of complexity and ambiguity

Skills

Critical thinking skills	Creative thinking skills
Personal skills	Self-reflection and self-regulation
Communication skills - dialogue debate, listening	Strategy flexibility
Metacognition – transfer of knowledge to new contexts	Strategy planning
Hypothesis	Research skills
Independent learning skills	Originality of thinking,
Editing skills -attention to detail	Critical path analysis

Intellectualising Learning



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Towards Advanced Cognitive Performance

- advanced knowledge, skills and concepts
- domain valued behaviours (eg thinking like a)
- intellectual playfulness (eg breaking the domain rules)
- self-regulation and self-direction
- discussion, debate and argument around key ideas
- exposure to people with high levels of expertise in relation to existing level

What constitutes good provision?

Enhancing the core educational offer by adding:

→ Breadth

→ Depth

→ Pace

Golden rules for nurturing giftedness

Create a classroom climate that supports the development of high achievement - **risk taking, high flying**

Approach lessons as part of apprenticeship in a subject not just learning to the knowledge and skills needed to pass the exam - **a community of learners**

Focus on the needs of individuals, make use of their strengths and recognise their weaknesses - **empowered learners**

Design tasks that ensure intellectual challenge - **higher order thinking**

Focus on high quality teacher/pupil interaction with both teacher and pupils playing a range of roles - **questioning, explaining, challenging**

Each school must ...

1. Have a G&T policy document that outlines what it does and how. This should link to national policy guidelines
2. Have identified a cohort of G&T students that reflects their school profile (including multiple exceptional) but also continue to seek new talent
3. Provide differentiated classroom provision in all classes and all subject
4. Provide advanced courses and curriculum
5. Provide enrichment classes and use out-of – school enrichment courses
6. Track and monitor the progress of its students and use assessment for learning techniques to help students become independent
7. Monitor the effectiveness of their G&T approach and justify to inspectors

G&T education in England: A school-wide approach

- Led from the top by the school Principal/Headteacher
- Is focused on provision of advanced learning opportunities not identifying 'extraordinary' children
- Student-centered approach
- Starts in the classroom but also uses enrichment
- Emphasises the role of the student and their parents
- Is co-ordinated by a G&T specialist who both supports teachers and measures impact on students
- Is captured in a whole-school approach to creating and rewarding excellence
- Includes a special interest in unlocking giftedness in disadvantaged and Special Needs students
- Focuses on removing barriers to success

What's different about this

- **Doesn't make premature assumptions about who will do well. It is open-minded and optimistic for all**
- **Recognises the need to optimise that which can be changed through education rather than focus on that which cannot**
- **Has universally high expectations and focuses on removing barriers to success not pathways**
- **Gives significance to the role the student in co-constructing their education**
- **Recognises the crucial roles of high quality learning opportunities and of tutoring or support**
- **Values achievement in many cognitive domains rather than the few traditional ones**

Eyre's English Model, 2007

Are you saying every child is gifted?

We are not saying that every student can be gifted, but we are saying that if you take this approach every student will do as well as they can, and some will reach the high levels of performance we call gifted.



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