

Gifted and Talented Education

Leading Teachers: training file for local authorities



department for
education and skills

Creating Opportunity
Releasing Potential
Achieving Excellence

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**OXFORD
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UNIVERSITY**

**Local authority
primary strategy
managers,
secondary strategy
managers, and
gifted and talented
coordinators.**

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Gifted and Talented Education

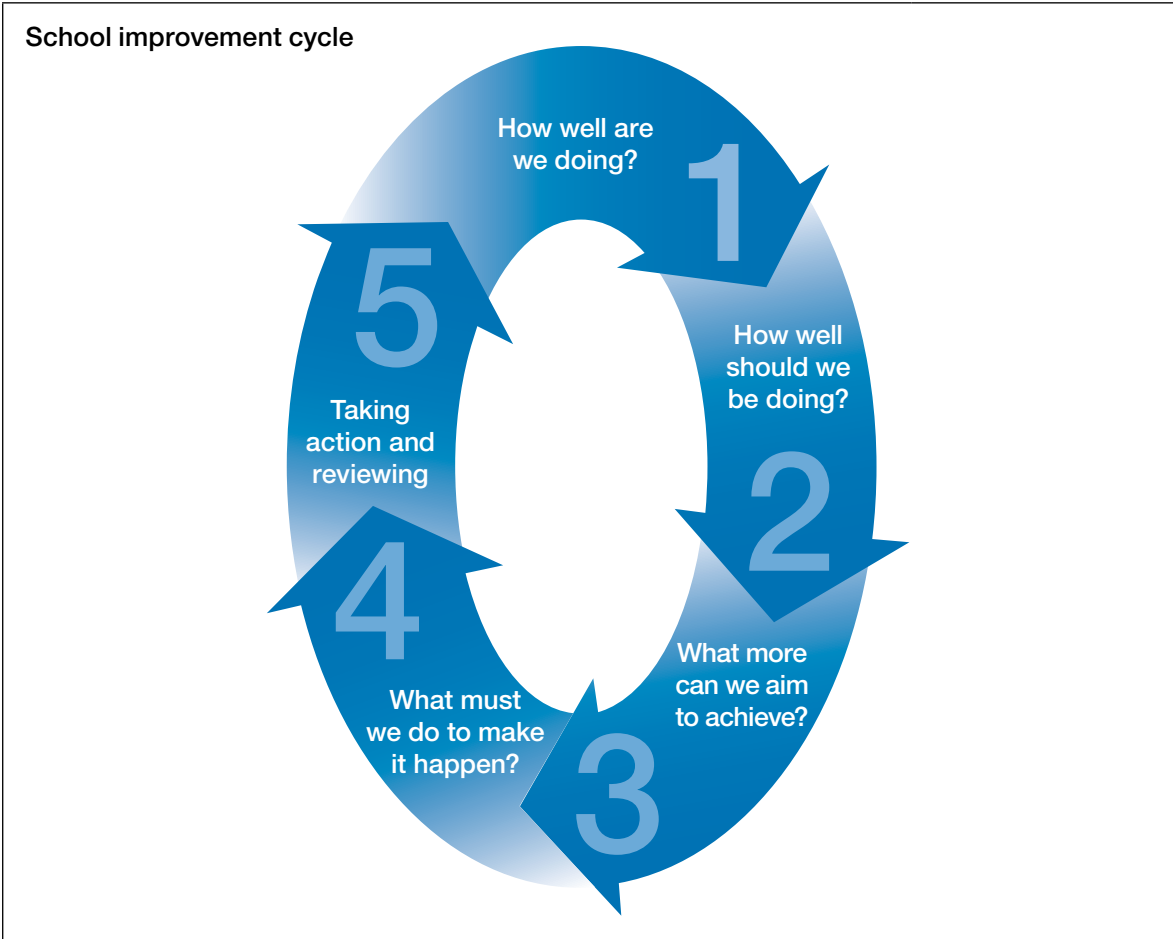
Leading Teachers: training file for local authorities

Supporting leading teachers for gifted and talented education

Introduction

The aim of these professional development materials is to encourage schools to take a more strategic approach to identifying their gifted and talented pupils, to improve gifted and talented education in schools and settings and so improve the attainment, aspirations, motivation and self-esteem of gifted and talented pupils, especially those who are underachieving.

The framework for these professional development sessions is the school improvement cycle, and within this the school's approach to *Every Child Matters* and the personalisation of learning for all pupils.



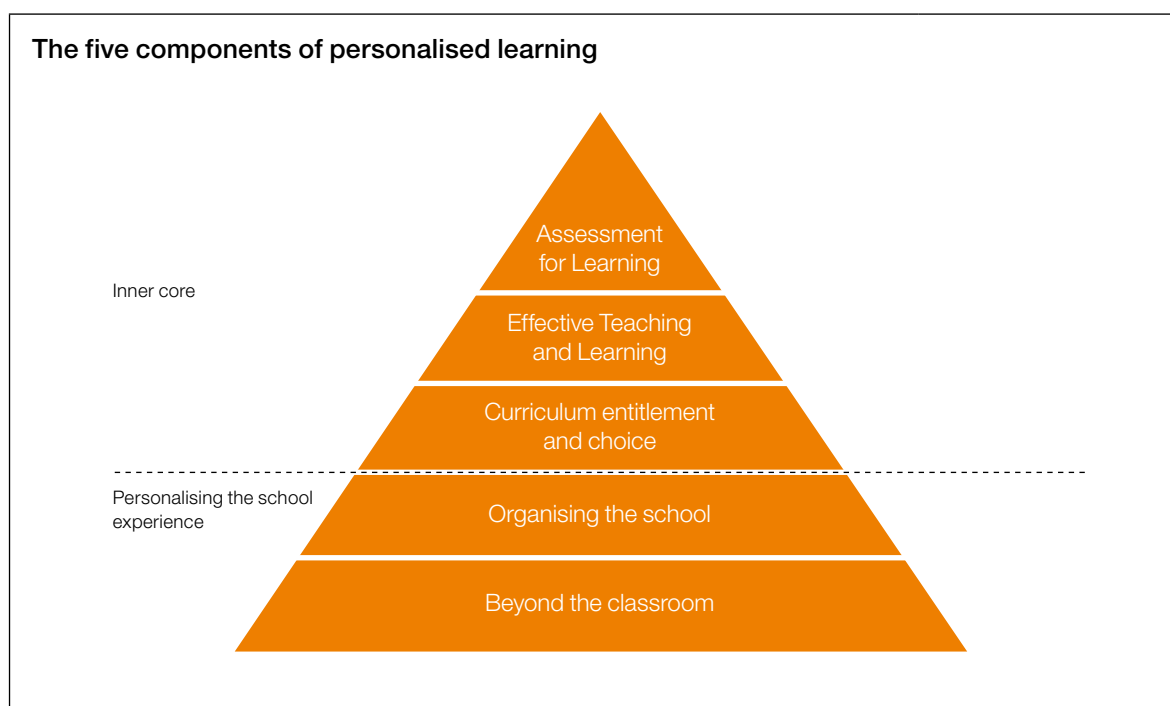
To support schools in evaluating, planning and improving their gifted and talented education provision a suite of National Quality Standards for gifted and talented education has been developed – the Institutional Quality Standards (IQS), the Classroom Quality Standards (CQS) and the Local Authority Quality Standards (LAQS). The National Quality Standards are designed to complement the school improvement cycle and to support a whole-school approach to identification of and provision for gifted and talented pupils.

Purpose of the professional development materials

These materials have been designed for local authority presenters to use with leading teachers for gifted and talented education. Schools have been asked to identify leading teachers for gifted and talented and have been given guidance on the role and associated responsibilities. We strongly expect all schools to have access to a trained leading teacher for gifted and talented and ask that all local authorities encourage every school to get involved. School Improvement Partners (SIPs) may want to look particularly closely at the progress made by gifted and talented learners in schools that do not have access to a trained leading teacher.

The leading teacher for gifted and talented, together with school leadership team(s), will be responsible for developing and leading the implementation of an improvement plan for gifted and talented education based on the Institutional Quality Standards. In the case of primary leading teachers, who may be working with a cluster of schools, that responsibility will extend to all the schools in a cluster, shared with a named member of staff with responsibility for gifted and talented education and supported by the leadership team in each school.

These professional development materials are designed for the local authority to support the leading teachers for gifted and talented in this responsibility and in their role as advocates for the needs of gifted and talented pupils. They will also help leading teachers to promote the various elements of the personalisation agenda as they relate to gifted and talented pupils, seeking to ensure that these pupils receive appropriate recognition, support and challenge throughout the school/cluster.



The mainstreaming of support for gifted and talented pupils holds the key to personalising learning, through a whole-school approach that recognises the identification of and provision for gifted and talented pupils as the responsibility of all teachers. It begins in the classroom with quality first teaching that challenges all pupils and provides opportunities for interests and intellect to be stimulated and developed. Leading teachers will have a key role in exemplifying effective practice for gifted and talented pupils in their own professional practice, and in facilitating specialist and peer coaching/mentoring support for colleagues.

How to use these materials

The training should be delivered in the autumn term as two half-days, with a gap of at least four weeks in between.

It is designed for core sessions 1 and 2 to be delivered on the first half-day, and core sessions 3 and 4 to be delivered on the second half-day. Sessions 3 and 4 include follow-up to the gap tasks which are set in Session 2, to be carried out by leading teachers in the weeks between the two training half-days.

Sessions 5 to 8 provide additional training materials focused on developing the role of the leading teacher. Local authorities may use these to enhance the half-days of training or to support the provision of ongoing professional development for leading teachers for gifted and talented education, for example through twilight sessions or network meetings.

Each session contains a set of PowerPoint slides and supporting notes for the presenter. Handouts, case studies and activities for each session are provided as required and there is an individual reflective log for participants to note key personal action points at the end of each of the core sessions 1 to 4.

The *Leading Teacher course file and handbook* contains participants' materials for each of the face-to-face training sessions and a handbook providing further support and resources for leading teachers.

A set of e-learning modules provides opportunities for leading teachers and others to extend their knowledge and skills in a range of areas of gifted and talented education, according to their particular needs and the needs of the school(s) they are working with. The e-modules will be available online from the early autumn term.

Training for Leading Teachers for Gifted and Talented Education

Programme

First half-day:	Core sessions
09.00 – 09.15	Introduction to the Leading Teacher training
09.15 – 10.30	Session 1: Exploring the role of the leading teacher for gifted and talented education
10.30 – 10.45	Coffee
10.45 – 12.15	Session 2: Gifted and talented provision: whole-school improvement and self-evaluation

Gap tasks

Second half-day:	Core sessions
09.00 – 10.30	Session 3: Taking the lead
10.30 – 10.45	Coffee
10.45 – 12.15	Session 4: Enabling change and building capacity: developing classroom provision through coaching

Suggestions for additional sessions, with notes, are available to enable each half-day to be extended into a full day's training where feasible (Sessions 5 to 8).

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Introduction and Session 1

Objectives

- To gain an overview of the training.
- To consider and clarify the role of the leading teacher for gifted and talented education.
- To raise awareness of the issues in the identification of gifted and talented learners.

Resources

Slides 0.0–0.5 (Introduction)

Slides 1.0–1.12 (Session 1)

DVD extract from London Gifted and Talented realising our city's potential - Primary DVD

Flipchart

For each participant

Handouts

1.1 – Card set: The role of the leading teacher for gifted and talented education. Cards to be reproduced, cut up and placed in envelopes, one between two

1.2 – Case studies

1.3 – Learning culture

Handbook sections: The role of the leading teacher, page 44; FAQs, page 58

Participants will need to bring

A copy of their School Improvement Plan for reference

Introduction and Session 1 outline

90 minutes

Introduction to the Leader Teaching training Setting the scene and establishing the key messages for the programme	15 minutes
Introducing the role of the leading teacher Presentation and table discussion Prioritisation activity identifying professional development needs and opportunities	15 minutes 20 minutes
Identifying the issues in gifted and talented education and implications for your work Identification activity Case study: cards and analysis LGT DVD extract on identification through provision - reflection and discussion Establishing the issues for us in schools	30 minutes
Plenary First reflections, implications for me and my school and initial action planning	10 minutes

Introduction to the Leading Teacher training

15 minutes

Introductory slide

Slide 0.0
Leading teachers for gifted and talented education
National training programme

Welcome everyone, introduce yourself and cover domestic arrangements.

Introduce the presenters and explain their roles.

Open the training by emphasising the vision and ambition underpinning the leading teacher programme and the context in which it has been developed. Leading teachers for gifted and talented education are the key professionals who will lead change in the system, supporting the mainstreaming of provision so that all teachers recognise they have the responsibility, and the means, to challenge all pupils, and provide the opportunities and set the expectations that will enable them to achieve.

Building capacity is a key element of the programme – the capacity of leading teachers themselves to lead on whole-school self-evaluation and improvement and on learning and teaching in relation to gifted and talented education, and building capacity among colleagues in schools to develop confidence, knowledge, skills and understanding in relation to gifted and talented issues and provision.

Recognise that this may present a challenge but it is also a real opportunity to develop professionally and to work with and contribute to the professional development of colleagues. Even more than this, it is an opportunity to contribute to improving the opportunities and achievement of a large number of pupils who are at risk of underachievement. The role provides an opportunity to contribute to the fulfilment of all five aspects of the *Every Child Matters* agenda in a very real sense; leading teachers will be at the forefront of developing and shaping approaches to personalisation and to embedding assessment for learning (AfL).

The good news is that central to the leading teacher role are the notions of networking, collaborative learning and supported professional development, together with that of progressive improvement linked to self-evaluation.

Why focus on gifted and talented?

Slide 0.1

- Education should meet the needs of all pupils
- Gifted pupils today may be the leaders of tomorrow
- Raising the challenge for gifted and talented pupils can help raise standards overall

These statements have always been true. So why now? The 2005 White Paper *Higher Standards, Better Schools for All* gave a commitment to the leading teacher programme (called 'expert teachers' in the White Paper). This set support for gifted and talented pupils clearly in the context of personalisation and provided the opportunity for the National Strategies to develop a cross-phase programme focused on higher attaining, more able and gifted and talented pupils.

This programme:

- complements the National Strategies' support for pupils achieving at or below expected levels in each key stage and recognises that '*A tailored education means addressing the needs of the most gifted and talented, just as much as those who are struggling*' (White Paper, paragraph 4.21);
- sets as a priority the need to tackle underachievement, especially where this is a consequence of social disadvantage;
- recognises the need to identify and respond to those children who may be working above national expectations, but still underachieving.

Through this programme, the National Strategies will work in partnership with local authorities (LAs), and a range of other organisations working at national and regional level, to create a coherent support structure to improve identification of and provision, pedagogy and personalisation for gifted and talented pupils in and across all key stages.

Leading teachers for gifted and talented education will be at the heart of this.

Key principles

Slide 0.2

- Personalising learning for all pupils, including gifted and talented pupils
- Recognising that all schools have gifted and talented learners
- Making classroom teaching and learning central
- Preventing underachievement – countering disadvantage
- Building on local expertise, knowledge and partnerships

The key principles underpinning the development of the leading teacher role are:

- effecting change that supports personalising learning;
- recognising that all schools have gifted and talented learners;
- recognising that quality first teaching is central to effective provision for gifted and talented learners and will help to raise achievement for all learners. The HMCI Annual Report (2004/2005) notes that many schools equate effective provision for gifted and talented pupils with the establishment of extra-curricular enrichment, rather than focused, personalised classroom teaching and learning, and establishing a secure basis for improving mainstream school practice is a key task for many schools;
- providing support for disadvantaged gifted and talented underachievers – pupils from vulnerable and disadvantaged groups are under-represented in the identified gifted and talented cohort;
- recognising that there is considerable expertise already across schools and LAs and that many coordinators for gifted and talented will have undertaken the Excellence in Cities (EiC) training with Oxford Brookes University. Also some schools have achieved, and many are in the process of gaining, the National Association for Able Children in Education (NACE) Challenge Award; schools in many LAs are making use of the Institutional Quality Standards (IQS) to evaluate their gifted and talented provision.

The leading teacher role is set within this context and is also designed to support the development of expertise where it is needed.

Leading on from these the key messages of the training are:

Key messages

Slide 0.3

- The dual aspects of the leading teacher role – pedagogy and school improvement
- Mainstreaming gifted and talented provision – the responsibility of all teachers
- Preventing underachievement through personalised learning and a focus on the five outcomes of *Every Child Matters*
- Building capacity through distributed leadership, collective responsibility and continuing professional development

These messages inform the objectives of the Continuing Professional Development (CPD) package that is the leading teacher training.

Structure of the training

Slide 0.4

Blended learning CPD:

- face-to-face over two half-days with a four to six week gap
- gap tasks
- e-modules – core and additional

The training is a blended mixture of face-to-face and online learning. The face-to-face sessions concentrate on process – putting understanding into action and developing understanding of the role. The online modules will deliver a range of gifted and talented specific content, although inevitably there is some blending of the two approaches between the face-to-face and the online training.

Core e-module 1 is to be completed in between the two face-to-face days or half-days as part of the gap task, and we will take some time to look at this later this morning. Core modules 2 and 3 are to be completed in the first half of the spring term, together with or followed by any of the additional e-modules that leading teachers choose to do, linked to their own identified personal development needs and the needs of the schools they are working in/with. Refer leading teachers to the e-module supplement to the handbook for an overview of the modules available. Explain that the modules are constructed to give teachers flexible pathways through that take account of prior knowledge and experience.

Note to presenters:

The core face-to-face modules are half-days, but additional materials exist to give LAs the option of running either or both as full training days.

The leading teacher training will:

Slide 0.5

- explore the role of the leading teacher
- consider definitions of ability and talent and how to recognise the characteristics of gifted and talented pupils
- identify forms of provision appropriate for gifted and talented students
- consider how to manage change within a school/cluster

The purpose of this first half-day is:

- to consider and clarify the role of the gifted and talented leading teacher;
- to share and develop confidence about key ideas in relation to:
 - defining who we mean;
 - finding out/reviewing what is happening in your school or cluster and using IQS/CQS to evaluate provision;
 - going back to school clear about the gap tasks and generating an action plan;
 - identifying your main professional development needs.

Nationally the focus on improving gifted and talented provision and addressing underachievement is gathering pace and the roll out of national training for leading teachers for gifted and talented education is clear evidence of this. This can only support them in their roles.

Session 1 Exploring the role of the leading teacher for gifted and talented education

Outline the objectives of the session.

Objectives

Slide 1.0

- To consider and clarify the role of the leading teacher for gifted and talented education
- To raise awareness of the issues in teaching of gifted and talented learners
- To begin to identify leading teacher actions and professional development needs

Refer back to the key messages of the introduction and ask:

'How does this context and these key messages shape the role of the leading teacher?'

We will begin to consider this question in this session, and return to it through each of the sessions. Ask participants continuously to relate the outcomes of their discussions and thinking to the implications for their role as a gifted and talented leading teacher. They will be given the opportunity in each session to note down key learning and action points in their reflective log.

Key aspects of the gifted and talented leading teacher role

Slide 1.1

Gifted and talented leading teachers will have a key role in developing:

- effective classroom practice for gifted and talented pupils
- whole-school self-evaluation and improvement planning for gifted and talented provision and outcomes

Reinforce that the role is about developing mainstream practice and that as effective teachers they will be aware that much of what is effective for gifted and talented learners is effective teaching and learning for all learners. When this is set in the context of whole-school improvement the role of the leading teacher is also about leadership of gifted and talented education, getting people on board and addressing the issues – first and foremost the school leadership team. This will be a main focus on Day 2 of the training.

In carrying out this role leading teachers will be expected to:

Slide 1.2

- act as an advocate for the needs of gifted and talented pupils
- promote the various elements of the personalisation agenda as they relate to gifted and talented pupils
- exemplify and model effective practice for gifted and talented pupils
- initiate strategies which support the professional development of colleagues
- enable whole-school evaluation, review and improvement of gifted and talented provision

Amplify the points on the slide with the following:

- The needs of gifted and talented pupils should be identified and provided for in the same way as the needs of other groups/individuals.
- Seek to ensure, through personalisation that gifted and talented pupils receive appropriate recognition, support and challenge throughout the school/cluster.
- Exemplification/modelling can be through the leading teacher's own professional practice and through the leading teacher providing or facilitating coaching/mentoring support for colleagues.
- Work with year group leaders/subject leaders, year teams and departments, whole staff, to improve the school/cluster capacity to personalise learning for gifted and talented pupils.
- Work with school leadership teams to ensure support for gifted and talented improvements is part of a whole-school approach.

Ask participants to discuss in pairs how this role description differs from that of the coordinator for gifted and talented.

After two minutes stress that the difference is mainly one of emphasis – the emphasis is on exemplification and modelling, and modelling is key. Highlight the middle three bullets on the slide to reinforce this. Acknowledge however that many schools will sensibly want to build on their existing coordinator role and the expertise that may already reside in the school(s).

Explain that leading teachers are not expected to be experts in every curriculum area, but will be able to model and exemplify effective strategies for challenging and stretching the most able in a classroom context (such as through AfL, thinking skills, dialogue and so on) and should be able to support colleagues individually and collectively in developing these strategies within their own subject area in secondary, and across a range of subjects in primary.

Note that e-learning core module 1 focuses on teaching and learning strategies and this will be part of the gap task between this training day and the next. Note also that frequently asked questions about the gifted and talented leading teacher role are addressed in the FAQs 1 and 2, and can be found in the handbook, section 11.

Allow five minutes for participants to discuss in pairs and reflect on the session so far; direct them to look at the FAQs. Ask them to note down immediate question/issues they have on sticky notes and say that you will return to these before or at the end of the session.

Activity – The role of a leading teacher

20 minutes

Explain that we are now going to carry out an activity to further explore and develop our understanding of the role of the leading teacher for gifted and talented. Participants will need an envelope, one between two, containing cut-up leading teacher role cards from Handout 1.1.

Activity: exploring the role of the leading teacher for gifted and talented**Slide 1.3**

Read the role of the leading teacher for gifted and talented on the cards:

Task 1 – decide which aspects of the role of a leading teacher will be a priority for your role in school

Task 2 – using only your priority cards decide which aspects you are comfortable with and which you will need to develop

Note the aspects of the role that you want to develop in your reflective log

Ask participants to work in pairs for this activity, ideally pairing those with different experience (cross-phase or different types of schools) to encourage sharing of information.

Allow five minutes for Task 1 (a diamond nine or other sorting activity would be appropriate). Then take brief feedback on which areas are emerging as most important, ask whether there are any specific questions about elements of the role at this point and briefly discuss issues that arise.

Direct participants' attention to Task 2 and give them time to determine their main priorities. Once they have prioritised their cards suggest that they focus on one or two aspects to discuss in their pair, identifying possible professional development needs, then make a note of it in their reflective log.

Reinforce that this is a developmental role – they can anticipate growing into the position and like all good professional development they should see it developing experiences and skills over time and not expect to do everything at the start.

Explain that ongoing support will be available to leading teachers through the e-modules linked to the leading teacher training which will provide a range of continuing professional development opportunities for their own use and for use with and by colleagues in school, and also through local network meetings supported by the local authority. These initial leading teacher training sessions are also a good opportunity to build in some 'networking' with others in the LA undertaking the gifted and talented leading teacher role: reinforce how effective this can be in sharing practice and gaining support.

To round off the activity make the following points:

Key message ...**Slide 1.4**

- It is the responsibility of every classroom teacher to provide for the needs of the able, gifted and talented pupils in their classroom
- Leading teachers should work with colleagues to improve teachers' understanding of identification issues and teaching strategies that challenge gifted and talented pupils
- It will be important for leading teachers to identify ways of working with senior colleagues to enable the embedding of a whole-school approach to gifted and talented provision

Emphasise the last point on the slide by saying that in Session 2 we will focus on what good whole-school provision looks like, and how this can be evaluated and improved.

Identifying the issues in gifted and talented education and implications for your work

30 minutes

Ask the question: 'What does gifted and talented mean?'

Give participants a few minutes to discuss this, and take brief feedback. This will raise issues about the language used – gifted and talented, more able, high achievers and so on.

It is generally agreed that:

Slide 1.5

There is no universally accepted definition of giftedness

Estimates of giftedness vary tremendously

Being gifted and talented is not a one-off and fixed state of existence

There is no universally accepted definition of giftedness – the progression of definitions has ranged from 'conservative' which focused on high intelligence, measured by IQ tests, to more 'inclusive' definitions which included multiple abilities, problem solving and creativity.

Estimates of giftedness vary tremendously – 1% to 30% of students in the school population may be identified as gifted (this is likely to be influenced by the nature of a school, its context and perceptions of what it means to be gifted).

Being gifted is not a one-off and fixed state of existence – abilities emerge, develop and show themselves in different settings and at different times so that assessment has to be ongoing; there are differing views about what gifted and talented might mean.

The DfES definition has evolved over time in recognition of broader educational developments and the focus on personalisation. This is the current DfES definition and this is what we are working to: it can be found in the guidance document *Effective provision for gifted and talented children in secondary education*.

Slide 1.6

Gifted describes students who have the ability to excel academically in one or more subjects such as English, drama, technology

Talented describes students who have the ability to excel in practical skills such as sport, leadership, artistic performance. These students may well follow a vocational training pathway to accreditation and employment

The DfES definition:

- distinguishes between giftedness (academic) and talent (practical arts, skills and sports);
- distinguishes between ability and achievement;
- is contextual – that is to say, ability relative to the rest of a school's population, and representative of the school's population;
- assumes a norm of around 10%;
- allows for flexible development and doesn't assume ability is unchanging.

Allow a few minutes and ask participants to discuss with a neighbour what the pros and cons of this definition might be. Then show the next two slides and ask if there are any significant additions.

Cons:	Slide 1.7
The flexibility can exercise some schools – they might find rigid guidelines easier to implement	
The context-dependency can cause problems – what about students who move schools? What about the different levels of ability between schools' cohorts?	
Assumes schools can spot ability in students who don't attain highly, but there are few guidelines for this	

Pros:	Slide 1.8
Makes schools focus on their own most able – no one can say they don't have a top 10%	
Allows schools to focus on students who may need most support and encouragement to achieve highly	
Shines a torch on provision and challenge for a group whose needs may be overlooked	

Now ask 'What do we understand and mean by ability?' Take a few answers then suggest these key characteristics of ability:

Ability	Slide 1.9
<ul style="list-style-type: none">■ Is multi dimensional – only some aspects can be measured■ Is a mixture of innate predispositions, environment, personality and contextual factors■ Is developmental■ Needs to be nurtured through opportunity, support and motivation	

Ask participants to discuss these in pairs or small groups, and to consider whether there are other significant characteristics that they would like to add. Take brief feedback.

Make the point that how we understand ability and how we go about identifying it are inextricably bound together; share the following common points of view:

- High marks in tests/high IQ score is not giftedness in itself – it may be a signal that giftedness exists.
- Definitions of giftedness are often a function of educational, societal and political priorities at a particular place and time.
- Gifted abilities are also more likely to emerge when the individual's gifts or talents coincide with what is valued by the culture.

With these thoughts and reflections in mind, the next activity focuses on schools' approaches to identifying their gifted and talented pupils. The case studies we are using are drawn from real examples; they can be used to expose some of the issues relating to teaching gifted and talented learners.

Case studies: Identification

Participants will need to select a case study from Handout 1.2. They may have time to consider more than one case study.

Case studies – Identification

Slide 1.10

Working in groups from the same phase (primary or secondary) share out the case study cards.

For your case study decide:

- The strengths of the system that the school is using
- Where the school might improve on its identification system. Share your ideas in your groups
- Reflect on the system that your school currently uses to identify gifted and talented pupils and to construct a register. Note in your log any ideas that you have now that may strengthen that system

This activity is best done in groups from the same phase as they will share ideas about their own practice as a result of analysing the case studies.

Allow the groups time to discuss their findings and encourage them to share the systems that are in place in their own schools. Allow two or three minutes at the end of the activity for the leading teachers to record in their reflective logs ideas that they have discussed.

As a follow-up activity participants can refer to the DfES booklet '*Identifying Gifted and Talented pupils – Getting Started*', see resources section of the handbook. Ask participants to look at the grids on page 3 and identify where they are in their school with implementing it. Then ask the question '*What do I have to do to move on to the next step?*'

To close the activity draw attention to the following resources/sources of support on identification:

- *DfES Identifying Gifted and Talented pupils – Getting Started, list of popular identification methods, page 5;*
- *National Strategies and QCA subject guidelines;*
- *Oxford Brookes University materials;*
- *London Gifted and Talented (LGT) teacher tools on identification;*
- *G&T in the Early Years – GTEU Early Years Bulletin February 2006 Issue.*

Stress that identification should be an ongoing process, it should feed directly into the planned provision for gifted and talented learners and be closely linked to the schools personalised learning agenda. Identification is not an end in itself and is only worthwhile to the extent that gifted and talented pupils progress as a result of being identified. Schools should be encouraged to draw on a wide range of information sources and be sufficiently rigorous to identify underachievement especially within the most disadvantaged groups. Emphasise that classroom experiences that challenge all pupils are essential to stimulate and develop intellect and interests.

Show the LGT DVD clip of Lynne McClure giving a clear explanation of identification through provision, and give participants a few minutes to reflect on and discuss what the implications of this might be in the context of their own schools.

Explain that a more detailed look at identification is contained in core e-module 2.

Use the next slide to stress that a number of key strategies are needed in order to identify and accommodate the needs of a diverse range of students.

Key strategies	Slide 1.11
<ul style="list-style-type: none">■ A clear focus on effective classroom teaching■ Conditions for learning that promote collaboration and openness and that build pupils' confidence	

Classroom teaching that challenges pupils and provides opportunities to think, to talk, to reason, to ask questions and to solve problems is a key to making effective provision for able, gifted and talented pupils, and for addressing underachievement.

Refer participants to the resource section of the handbook and the Key Stage 3 publication '*Key messages for teaching able, gifted and talented pupils*' (see resource section in the handbook). This gives clear advice and guidance on provision, identification and pedagogy for gifted and talented learners: emphasise that the points made are applicable equally across all phases, within the context of the age and levels of maturity of the pupils.

Conditions for learning should most effectively support a culture of learning that will enable gifted learners and all learners to succeed. For further support and guidance see the Primary and Secondary SEAL materials, and '*Excellence and enjoyment in the Primary Years.*'

Plenary

10 minutes

Use the plenary to focus on conditions for learning. Invite participants to look at Handout 1.3 and in pairs briefly to discuss some identified features of effective conditions for learning. Ask them to annotate their handout with what might be some of the barriers to establishing and maintaining these strategies and what will help to overcome these barriers. As the leading teacher for gifted and talented education they will have a key part to play in establishing and developing these conditions in classrooms in their schools; we will move on to consider this in more detail in the next session.

Ask each pair to identify one feature, one barrier and one strategy for overcoming this, and to note these on separate sticky notes. These could then be put up on flipchart sheets divided into three columns (feature, barrier, strategy) for participants to look at during the rest of the day. They may want to return to them during the next session when considering their role and professional support needs.

Conclude the session by asking participants to record key learning and action points in their reflective log.

Handout 1.1 The role of the leading teacher for gifted and talented education

Activity cards

<p>Use the Institutional Quality Standards to review provision for G&T pupils as part of the school's review and improvement plan.</p>	<p>Develop a climate for learning and classroom ethos that supports a pedagogy of providing challenge.</p>	<p>Help the school tailor its provision within and beyond the curriculum to stretch gifted and talented pupils from all ethnic and socio-economic groups.</p>
<p>Strengthen the identification of G&T pupils, drawing on a range of available resources.</p>	<p>Secure effective tracking of the individual progress of G&T pupils.</p>	<p>Ensure smooth transfer and transition between year groups and schools for G&T pupils.</p>
<p>Liaise with the named governor responsible for G&T education to improve provision for G&T.</p>	<p>Contribute to the development of effective pedagogy which focuses on personalising the learning of G&T pupils and ensuring progression within and across subjects.</p>	<p>Identify and respond to professional development needs, including coaching and exemplifying good practice for G&T students.</p>
<p>Strengthen the evaluation of classroom provision for G&T pupils.</p>	<p>Extend the range of learning opportunities for G&T pupils within and beyond the classroom.</p>	<p>Give G&T pupils a say in how to develop and actively engage with their own learning.</p>
<p>Contribute to helping G&T pupils manage the social and emotional aspects of their learning.</p>	<p>Support G&T pupils in developing independence and high expectations of themselves as learners.</p>	<p>Develop ways of involving parents/carers and local communities in supporting the learning of G&T pupils.</p>
<p>Work with LA advisers, advanced skills teachers and other professionals in the G&T Regional Partnership.</p>	<p>Collaborate with education business partnerships, local higher education colleges and specialist schools to extend opportunities for G&T pupils.</p>	<p>Encourage parents/carers to have high but realistic expectations of pupils.</p>

Handout 1.2 Case studies

Secondary

School SA compiles a register of its gifted and talented students by 1 November each year. CATs tests are administered to every Year 7 student within the first two weeks of September. The CATs tests are used to monitor progress throughout each pupil's school career and the top 10% of pupils according to a rank order based on their average score for the tests are placed on the gifted and talented register. The register is then distributed to all teachers who may put forward pupils for inclusion if they have very good Key Stage 2 SATs results. Subject teams are also asked to consider the whole-school register at this time and recommend pupils for inclusion or those who they think should no longer be on the register. They back up their suggestions with school-based test or external examination results. The talent element of the register is created based on teacher nomination and/or out-of-school achievement. If more than 12% of the schools' population appears on the register, then those pupils with the least number of subject nominations are removed.

School SB's gifted and talented register is compiled by its coordinator for gifted and talented. She asks every department to nominate their top 10% gifted and talented students according to ability in every year group in the summer term each year. She also asks teachers to nominate those students who show exceptional leadership ability throughout the school. In addition teachers nominate those pupils who they think have the potential to be on the register but are not yet realising that potential. She compares all the lists and compiles a register of:

- those that are gifted and/or talented across the board;
- those that are gifted and/or talented in a few subjects;
- those that are specifically talented in one subject;
- and those that seem to have potential but are not realising it.

She distributes this register to all teachers and discusses it with all heads of department and heads of year to ensure that they are aware of the pupils on it and are offering them an appropriate experience in school or beyond.

School SC creates a register in Year 7 based on interviews with parents/carers and pupils when they join the school, information from feeder schools, ongoing teacher reporting and self-nomination. Criteria for inclusion are discussed and agreed annually among staff. Pupils are encouraged to self-nominate, the criteria for doing so are made publicly available. Being on the register means that students are offered a range of social benefits such as trips and activities. These are valued by students and there is competition for inclusion in this school. The formal register is adjusted to reflect the demographic profile of each year's cohort, but an informal, school-only register of other students with potential is also created. School SC has a high intake of students who have limited English.

Primary

School PA uses a range of checklists such as those from the DfES and QCA to create their own tailored generic profile checklist, adapted for different ages/key stages. The checklists include talent areas such as physical dexterity and musical aptitude as well as leadership potential. Teachers use the checklist as guidelines to nominate pupils for the gifted and talented register based on their observations and on the levels that pupils achieve in class work. Test data (baseline, Key Stage 1 and Key Stage 2 optional tests) are used to monitor the register, and monitor pupil progress.

School PB's coordinator for gifted and talented works closely with the assessment coordinator when compiling the register. The register is created for each cohort on entry to the school, and adjusted termly using the following data:

- baseline assessment and British Picture Vocabulary Scale (BPVS) tests that are administered on entry.
- Performance Indicator in Primary Schools (PIPS) tests at the beginning and end of Reception.
- National Foundation for Educational Research (NFER) progress tests for English and mathematics taken by all children in Years 1 to 6 in one week in early March.
- Qualifications and Curriculum Authority (QCA) optional tests taken by Years 3, 4 and 5 in the same week in May that Years 2 and 6 take the statutory tests.

Class teachers are required to demonstrate in their lesson plans that the needs of the pupils on the register are provided for in terms of suitably challenging questions or activities.

School PC has a wide ethnic mix in its intake and some students have very limited English when they join the school. The school asks teachers to nominate the top 20% of the ability range in each year group using profile checklists, teacher observation and pupil achievement. The register is compiled by adjusting the nominations in the light of a representative cohort, believing that gender, racial or social groupings should be equally represented in the gifted and talented community. They use 'own language' evaluations when appropriate to be sure that all children with potential are assessed for inclusion.

Handout 1.3 Learning culture

Teaching gifted learners and the learning culture

- negotiating learning objectives
- sharing assessment criteria
- focussed AfL
- developing skills for independent research
- building on prior learning and experience
- high level of subject knowledge
- higher order concepts/terminology
- emphasis on creative problem solving
- encouraging the growth of critical thinking
- challenge and more challenge
- promotes excellence and includes opportunities for demonstrating, developing and celebrating high levels of ability
- risk taking by teacher and learner
- offers scope for intellectual initiative
- has high but realistic expectations
- opens doors to learning beyond the classroom
- gives encouragement and specific praise

Critical reflection log

Session 1	
Critical reflections	Key points for action



02

Session 2 Gifted and talented provision: whole-school improvement and self-evaluation

Objectives

- To identify some key elements of good gifted and talented provision.
- To introduce use of the Institutional Quality Standards (IQS) and Classroom Quality Standards (CQS) evaluation tools.
- To introduce and prepare for the gap tasks.

Resources

Slides 2.0–2.11

Flipchart

IQS User Guide

Handbook Appendix 1 – G&T Update: Issue 41, February 2007

For each participant

Handouts

2.1 – Personalised learning wheel

2.2 – The IQS matched against the 5 personalised education components and the SEF

2.3 – The CQS

2.4 – Using IQS: a best fit approach to self-evaluation – element 1

2.5 – Using IQS: a best fit approach to self-evaluation – elements 6, 7 and 8

2.6 – A planned approach to using IQS

Participants will need to bring

Their own copy of the IQS User Guide – Leading Teachers should be asked in advance to bring these.

The User Guide can be downloaded from

<http://www2.teachernet.gov.uk/gat/media/userguidewithannexe.doc>

A copy of their school's School Improvement Plan for reference.

Session outline

90 minutes

Introduction Introducing the session objectives, and outlining key questions	5 minutes
Personalising learning for gifted and talented pupils Considering the components of personalised learning and how these relate to the needs of gifted and talented pupils	15 minutes
Introducing the Quality Standards Outlining the structure of the IQS and CQS	10 minutes
Working with the IQS The importance of the process and evaluating provision using the IQS	30 minutes
Setting the gap tasks Outlining the self-evaluation tasks and beginning to explore the e-module	20 minutes
Conclusion Summarising the session and reflecting on next steps	10 minutes

Introduction

5 minutes

In Session 1 we identified a key role for leading teachers in whole-school self-evaluation and improvement of provision and outcomes for gifted and talented pupils. This session focuses on what good provision looks like at whole-school and classroom level and how leading teachers can assess and evaluate school provision.

Use **slide 2.0** to outline the objectives for this session.

Objectives for Session 2	Slide 2.0
<ul style="list-style-type: none">■ To consider key elements of good gifted and talented provision■ To introduce the IQS and CQS evaluation tools■ To introduce and prepare for the gap tasks	

Outcomes for leading teachers are:

To understand the key elements of effective school-wide provision for gifted and talented pupils.

To explore the role of leading teachers in using the IQS and CQS to evaluate whole-school and classroom provision.

To understand the tasks to undertake in preparation for Day 2.

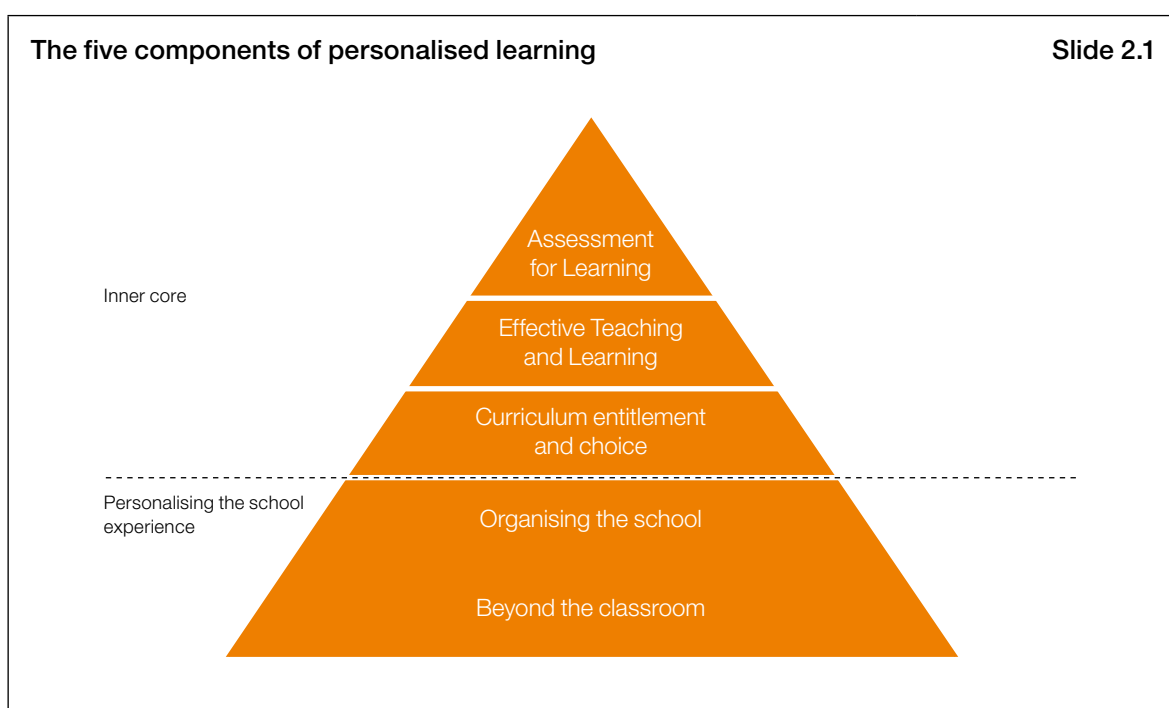
Explain that these will be addressed by considering a number of key questions. Put these on a flipchart and return to them at the end of the session.

- What are the underlying principles of good school provision and what might it look like?
- What are the IQS and CQS? How do I use them? What counts as reliable evidence?
- What is my role in this process? How can I make it effective and achievable?
- What do I need to do next? Who needs to support me?
- What information do I need to bring to the next training day?

Personalising learning for gifted and talented pupils

15 minutes

Show **slide 2.1** and explain the diagram, using the notes below.



Personalised learning has been identified as a key educational priority, with personalising learning and teaching seen as a means of addressing underachievement and ensuring that all children and young people receive support and challenge, tailored to their needs, interests and abilities.

The diagram shows the five components of personalised learning and how they fit together:

- The inner core focuses on classroom practice.
- This is supported by a focus on arranging the school for personalised learning to set the pre-conditions for learning and to remove the barriers to achievement.
- The use of ICT permeates all components as a way of enhancing creativity, extending learning opportunities and sustaining varied and challenging paces of learning through grouping arrangements.
- The components are an integrated whole and are mutually supportive.

- They offer a framework for implementation: a set of tools for schools and teachers to employ contextually so as to respond to the challenges they face.

Pose the question: *How does whole-school personalisation relate to gifted and talented education?*

Make the point that effective provision for the gifted and talented is integral to the personalised learning agenda. Explain that good gifted and talented provision is developed on the same principles as good general provision but that there are additional considerations.

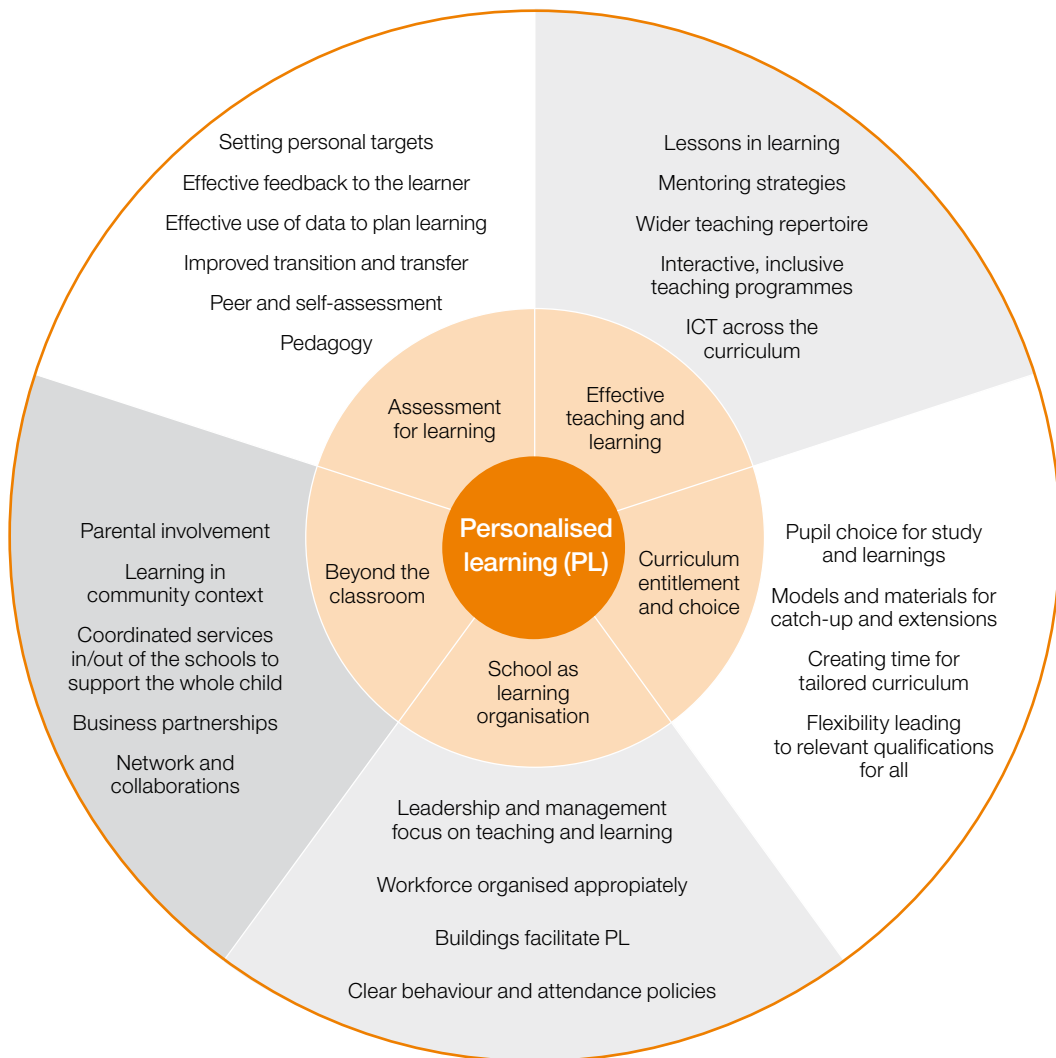
Ask leading teachers individually to identify something within each component to illustrate what it might look like/mean for gifted and talented students, then to share this with a partner. After three or four minutes take feedback and record this on a flipchart. **Slide 2.2** suggests one possibility for each component.

Some features of good whole-school personalised provision for gifted and talented pupils

Slide 2.2

- Tracking and monitoring the effectiveness of provision for individual progress, including those already attaining the highest grades
- Identifying potential for high attainment and recognising needs
- Specifying the range of provision for gifted and talented pupils in your school
- Providing access to appropriate opportunities, expertise, challenges and support in school and beyond
- Consulting pupils and parents/carers about their needs and experiences

Show **slide 2.3** and ask participants to look at Handout 2.1, a copy of the personalised learning wheel.



Ask leading teachers to consider this in the context of gifted and talented provision and, reflecting on their own schools and classrooms:

- identify three things that are done well in their school which impact directly on individual achievement;
- focus on the assessment for learning (AfL) section, and identify one or two examples from their own practice;
- share these with a partner.

Allow three or four minutes for discussion then take some feedback. Highlight the centrality of good AfL practices and pupil tracking to the identification process and effective provision for gifted and talented pupils.

Make the point that in their role as leading teachers it will be important to start from where the school is, in terms of its provision and practice, and to be able to identify and build on strengths as well as focusing on areas for development.

Point out that **2020 Vision**, the Report of the Teaching and Learning in *2020 Review Group* led by Christine Gilbert, was published in January 2007.

The report presents a vision for personalising teaching and learning for children and young people aged 5–16 and makes recommendations for the delivery of that vision. The Review has drawn upon a wide range of evidence and practice in reaching its conclusions and is expected to be influential in personalising learning over the coming years.

The report considers:

- Ways to improve and sustain the rate of pupil progress.
- Strategies to enhance teachers' skills and share best practice.
- How to engage pupils and parents in the learning process.
- Ways in which flexibilities in the curriculum might support personalised learning.
- How to establish a better system of innovation in teaching and learning in schools.

As a useful summary with a gifted and talented focus, draw attention to the G&T Update Issue 41 February 2007, which focuses on personalisation and gifted and talented (Appendix 1 in the handbook).

Introducing the Quality Standards

10 minutes

Explain that the National Quality Standards is an umbrella term which embraces three sets of Quality Standards:

1. Institutional Quality Standards (IQS) are school/college-wide and are designed to support improvements in the quality of gifted and talented education in schools and colleges as a whole. The IQS have received the support of both QCA and NCSL, and are recognised by Ofsted as the default for gifted and talented.
2. Classroom Quality Standards (CQS) are specifically designed to improve classroom practice in gifted and talented education.
3. The LA Quality Standards are currently being developed and trialled as a tool to support local authorities in evaluating and improving their work with schools on gifted and talented.

Introduce the IQS as a supportive tool designed to help schools analyse and improve their provision for gifted and talented pupils. The tool is intended for use by leaders and managers in conjunction, where appropriate, with class teachers.

Explain that:

- The Quality Standards self-evaluation process sits within the context of school self-evaluation and the school improvement cycle.
- The IQS are organised around the five components of personalised learning.

The IQS are accompanied by a comprehensive user guide that suggests ways of using the resource on several levels to locate current practice, identify goals and chart a course of action to achieving those goals. Use of the IQS will be most effective when set in the context of the school improvement cycle where action planning and implementation are followed by review and evaluation of impact.

Handout 2.2 lists the 14 elements of the IQS and gives a summary of how these relate to the personalised learning components and the SEF.

Use Handout 2.3 to outline and the copy of the CQS in the Handbook to explain the structure of the CQS and to discuss how leading teachers might use them.

Note to presenters:

At this point LA trainers will need to make a judgement about the extent to which they explore the structure of the IQS and CQS and the ways in which they can be used. It is important that leading teachers feel confident enough to go away from the session and begin to use these tools in their schools and classrooms.

Working with the IQS

30 minutes

Stress that the IQS gives a tool not a task – it enables leading teachers to gain a detailed vision of what is in place, how well it is working, and what to do next; it gives an evidence-backed platform for innovation but it is not just an audit and this should be emphasised. It is a tool for dialogue and should be used to support better conversations in schools about gifted and talented provision, identification and outcomes.

Use **slide 2.4** to outline some examples of how the IQS can be used, ranging from a snapshot assessment across a range of areas to an in-depth evaluation of specific areas.

The IQS

Slide 2.4

Provide a framework for finding out and evaluating provision in your school through:

- a snapshot to inform overall self-evaluation
- a tool for in-depth analysis of one or more aspects of provision
- a framework for improvement
- a means of securing personalised education for gifted and talented pupils
- a mechanism to drive forward innovative practice
- the opportunity to highlight CPD needs and areas of strength
- the language to describe provision

Invite a teacher from a school that is already using IQS to give a brief input (five minutes) on how it has been used and what the impact has been.

Follow this with a discussion focused on the questions:

- How do I use the IQS?
- What does it enable me to do?

Allow five minutes for table discussions and encourage those who have used the IQS to share their experiences and what they have learned through the process.

Take feedback from the group and draw out points such as the following:

The IQS...	So...
<ul style="list-style-type: none"> ■ takes time to digest and use; 	<ul style="list-style-type: none"> ■ don't try to do it all at once; ■ use the snapshot to target your work – focus, audience, pupil groups;
<ul style="list-style-type: none"> ■ needs to be explained and mediated; 	<ul style="list-style-type: none"> ■ use the IQS to develop a shared understanding of what gifted and talented means to your school and what you want to achieve;
<ul style="list-style-type: none"> ■ is not a portfolio model; 	<ul style="list-style-type: none"> ■ it is better to ask yourself how you can support your judgement, rather than to assemble a file;
<ul style="list-style-type: none"> ■ is not just an audit framework. 	<ul style="list-style-type: none"> ■ the dialogue is what will move things forward; ■ use the IQS to help you to ask better questions, or give better answers.

Emphasise again that it is the process of engaging in the self-evaluation that is important – it is the dialogue, the discussion and the staff development opportunities that will engage and challenge colleagues and move things forward.

Evaluating provision using IQS

Ask leading teachers to look at Handouts 2.4 and 2.5 as examples of a school's response to elements 1, 6, 7 and 8 of the IQS. Highlight the 'best fit' approach and the use of the traffic-lights system. Remind leading teachers that there is an interactive online tool for using IQS that can be found at:

<http://www2.teachernet.gov.uk/QSTool/default.aspx>

Show **slide 2.5** and outline the traffic light approach as used in London Gifted and Talented (LGT) networks, considering either a 'best-fit' or a 'degree of certainty' approach:

**Best fit:**

Red	we don't do this yet
Amber	we do this some of the time
Green	we do this consistently

Certainty:

Red	I really don't know...
Amber	I have a hunch...
Green	I know/can demonstrate this

© London Gifted and Talented 2006

Allow a few minutes for discussion around the table of teachers' responses to these approaches.

Activity – What is the evidence? Where is it and what can it tell you?

Show **slide 2.6** and invite leading teachers to consider what evidence they will need to gain a full picture of the state of development in their schools.

The IQS – where's the evidence and what can it tell you?

Slide 2.6

- In cross-phase pairs, look at IQS effective provision strand
- Identify what sources of evidence might be used to evaluate this aspect of provision. Consider both qualitative and quantitative types of evidence
- How will you access the evidence? (for example: Who do you need to talk to?)
- Choose one source of evidence and decide what it can tell you and what it cannot

Discuss, in pairs from different phases, the sources and types of evidence leading teachers think would enable them to make a judgement on how well their school is doing in this area.

Allow five minutes for discussion then take feedback.

Draw up two columns on a flipchart – qualitative and quantitative evidence – and invite teachers to contribute different types of evidence. Use the opportunity for discussion and to draw out the following key points:

- There is a need for a variety of forms of evidence to give as full and accurate a view as possible.
- Refer back to the IQS statement regarding exemplary identification of gifted and talented students – Handout 2.4. Remind leading teachers that a blend of qualitative and quantitative evidence was recommended.

- The same principle holds true when trying to form any judgement – a range of evidence is needed to build up a full picture. Consider Ofsted inspections, which don't just look at results.
- Stress that combining hard data with other evidence which involves using your professional judgement (consider: Is this good practice? What features tell me so?) is integral to the leading teacher role regarding leading and expertise.

If appropriate, use **slide 2.7** to illustrate some of the types of evidence.

Types of evidence		Slide 2.7
Quantitative	Qualitative	
<ul style="list-style-type: none"> ■ Attainment data ■ Value added ■ PANDA ■ Attendance/take up figures such as NAGTY, summer schools, extra-curricular activities ■ And...? 	<ul style="list-style-type: none"> ■ Observations ■ Scrutiny of schemes of work, lesson plans, pupil work ■ Interviews: parents, pupils, teachers and so on ■ Evaluations of CPD, of enrichment activities ■ And...? 	

Point out that the IQS User Guide provides:

- A list of possible sources of evidence against each element of the Standards.
- An IQS self-evaluation summary form to give schools an A4 overview of strengths and development needs.
- A detailed mapping of the IQS elements against the Ofsted SEF areas of foci, criteria and evaluation aspects, enabling the evidence generated under each IQS element to be used to provide evidence for the relevant Ofsted SEF focus. This illustrates the quality and standards of gifted and talented provision as a feature of whole-school provision and performance.

Remind teachers that Handout 2.2 gives a summary of how the IQS elements relate to the personalised learning components and the SEF. The IQS online guidance and online tutorial give further details about cross-referencing QS evidence to the SEF.

Round off this part of the session by drawing attention to Handout 2.6, suggesting first steps in a planned approach to using IQS, as outlined in the User Guide.

Emphasise:

- That the key to using the IQS successfully is to remember that they are designed to support progressive improvement through self-evaluation. Actions arising from engaging in the dialogue and discussion that the process stimulates are most likely to sustain improvements.
- There are a number of ways of using the IQS (see page 10 of the User Guide for more detail) and schools should take a measured approach, identifying priority areas and strengths for further development.

- Having carried out the self-evaluation, the leading teacher for gifted and talented education can use the IQS to draw up an action plan for improvement, working with colleagues at every level. The school's targets for gifted and talented will then be included in the School Improvement Plan.

Setting the gap tasks

20 minutes

Show **slides 2.8–2.10** and use them to outline the gap tasks.

<p>The gap tasks – taking on the leading teacher role</p> <p>Secondary</p> <ul style="list-style-type: none"> ■ Whole-school: evaluate Effective Provision and one other element of IQS with a member of the SLT, and begin to formulate an action plan <p>Classroom: Use CQS to obtain a snapshot of where you and one colleague are</p>	<p>Slide 2.8</p>
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<p>The gap tasks – taking on the leading teacher role</p> <p>Primary</p> <ul style="list-style-type: none"> ■ Within school/cluster: evaluate Effective Provision and one other element of IQS with a member of the SLT and work with cluster colleagues to do the same in their schools. Begin to formulate action plans <p>Classroom: Use CQS to obtain a snapshot of where you and one colleague are</p>	<p>Slide 2.9</p>
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<p>The gap tasks – taking on the leading teacher role</p> <p>All</p> <ul style="list-style-type: none"> ■ Complete core e-module 1 – Teaching and Learning ■ Bring outcomes of school and classroom self-evaluation to next training, to support shared reflection and action planning 	<p>Slide 2.10</p>
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Explain the tasks for each phase represented and clarify any points raised by leading teachers. Draw attention to the blank action planning grid (Handout 3.2) and the examples of action plans in Annexes A and D in the IQS User Guide.

- Ensure the primary/secondary difference acknowledges those working across a cluster of schools.
- Stress the 'working towards' aspect of this for primary colleagues. Their capacity to undertake this will vary a lot from cluster to cluster. Encourage leading teachers to do what they can where they can, and emphasise the importance of making contact and at least beginning the process in other schools in the cluster.
- Stress the importance of accessing the online module and undertaking the IQS and CQS tasks as these will be the building blocks for their school action plan and the basis for Day 2 of the training.

Outline the support that the LA is able to provide for leading teachers in the period when they will be completing the gap tasks, such as telephone support, twilight/network meetings.

It is important that headteachers are made aware of the gap tasks prior to the training so that SLTs are able to support leading teachers in carrying them out.

Take any questions and provide positive feedback. Suggest that leading teachers could e-mail one another to keep the networking going.

Introduction to core e-module 1

Take leading teachers through the initial stages of the module to outline the structure and to demonstrate the flexibility and some of the interactivity. Allow leading teachers ten minutes to investigate the module.

Plenary activity

10 minutes

Show **slide 2.11**.

Next steps	Slide 2.11
<ul style="list-style-type: none">■ What do you need to find out?■ Who do you need to speak to?■ What do you plan to do?■ Who needs to be involved?	

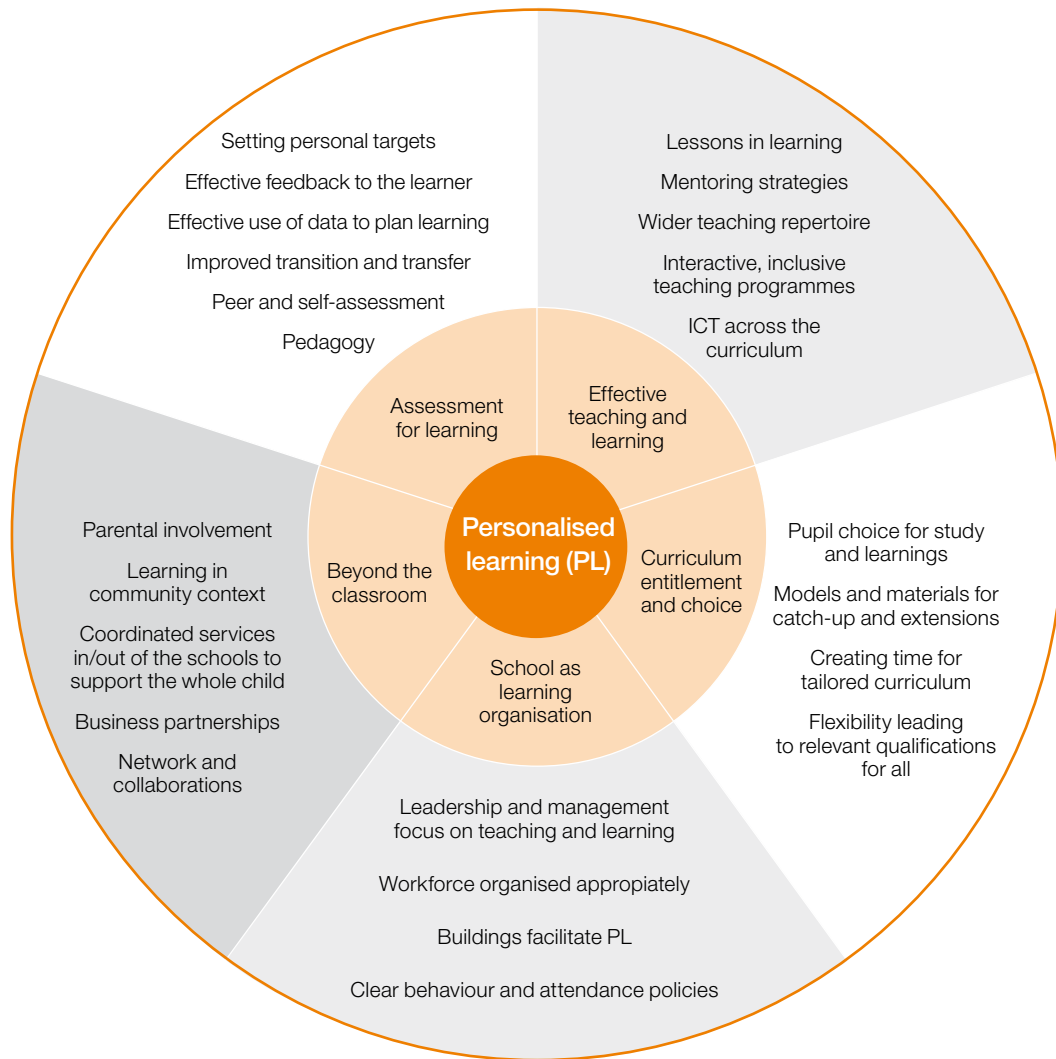
Invite leading teachers to use their critical reflection logs to note points in relation to these questions to break down the big task they face into immediate, achievable steps. Ask them to return to the questions posed at the start of the session and reflect on the extent to which they have been addressed. Allow a few minutes then give an opportunity for leading teachers to comment if appropriate.

Conclusion

In conclusion, remind leading teachers before they leave that:

- this is a learning curve for everyone as we find out more about good provision for the gifted and talented in our contexts, whatever the current state of development;
- the online units will illuminate content;
- they can't do it all overnight; the first phase is an evaluation, an opportunity to stimulate discussion in their schools and a chance to begin to develop an action plan that may focus initially on a small number of aspects of provision;
- support is available from the LA and through networking with colleagues.

Handout 2.1 Personalised learning wheel



Handout 2.2 The IQS matched against the 5 personalised education components and the SEF

Personalised education component	Ofsted SEF focus	IQS elements
Effective teaching and learning strategies	Achievement and standards Leadership and management Quality of provision Characteristics of your school	<ol style="list-style-type: none"> 1. Identification 2. Effective provision in the classroom 3. Standards
Enabling curriculum entitlement and choice	Quality of provision	<ol style="list-style-type: none"> 4. Enabling curriculum entitlement and choice
Assessment for learning	Quality of provision Views of learners, etc Leadership and management	<ol style="list-style-type: none"> 5. Assessment for learning 6. Transfer and transition

Personalised education component	Ofsted SEF focus	IQS elements
School organisation	<p>Leadership and management</p> <p>Views of learners, etc</p> <p>Personal development and well-being</p> <p>Overall effectiveness and efficiency</p>	<p>7. Leadership</p> <p>8. Policy</p> <p>9. School ethos and pastoral care</p> <p>10. Staff development</p> <p>11. Resources</p> <p>12. Monitoring and evaluation</p>
Strong partnerships beyond the school	<p>Characteristics of your school</p> <p>Views of learners, etc</p> <p>Quality of provision</p> <p>Leadership and management</p> <p>Overall effectiveness and efficiency</p>	<p>13. Engaging with the community, families and beyond</p> <p>14. Learning beyond the classroom</p>

Adapted from Institutional Quality Standards in Gifted and Talented Education User Guide, Page 13

Handout 2.3 The CQS

The **Classroom Quality Standards** (CQS) are a specific tool which focus directly on teaching and learning and so provide additionality to the Institutional Quality Standards (IQS) and to the Training and Development Agency for Schools (TDA) competency standards within a school improvement perspective.

The CQS are intended to capture and draw together:

- pedagogical input;
- the contribution of other staff;
- planning and organisation;
- learning environment and ethos;
- other significant dimensions of effective provision within the classroom setting.

The CQS:

- are designed to support and amplify Element 2 of the IQS ('Effective Provision in the Classroom');
- give greater precision to teaching and learning settings for gifted and talented pupils;
- help teachers and support staff achieve greater clarity and focus in their work with gifted and talented learners;
- provide a distillation of those additional aspects of teaching and learning that are especially relevant to providing personalised opportunities and challenge for gifted and talented pupils;
- focus primarily on teaching and learning but include relevant aspects of whole-school activity;
- offer messages for the provision of challenging teaching and learning for all pupils.

The CQS comprises three layers:

Layer 1

- provides a starting point for schools engaging with the CQS, which links to IQS Element 2 ('Effective Provision in the Classroom');
- synthesises best practice in providing effective support and challenge for all learners and indicates how this applies to gifted and talented learners;
- identifies seven key **Features** of effective support and challenge in teaching and learning;
- provides a set of **Prompts** for each Feature;

- provides an **Evidence Sheet** to support structured self-evaluation;
- has been designed so that schools can use it as a tool to support wider personalisation of learning and to amplify the TDA professional standards.

Layer 2

- builds on Layer 1 to amplify current understanding of effective pedagogy for gifted and talented education;
- has three levels – **Entry, Developing, Exemplary** – to support progression, as in the IQS;
- contains level descriptors which amplify the Features and Prompts in Layer 1, and which reflect current expectations of effective pedagogy for gifted and talented education;
- offers scope for practitioners to record their own descriptors where they identify aspects of effective pedagogy that are in addition to the current specification;
- offers practitioners the opportunity to compare their initial self-evaluation (in the Layer 1 Evidence column) so beginning to identify areas for improvement.

Layer 3

- is a resource base designed to hold a comprehensive range of resources, tools, case studies, professional development materials, exemplification, evaluations and so on that practitioners use;
- will provide a growing database which schools can add to and thereby support the further development of the CQS.

There is a separate User Guide for the CQS which provides greater explanation of how to use the three layers.

Handout 2.4 Using IQS: a best fit approach to self-evaluation

– element 1

Generic Elements	Entry	Developing	Exemplary
<p>1. Identification</p>	<ul style="list-style-type: none"> ■ The school/college has learning conditions and systems to identify gifted and talented pupils in all year groups and an agreed definition and shared understanding of the meaning of 'gifted and talented' within its own, local and national contexts. 	<ul style="list-style-type: none"> ■ Individual pupils are screened annually against clear criteria at school/college and subject level. 	<ul style="list-style-type: none"> ■ Multiple criteria and sources of evidence are used to identify gifts and talents, including thorough use of a broad range of quantitative and qualitative data.
	<ul style="list-style-type: none"> ■ An accurate record of the identified gifted and talented population is kept and updated. 	<ul style="list-style-type: none"> ■ The record is used to identify under-achievement and exceptional achievement (both within and outside the population) and to track/review pupil progress. 	<ul style="list-style-type: none"> ■ The record is supported by a comprehensive monitoring, progress planning and reporting system to which all staff regularly share and contribute.
	<ul style="list-style-type: none"> ■ The identified gifted and talented population broadly reflects the school/college's social and economic composition, gender and ethnicity. 	<ul style="list-style-type: none"> ■ Identification systems address issues of multiple exceptionality (pupils with specific gifts/talents and special educational needs). 	<ul style="list-style-type: none"> ■ Identification processes are regularly reviewed and refreshed in the light of pupil performance and value-added data. The gifted and talented population is fully representative of the school/college population.
	<p>A-Effective teaching and learning strategies</p>		

Generic Elements	Entry	Developing	Exemplary
A-Effective teaching and learning strategies			
Evidence	The gifted and talented register in the school is well developed, following the principle of triangulation with CAT data, SAT data and subject specific checklists which have been agreed by department teams. Whole-staff training has developed staff awareness of the definitions of what more able, gifted and talented mean.	The register is reviewed each term with staff using subject specific checklists of characteristics.	Three different types of data are used: CAT data, SAT data and the use of subject-specific checklists.
Next Steps		The gifted and talented register will be entered into the school's CMIS system which will enable teachers to see more visibly which students have dual exceptionality and which ones are underachieving.	Integrate the identification process into the school's existing systems of termly review grades and academic tutoring, so that whenever teachers are asked to comment on the levels of effort and attainment in reports and review grades, they are also asked to update gifted and talented information.

Handout 2.5 Using IQS: a best fit approach to self-evaluation – elements 6, 7 and 8

Generic Elements	Entry	Developing	Exemplary
C-Assessment for learning			
6. Transfer and transition	<ul style="list-style-type: none"> Shared processes, using agreed criteria, are in place to ensure the productive transfer of information from one setting to another (i.e. from class to class, year to year and school/college to school/college). 	<ul style="list-style-type: none"> Transfer information concerning gifted and talented pupils, including parental input, informs targets for pupils to ensure progress in learning. Particular attention is given to including newcomers (e.g. EAL, asylum seekers) in the gifted and talented cohort. 	<ul style="list-style-type: none"> Transfer data concerning gifted and talented pupils are used to inform planning of teaching and learning at subject/aspect and individual pupil level, and to ensure progression according to ability rather than age or phase.
Evidence	The G&T register ensures that teachers of students in years 7-11 are able to see which of their students were assessed as more able, gifted or talented in their subject the previous year. The school has an established system of target grades and levels for every student. These are reviewed every term by all subject teachers using the review grades system and by tutors on academic tutoring day.		
Next Steps			

Generic Elements	Entry	Developing	Exemplary
D-School organisation			
7. Leadership	<ul style="list-style-type: none"> A named member of the Governing Body, Senior Management Team and Lead professional responsible for Gifted and Talented education have clearly directed responsibilities for motivating and driving gifted and talented provision. The Headteacher actively champions gifted and talented provision. 	<ul style="list-style-type: none"> Responsibility for gifted and talented provision is distributed at all levels in the school/college. There is a well-defined vision (evidenced in development plans) for promoting gifted and talented provision. Governors play a significant supportive role. 	<ul style="list-style-type: none"> Organisational structures, communication channels and the deployment of staff (e.g. workforce remodelling) are flexible and creative in supporting the delivery of personalised learning. Governors take a lead in celebrating achievements of gifted and talented pupils.
Evidence	Deputy Headteacher is named as leading teacher member for G&T issues. An AST is the G&T coordinator.	A Gifted and Talented Working Party, representative of the staff body has the responsibility for developing a G&T action plan and strategy.	Use of TA time to support G&T students is currently underway – there are two named TAs who are being trained to do this.
Next Steps			
8. Policy	<ul style="list-style-type: none"> The gifted and talented policy is integral to the school/college's inclusion agenda and approach to personalised learning, feeds into and from the single school/college improvement plan and is consistent with other policies. 	<ul style="list-style-type: none"> The policy directs and reflects best practice in the school/college, is regularly reviewed and is clearly linked to other policy documentation. 	<ul style="list-style-type: none"> The policy includes input from the whole-school/college community and is regularly refreshed in the light of innovative national and international practice.
Evidence	The Gifted and Talented Policy is currently being reviewed, in the light of the evaluation of G&T provision (using these standards). It will be written when the evaluation is complete by the G&T Working Party.		
Next steps			

Handout 2.6 A planned approach to using IQS

Step	Action	Notes
1.	Choose the approach required: all elements (snapshot or in-depth) or specified elements. Plan steps required to achieve the appropriate focus.	
2.	Carry out an audit of school practice.	

Step	Action	Notes
3.	Collect evidence from individual classes, teaching teams, department, year, key stage and phase.	
4.	<p>Determine what is being done in the school/college under each IQS criterion. What is not being done? What is partly being done?</p> <p>If there are areas of uncertainty, consider whether this is simply due to an absence of information, or to some more serious weakness in the way gifted and talented pupils are provided for in the school. Also consider: 'What do we need to do to collect the evidence we need?'</p>	

Adapted from Institutional Quality Standards in Gifted and Talented Education User Guide, Page 23

Critical reflection log

Session 2	
Critical reflections	Key points for action



Session 3 Taking the lead

Objectives

- To review experiences so far, identify skills and develop understanding of the role of the leading teacher for gifted and talented education.
- To consider and clarify further professional development needs and plan subsequent actions.
- To identify ways of building capacity to improve whole-school provision for gifted and talented learners.

Resources

Slides 3.0–3.10

Flipchart paper and pens

Sticky notes

For each participant

Handouts

3.1 – Example planning grid

3.2 – Blank planning grid

3.3 – Drivers for change

3.4 – IQS levels of leadership

Critical reflection log

Participants will need to bring

Outcomes of their IQS/CQS gap tasks

Outcomes of any early action planning

Session outline

90 minutes

Welcome – brief introduction Setting the scene and establishing the focus of the day	10 minutes
Exploring the experiences and skills developed as a leading teacher for gifted and talented education Presentation and table discussion	30 minutes
Identifying the issues in building capacity for gifted and talented education across the whole-school and implications for your work Presentation and table discussion	30 minutes
Plenary – reflecting on drivers for change and skills for leading improvement Reflections, action planning implications for me and my school building on action planning from Day 1 Session 1	20 minutes

Welcome – brief introduction

10 minutes

Welcome participants and identify the main focus of the two sessions today.

Re-emphasise the key messages of the gifted and talented leading teacher programme and acknowledge that much of the discussion today will draw on their experiences of the gifted and talented leading teacher role since the last training session. Acknowledge also that the outcomes of their engagement with the gap task will be used to inform group discussions.

Day 2 Taking the lead on gifted and talented education Session 1 – Taking the lead Session 2 – Enabling change	Slide 3.0
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Objectives <ul style="list-style-type: none">■ To review experiences so far, identify skills and develop understanding of the role of the leading teacher for gifted and talented education■ To consider and clarify further professional development needs and plan subsequent actions■ To identify ways of building capacity to improve whole-school provision for gifted and talented learners	Slide 3.1
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Go through the objectives for the session and make direct links with Session 1 on Day 1, listed below for convenience:

- To consider and clarify the role of the leading teacher for gifted and talented.

- To raise awareness of the issues in teaching of gifted and talented learners.
- To begin to identify leading teacher actions and professional development needs.

Explain that in this session we will:

- **review** leading teachers' use of the IQS in the gap task;
- **explore further** the role of the leading teacher for gifted and talented in school self-evaluation and improvement;
- **consider how to prioritise goals** (individual, subject and school) and objectives arising from self-review;
- **continue effective action planning** (individual, subject and school) for whole-school improvements.

Take any brief questions: determine whether to deal with them now or save them until the end of the session.

Exploring the experiences and skills developed as a leading teacher for gifted and talented education

30 minutes

This session, like the first session on Day 1, will also involve leading teachers in analysing and assessing their own skills and professional development needs only this time they can consider issues which have emerged now that they are doing the role.

Show **slide 3.2**.

<p>Questions that will be addressed:</p> <p>What is my role in whole-school improvement?</p> <p>What are the issues that arose for me and my school/cluster from the IQS gap task?</p> <p>How do I prioritise actions for gifted and talented developments in my school/cluster?</p> <p>How do I move from goals to improvement?</p> <p>What skills and qualities do I need to develop further to be effective in my role?</p>	<p>Slide 3.2</p>
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Emphasise point 2 and ask participants to identify in pairs three main process issues (for example, the way they have worked in their role) that have emerged for them from the IQS gap task.

Take brief feedback then explain how experience suggests (from local authority visits, teacher feedback and studies in the field) that stepping into the leadership role has emerged as a common issue for leading teachers.

Slide 3.3 identifies some common issues about the leadership role. Ask participants to read them and identify which relate most to their own experiences.

- Reluctance to appear as an expert/knowing more than colleagues
- Own confidence/expertise in the field
- Monitoring and evaluating colleagues
- Dealing with lack of progress
- Reporting back to SLT

Open up the discussion to the whole group – do they seem familiar? Are there patterns according to experience/status?

As an example, from feedback, one young teacher in the leading teacher role found it difficult unless the SLT is very and continuously supportive.

During the discussion acknowledge that there may be different issues for primary and secondary leading teachers:

- Secondary leading teachers have the challenge of working with all subject teams while primary leading teachers may have the challenge of working across a cluster of schools.
- At this stage, the primary leading teachers may well have only had time to consider their own school – in which case, working with the cluster will follow.

Acknowledge the differences in the approaches that the primary and secondary leading teachers may have.

Move the discussion on from focusing on the issues to focusing on the positive aspects of the experience of the role, and the actions that make a difference. Ask leading teachers to list these, take feedback and record on a flip chart. Ask participants what helped the process, for example, an existing strong self-review framework, support of SMT and/or key players, forming a focus group to share the task, and take feedback on any noteworthy/interesting facets of the process, such as variation across departments or year groups.

Ask also for feedback on similar examples from the group – real-life solutions to real issues can provide valuable examples. In the discussions, it will be useful to encourage more experienced colleagues to contribute their expertise in middle management.

Next explain that you are going to look at the outcomes of their IQS gap task (that is, the product) and at how we can use this to action plan for whole-school improvement.

Note to presenters:

It will be important to ascertain the extent to which participants have completed their gap task and have already started planning, using the outcomes and evidence from their IQS evaluations. Those participants who have started action planning could be grouped to share the way they have been planning and to share best practice for going forwards. If some have not yet started it could be a good use of their time to start getting them to plan with this approach – a useful starting point would be to look at the examples in Annex E of the IQS User Guide. These could be used as models to 'get people started'.

Show **slide 3.4**.

Using the outcomes of the IQS gap task to look at provision for gifted and talented learners

Slide 3.4

- Discuss the evidence from your IQS and how it helps you assess current provision
- Share areas of existing good practice of provision
- Review issues arising from the IQS such as access to data
- Are there any particular issues about provision for primary/secondary leading teachers?

Ask participants to form groups of four, all from the same phase, secondary or primary/EYFS. In these groups, invite them to share the existing evidence of provision they gathered via the IQS activity. Encourage each group of four to identify common issues and examples of good practice and to list their 'Golden Rules' for the advice they would give to schools about the most effective provision for gifted and talented learners, on a flipchart. Ask each group to display their flipcharts and take brief feedback on similarities/differences. The flipcharts can remain displayed and contribute to the next session.

Conclude this part of the session by reiterating that the handbook provides a variety of support sources to aid the leading teacher for gifted and talented in supporting schools to improve provision.

Identifying the issues in building capacity for gifted and talented education across the whole-school and implications for your work

30 minutes

Establishing priorities and planning for improvement

Slide 3.5

Pair up with someone from another phase

- Think about how you might prioritise your actions arising from your IQS evidence
- Now think about the factors affecting your decisions and how you would rank these in order of importance

Remind participants that a key responsibility for leading teachers is the development of a gifted and talented action plan linked to the school improvement plan. Acknowledge that many leading teachers may be well on track in this process, particularly those who are also/have been coordinators for gifted and talented. Ask participants to pair up with someone from another phase and think about the factors which might help them to prioritise their actions. Invite them to plan their next steps, allowing five minutes for this. After about five minutes, take one suggestion from each pair and note these on a flipchart. Pull out any general trends and indicate anything unusual.



Emphasise that establishing a clear and reasonably challenging timeframe for the development and implementation of an action plan is essential to avoid 'drift' and maintain a focus. Given this, there is an expectation that plans should be completed and being implemented by no later than the end of the spring term 2008.

Now move the discussion on to think about the use of planning grids to structure their planning. Acknowledge that many participants will have had experience of using these in their teaching and leadership roles and use this part of the session to get participants thinking about the value and structure

of planning grids in this context. Ask one or two participants to share their experience and the advantages they have found of using these to support their prioritisation and planning. Also, draw attention again to the helpful blank action planning grid and the examples in Annexes A and E of the IQS User Guide.

Acknowledge the fact that they will probably be starting out from different points, for example:

- Experienced managers who are new to the field of gifted and talented may have a range of strategies for change, but feel less sure about what they want to see in place. They may not be so clear about where they are going but have a range of generic strategies for getting things done.
- Experienced classroom teachers of gifted and talented learners may have very clear ideas about what they want to see in place but have fewer strategies for working with the whole-school or cluster to get there. They might be clear about where they want to go but do not yet have the strategies for bringing about the change at a whole-school or cluster level.

What will success look like?						Slide 3.6
Aims	Actions	Who will be involved?	What resources are needed?	When will it occur?	How will progress be evaluated?	Evidence of success?
Develop pupils' higher order thinking skills in D&T lessons						Positive evaluations from teachers and pupils Lesson plans include higher order questions and activities Pupils answer and ask higher order questions Improved progress and more pupils attain at the higher levels
						

Use **slide 3.6** to show that the evidence column of any action plan should be a visualisation of a positive outcome. In the example used here the aim is to develop pupils' higher order thinking skills through design and technology lessons. Completing the last column first will identify the outcomes this should achieve and enable teachers to work backwards to plan for this. Then click on the slide and a backward arrow will appear. Make the links between this and the 5 stage school improvement cycle i.e.

1. How well are we doing?
2. How well should we be doing?
3. What more can we aim to achieve?

4. What must we do to make it happen?

5. Taking action and reviewing

This type of action planning takes account of quantitative and qualitative measures, as discussed in Session 2, and provides a flexible tool to structure thinking and to support action planning. Link the issue of evidence back to the IQS gap task, and remind leading teachers that the purpose of improving provision is to improve opportunities and thus outcomes for pupils and this should be the main focus of the search for evidence of success. Say that the resource section of the leading teacher handbook has links to data tools that can support in evaluating and collecting evidence of impact. Confirm that evidence does not always need to be quantitative; qualitative evidence can be extremely valuable.

As a final point confirm that the action planning stage is a very helpful one to undertake with colleagues, as it ensures that colleagues have a shared vision of what they want to see in place and a clear understanding of what success looks like. Again repeat the point (as in Session 2) that it is the process rather than the audit that promotes discussion and reflection and moves things on in terms of action.

Ask participants to look at Handout 3.1, as one example of this approach to planning.

Ask participants to consider the format and headings and compare with other planning formats they may have used. How might this one be improved to give better support to the process of planning by working back from aims and identified outcomes? Take feedback and share suggestions for improvements.

Show **slide 3.7** and use Handout 3.2 (blank copy of the planning grid).

Activity: working backwards from the evidence

Slide 3.7

Working with a partner from the same phase/age group:

- Choose an aim identified from your evaluation using IQS
- Identify pupil outcomes and visualise what success would look like
- Decide on two pieces of evidence that would show success
- Work backwards from this point to fill in the rest of the action plan

In the final five minutes of this part of the session take feedback on the action planning process. Pose the questions:

- How has this structured approach to planning helped their thinking?
- What can they take from this experience when action planning with their colleagues?

Plenary – Reflecting on the drivers for change and the skills of leading improvement

20 minutes

Presenters will need to think about how to manage this part of the session: with a small group you could use whole-group discussion after a short time for individual reflection, and with a larger group you might manage it more in pairs or small groups.

Show **slide 3.8**.

Drivers for change/other initiatives	Slide 3.8
Individually:	
Consider an area of development and identify other drivers for change/initiatives that you can exploit for the gifted and talented, such as:	
<ul style="list-style-type: none">■ Assessment for learning■ 14–19 developments■ The renewed Primary Frameworks	
Note these in the <i>Drivers for change</i> column on Handout 3.3 and then share your thoughts with the group around you	

Confirm that experience tells us leading teachers need to find efficiencies and quick wins in the way they work with a group of teachers or schools. Setting up structures and mechanisms for development and transfer of practice is a key role for them. The activity on the slide asked participants to reflect on drivers for change on one area of development; suggest that they look back at the planning they have just completed as they might want to take the same target/area for development.

Use Afl, 14-19, and the Primary Framework as specific examples. These are referenced in the resource section of the handbook. Encourage participants to be very specific in their own thinking and particularly about their leadership role and that of SLT and then to note their thoughts on Handout 3.3 – Drivers for change. Again experience tells us that it is important for schools to link the many initiatives/drivers for change with which they engage.

After 10 minutes take feedback and compile a list of common issues, encouraging participants to focus on their leadership role and that of SLT.

Outline the support available to help them improve their leadership skills, their own and others such as in the online e-module *Taking the lead on G&T*, and the NCSL guidance *Leading CPD in school networks: adding value, securing impact* (NCSL, 2006).

You might want to refer to the leadership section of the IQS levels of leadership (Handout 3.4) and ask leading teachers to reflect briefly on how well their school is doing.

Show **slide 3.9**.

Revisiting questions from the start of the session	Slide 3.9
What is my role in whole-school improvement?	
What are the issues that arose for me and my school/cluster from the IQS gap task?	
How do I prioritise actions for gifted and talented developments in my school/cluster?	
How do I move from goals to improvement?	
What skills and qualities do I need to develop further to be effective in my role?	

Use the final five minutes of the session to go back to the questions we posed at the start. Give participants a few minutes to reflect on each of the questions and consider their professional development needs to develop these skills further, invite them to make additions to their reflective log in their handbook.

Handout 3.1 Example planning grid

What will success look like?						
Aims	Actions	Who will be involved?	What resources are needed?	When will it occur?	How will progress be evaluated?	Evidence of success?
Develop pupils' higher order thinking skills in D&T lessons	CPD session focussed on questioning	Leading teacher for G&T and D&T teachers	Time, room, AVA, internet link	15 March	Teacher and pupil questionnaires	Positive evaluations from pupils and teachers
	Joint planning session	Leading teacher for G&T and D&T teachers	Non-contact time, texts, examples of previous plans	22 March	Scrutiny of SoW and planning	Lesson plans include higher order questions and thinking skills activities
				4 lessons during April/May	Teacher reflection and self-evaluation using CQS Pupil reflections/ pupil voice Use of pupil tracking systems and triggers for intervention	Pupils answer and ask higher order questions Improved pupil progress and improved attainment, particularly at the higher levels

Handout 3.2 Blank planning grid

Aims	Actions	Who will be involved?	What resources are needed?	When will it occur?	How will progress be evaluated?	Evidence of success?

Handout 3.3 Drivers for change

Consider an area of development which has been highlighted by the IQS gap task and identify other drivers for change which might support the drive to improve in that area. Three examples are given below.

Driver for change	Link	Thoughts/possible actions
Assessment for Learning	Best practice within AfL often involves teaching for challenge.	What does good feedback on a piece of work look like for the G&T?
14–19 developments	Vocational and other pathways.	What are the possible pathways for the G&T? Do we identify vocational ability?
Renewed Primary Frameworks	Focus on creativity, classroom talk.	How can higher order thinking be encouraged through classroom dialogue?

Consider your particular situation and note below existing drivers for change/initiatives that can be linked to gifted and talented provision. Note your thoughts/ideas about how the links can be made.

Driver for change	Link	Thoughts/possible actions

Handout 3.4 IQS levels of leadership

	Leadership
Entry	<i>A named member of the governing body, SMT and lead professional for gifted and talented education have clearly directed responsibilities for motivating and driving G&T provision. The headteacher actively champions G&T provision.</i>
Developing	<i>Responsibility for G&T provision is distributed at all levels in the school. There is a well developed vision for promoting G&T provision. Governors play a significant role.</i>
Exemplary	<i>Organisational structures, communication channels and the deployment of staff are flexible and creative in supporting the delivery of personalised learning. Governors take a lead in celebrating achievements of G&T pupils.</i>

Critical reflection log

Session 3	
Critical reflections	Key points for action



04

Session 4 Enabling change and building capacity: developing classroom provision through coaching

Objectives

- To explore what is meant by specialist coaching and collaborative coaching (co-coaching).
- To recognise ways in which coaching can be used to develop classroom provision for the gifted and talented.
- To introduce leading teachers to some strategies and models for coaching to use in their own context.
- To encourage leading teachers to recognise their existing gifted and talented teaching expertise and how this relates to effective coaching.

Resources

Slides 4.1–4.15

Prompt sheet (for presenters) – What does effective gifted and talented provision involve?

Sticky notes

Video clip 1

Video clip 2

A3 or flipchart sheet with blank Venn diagram – two ellipses with large area of overlap: effective specialist coaching and effective co-coaching (one diagram per pair of participants).

For each participant

Handouts

4.1 – Co-coaching: addressing aspects of teaching within Advanced Skills Teacher training

4.2 – Coaching skills

Card set: Activity 1 – effective coaching (one set between two or three participants)

Session outline

90 minutes

Introduction Considering some of the key elements of specialist and co-coaching and identifying differences	10 minutes
Connecting coaching to gifted and talented learning Card sort activity and discussion connecting coaching to gifted and talented learning	15 minutes
Coaching in action Investigating key features of the coaching relationship and process	20 minutes
Understanding of the skills of coaching Pair activity – Venn diagram activity to facilitate exploration of the skills required in coaching	20 minutes
Taking coaching forward Leading teachers to consider their own next steps in relation to developing colleagues and gifted and talented provision in classrooms	15 minutes
Conclusion to the leading teacher face-to-face training	10 minutes

Introduction

Explain that there are many ways in which leading teachers can work with colleagues to build capacity to support and improve classroom practice and whole-school provision for gifted and talented, and we are going to take the opportunity in this session to focus on an aspect that research indicates can be particularly powerful.

This session is intended as no more than an introduction to the principles of specialist and collaborative (co) coaching as an effective form of CPD, the session will **not** train leading teachers in coaching. It should be seen in the context of a **possible** approach for leading teachers to take, working with colleagues as part of a whole-school approach to CPD and in the context of the LA working with schools on this as part of an effective CPD model. Where this is in place, teachers may be able to access specialist training in coaching through their schools or LAs.

Up to now the focus has been on the outcomes of the IQS gap task and self-evaluation at whole-school level. Emphasise that this session will help leading teachers recognise their role as a leader of professional learning and will build on and extend some of the work from all of the previous sessions. Leading teachers will be encouraged to recognise, throughout the session, links between effective professional coaching and effective learning and teaching for the gifted and talented. Leading teachers will also be able to consider their own priorities in relation to enhancing gifted and talented provision through coaching.

Describe the purpose of the session, show **slide 4.1** and introduce the objectives.

Objectives

Slide 4.1

- To begin to explore the principles and practice of specialist and collaborative co-coaching
- To recognise ways in which coaching can be used to develop classroom provision for the gifted and talented
- To introduce to strategies and models for coaching for possible use by leading teachers in their own contexts

What are specialist coaching and co-coaching?

Introduce leading teachers to the core concepts. Emphasise the introductory nature of this section, making it clear that the principles and practice will be explored in more depth throughout the session. It will be important at this stage to acknowledge leading teachers' different starting points (new to role, very familiar with gifted and talented and so on) and also their various institutional positions and contexts.

Note to presenters:

It may help facilitators to look at the National Framework for Coaching and Mentoring in preparation for the session. It will be very useful to make reference to this Framework during the session but the summary document should be given to them at the end of the session. Several of the activities rely on not having the entire framework as a prompt sheet!

Use **slides 4.2** and **4.3** to outline the key characteristics of specialist coaching and co-coaching and to draw the distinctions between them.

Show **slide 4.2**.

Slide 4.2

What is specialist coaching?

It is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice

Who are the specialist coaches?

- They are fellow professionals with knowledge and expertise relevant to the goals of the professional learner
- They enable professional learners to take control of their own learning through non-judgemental questioning and support
- Coaches are usually chosen by professional learners themselves

Then show **slide 4.3**.

What is co-coaching?

It is a structured, sustained learning process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice

Who are co-coaches?

- They are professional learners committed to reciprocal learning and to providing non-judgemental support to each other based on evidence from their own practice
- Co-coaches seek out specialist input to inform their coaching (via a course, a consultant, an expert colleague...)
- They each take the role of coach and professional learner, usually alternately
- They are usually self-selecting

Draw out the key features of each type of coaching and highlight the key differences. A key point is that specialist coaches may have particular aspects of gifted and talented expertise whereas co-coaches may have to seek certain kinds of expertise from outside the coaching relationship or develop it together. Coaching in general can help create the context for colleagues to learn together, trying out, interpreting and adapting new teaching and learning strategies in context.

Smarter together¹: Connecting gifted and talented and coaching together

Introduce this activity by explaining that leading teachers will be exploring the connections between coaching and gifted and talented teaching and learning. The purpose of this will be to allow leading teachers to see what it is they know already and to see ways in which they can make use of this expertise in their own professional learning and leadership role.

Show **slide 4.4**.

What does effective gifted and talented provision involve?

Card sort activity in pairs or triads

- On ten separate sticky notes, try to come up with your responses to this question

(for example, setting challenging goals...)

Take brief feedback – presenters may wish to refer to the prompt sheet ‘What does effective gifted and talented provision involve?’

Then ask **“How do the principles of effective coaching relate to this?”**

Hand out the card sets for Activity 1 (Principles of effective coaching) and ask leading teachers to match them as far as they can to the features or principles of effective gifted and talented provision that they have identified.

¹Title taken from NAGTY Nutshell Smarter Together: co-coaching to develop strategies for gifted and talented.

Take feedback and record on a flipchart:

- What are the key similarities? (For example, growing self-direction, setting challenging goals and so on).
- Where are the notable differences? (For example, combining support; although there may be ways in which this could be adapted? Other students?).

Draw out as many common elements as possible, for example, coaching can involve deepening understanding of an issue, it is personalised, it involves skilful questioning – these are all common features of good gifted and talented provision.

There will be some obvious similarities between good gifted and talented provision and good coaching, such as setting challenging goals, tailoring learning to the needs of the learner, increasing independence, asking open questions and so on.

Some differences will emerge of course:

- some gifted and talented students may well be reluctant learners or underachieving;
- not all gifted and talented pupils want – or need – independence at the outset of a curriculum project;
- not all students would want to support other students in their learning.

There will be other obvious differences between adult learning and student learning in relation to varying levels of motivation, maturity and so on.

The purpose of this activity is to acknowledge the existing expertise of the leading teachers in relation to their gifted and talented provision and to relate it to their position as leading teachers of gifted and talented. Their expertise can be transferred to working collaboratively with colleagues.

Coaching in action

Show **slide 4.5** and introduce the activity.

This video clip shows colleagues in a co-coaching session. It is in two parts:

1) the session and 2) the debrief.

Context: The school is a boys' Secondary School in South London. The teachers are Rebecca and Michelle. At the time the video was made both were training to be ASTs. Both have now achieved this.

Stop the clip after part 1 (about two minutes 30 seconds). Remind leading teachers that this is a real example of a coaching session – there are lots of good features and some areas for development: ask participants to identify these. Comment that Rebecca could be supported to develop further and ask leading teachers to think about this in particular.

Slide 4.5

Watch the video clip of a coaching session in progress

Co-coaching: addressing aspects of teaching within AST training

1. Identify what, in your view, are examples of really effective coaching. Bear in mind the principles identified in the last activity
2. What could be improved?

Allow a couple of minutes for leading teachers to share their responses with a partner, then show **slide 4.6**.

Slide 4.6
How could Rebecca be supported to develop her coaching skills?
Now watch the debrief

Draw attention to Handout 4.1 – the transcript of the session, and ask leading teachers to watch the second part, the debrief (one minute 30 seconds).

Take feedback on leading teachers' reactions – for example, in what ways can they see this working with their colleagues? What might their role be in leading this development? Have leading teachers been involved in a coaching relationship? How was this helped to develop their practice?

Note that Rebecca is the least experienced coach. She is looking for reassurance from the outset and Michelle resists the temptation to provide it. Rebecca's questioning skills are still developing – as she herself recognises. Her questions are unfocused, suggestive and too long. She does however remain very positive – draw leading teachers' attention to this. These teachers are volunteers so emphasise the positives and be constructive about the development needs.

What are the skills of effective coaching?

Show **slide 4.7**.

Slide 4.7
In pairs consider the following questions:
<ol style="list-style-type: none">1. What are the skills required for effective coaching?2. Which approach – or combination of approaches – would be most appropriate in your context?
Using the summary sheet, write the key coaching skills on the sticky notes and place them as you think appropriate on the blank Venn diagram

Provide leading teachers with a large (A3) blank double Venn diagram with the question: What are the skills required for effective specialist and co-coaching?

Provide blank sticky notes and a copy of Handout 4.2 – Coaching skills. Ask leading teachers to write each of the key skills for specialist coaching and co-coaching on separate notes and to place them in the relevant section of the Venn diagram.

The lists on the handout immediately highlight some skills which are clearly common to both, but there are subtle differences in some of these, and some skills that will need to be thought about.

Key questions are:

- What skills do specialist coaching and co-coaching have in common? (Most of them in fact).
- What are the key differences between the two? (Modelling expertise is more appropriate for specialist coaching while drawing on specialist resources may be more appropriate for co-coaching and so on).

Having done this, ask leading teachers to consider:

- What are the implications for this in their own context? Would co-coaching be easier to lead? A combination of the two?

Allow 10 minutes for teachers to share across tables their reflections and any prior experiences of coaching activities. Take feedback and highlight that leading teachers will know what will suit their needs and context best. Show leading teachers the filled-out version of the skills in the National Framework.

Use **slide 4.8** to show leading teachers where they can access free online resources for taking some of these issues forward. The relevant NAGYT nutshell is:

Smarter Together: co-coaching to develop strategies for gifted and talented. The link goes to the section on possible questions that might inform a good gifted and talented coaching session.

Slide 4.8
Link to NAGTY nutshell – Smarter Together http://www.nagty.ac.uk/professional_academy/nutshells/cross_phase.aspx#

Show video clip 2 as a realistic example of a co-coaching relationship that has developed over a few weeks.

Explain that Sue has just observed a mathematics lesson taught by Corina who was trialling an activity they had planned together, and ask leading teachers to watch the clip.

Show **slide 4.9**.

Slide 4.9
Having watched the clip and reflected on the session as a whole consider: Three next steps you may take in relation to working with your colleagues in developing gifted and talented provision in your school or network

What is interesting to note is:

- the fact that there is joint planning enables both teachers to take more risks in their approaches;
- the collaborative nature of the enterprise means that the observations and comments have a strong, non-judgemental character;
- this kind of collaborative work may take some thinking about and planning (ground rules, learning agreements, protocol agreement as we have been discussing earlier in the session);
- these kinds of relationships may take a bit of time to develop but can be very productive and effective once they are established.

Round off this session using the points made on **slide 4.10**.

Slide 4.10

- This has been an introduction to effective coaching for gifted and talented provision – an outline of some of the benefits and approaches you may want to take forward

You will now have:

- some approaches you may like to use
- some thoughts about your next steps in your context
- some resources to use in working with your colleagues

Next steps?

- How might the CQS be used to form the basis of a co-coaching relationship?

Ask participants to record their reflections and action points on their reflective log.

Conclusion to the leading teacher face-to-face training.

Draw the training to a close by asking leading teachers to reflect for a few minutes on the next steps for them in both of the key aspects of their role as a leading teacher.

Specific tasks with timeframes, designed to support them in carrying out their role, are outlined on **slide 4.11**.

Slide 4.11

Next steps:

- Continue to work with members of the SLT on self-evaluation using IQS and the development of an action plan for gifted and talented education
 - in place by end of the spring term 2008
- Complete core e-learning modules 2 and 3 over the spring term
 - engage at least one or two colleagues in working through these at the same time
- Implementation of action plan
 - ongoing evaluation of impact from spring term 2008
- Accessing further e-modules as appropriate, including use with whole-staff/departments
 - from January 2008

Thank the leading teachers for their participation and remind them that they really are the leaders and champions in the field of gifted and talented education. Remind them also that 'Rome wasn't built in a day' and that doing less but doing it well is often a good maxim. Nationally the focus on improving gifted and talented provision and addressing underachievement will continue to increase and this can only support them in their roles.

Recognise that in these brief face-to-face sessions it has not been possible to cover all of the important areas that will support leading teachers for gifted and talented education. For example, issues around the use of data, identifying underachievement and support for particular under-achieving groups require ongoing and in-depth consideration. Some of these are the focus of the additional face-to-face sessions and/or the e-modules, and further CPD support for LAs and leading teachers will be provided by the National Strategies over time.

Reiterate the key concepts that underpin their role and that have therefore underpinned this training:

- the dual aspects of the leading teacher role;
- the context of self-evaluation and whole-school improvement through action planning;
- the mainstreaming of the focus on gifted and talented provision and outcomes and building capacity through working with colleagues at all levels.

Make it clear what support the LA will be providing for leading teachers as they develop in their role, and establish what the lines of communication are, both ways. Encourage leading teacher participation in networks to provide mutual support and to learn from one another.

Handout 4.1 Co-coaching: addressing aspects of teaching within Advanced Skills Teacher training

Rebecca and Michelle discuss the targets they have chosen as a focus for their AST training and how they intend to address these targets. They then work together to plan for the upcoming peer observations.

<p>Why does Michelle resist providing an answer to Rebecca's implied question? 00:00</p>	<p>REBECCA: My, my greatest problem, if I were absolutely honest, is my differentiation at the top end of the scale, which is actually what I was talking to Mark about this morning. I don't think I do it, not properly, that's not the right word. I don't think I do it well enough. I don't think I get the best out of the top set, and the top ability boys within the top set. Yeah, I think I miss opportunities, and because you're going to come in and see the top set (inaudible) aren't you, seeing my top set.</p> <p>REBECCA: Maybe I need this confirmed or I need to be disabused and therefore go back to the drawing board.</p> <p>MICHELLE: That was the question I was going to ask you. I mean, obviously this is a self-audit, but has anybody else gone through this with you as part of your professional development?</p> <p>REBECCA: We did it, we, we did it as a department.</p> <p>MICHELLE: So you have nothing to gauge it against, your own self-perception is not weighted against anything else?</p> <p>REBECCA: No.</p> <p>MICHELLE: So perhaps when you say, 'Shall we just stick with that?' that might be something so at least your perception of yourself is then being measured against observa, you know, the observation that's going to be done.</p>
<p>What support is Michelle offering Rebecca here? 01:03</p>	<p>REBECCA: OK so, it's engagement and challenge, and that is what I will focus on, and when we plan my lessons, that's what we'll do, yeah?</p> <p>MICHELLE: OK.</p> <p>REBECCA: I'll keep those two aside.</p> <p>MICHELLE: OK. So when we look at it as well, you might want to just go back, we'll have a little bit more detail about which aspects we've been engaged with and particularly challenge which is such a wide focus, isn't it? Though we might want to pick some of those out, so that's something to think about it that we'll pick up later on in the lesson plan session.</p> <p>Fade to black</p>

Learning from mistakes as coaches: this is a reflection on how both Michelle and Rebecca could improve what they have just done.

MICHELLE: I still feel that at Key Stage 4, you're going to observe the top set Year 10, I still feel that I'm not really catering for the different learning styles, and I do struggle with that at Key Stage 4 and Key Stage 5. I think I'm much better at it at Key Stage 3, and I think that's quite challenging when I'm actually planning a lesson to think about the different learning styles.

REBECCA: Do you think that's because it's easier to operate different learning styles with the younger boys, that if you start trying to introduce something at Key Stage 4, they're going to think, 'No,' because of the nature of boys as learners, or do you think actually if you kicked it in, that they would really quite enjoy it?

MICHELLE: I think they probably would quite like it, but I think there is that element of almost you feel that you might fail as in you don't want to try something new and novel and interesting and then you're frightened that it will be perceived as being a showcase or something, especially like for example if you come in, and observed me, they might think, 'Oh, she's found something new again,' and I try not to teach like that. I try and be consistent and ... (overlap)

REBECCA: Absolutely, but ... (overlap)

MICHELLE: ...use a variety of strategies.

REBECCA: But then do you have time to introduce something between now and when we do come in, so it isn't necessarily new, so that classic situation of when I say, 'How often do you do this kind of activity,' 'I've never done this before,' you know, that, that, which speaks volumes, so that doesn't happen. Or would you be prepared to take the risk anyway?

MICHELLE: I'm prepared to take the risk anyway, 'cos I know where I want to get to when you come in...

Fade to black

MICHELLE: What I've learned from the session that I've just had is to think about how to ask questions and thinking about empathising as well.

Somebody might come to you with a particular problem but what you don't want to do necessarily is jump in with your advice or jump in with, 'Oh, yes, that definitely always happens in my lessons as well,' so you, you need to develop your listening skills, and a lot of what you do in peer coaching is just listening. You might spend a whole session initially listening to issues that somebody's brought with you or a problem that somebody's brought to you, and they probably need to actually just tell you how they're feeling, so you need to be able to empathise, and obviously that goes in, leads into questioning as well.

<p>What kinds of questions does Rebecca need to develop? How will she know when she is improving? 03:15</p>	<p>REBECCA: I've learned when I, I know in my questioning technique, I'm, I'm good at asking questions and I'm good at listening, but I still have some way to go, and I know that I asked Michelle a question that was far too long and then I had to ask another one, so I just know that I have to work on my questioning technique, because you have to lead them to get to their own end through your own questioning, and you have to be very precise about your questioning.</p>
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Handout 4.2 Coaching skills

Specialist coaches	Co-coaches
1. Relate sensitively to learners and work through agreed processes to build trust and confidence.	1. Relate sensitively to learners and work through agreed processes to build trust and confidence.
2. Model expertise in practice or through conversation.	2. Draw on specialist resources to inform learning.
3. Facilitate access to research and evidence to support the development of pedagogic practice.	3. Draw on evidence from research and practice to shape development.
4. Tailor activities in partnership with the professional learner.	4. Understand the goals of the co-coach.
5. Observe, analyse and reflect upon the professional learner's practice and make this explicit.	5. Observe, analyse and reflect upon each other's practice, make this explicit and interpret it collaboratively.
6. Provide information that enables learning from mistakes and success.	6. Provide information that enables learning from mistakes and successes.
7. Facilitate growing independence in professional learning from the outset.	7. Learn reciprocally with commitment and integrity.
8. Use open questions to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions.	8. Use open questions to raise awareness, reveal beliefs and enable professional learners to reflect upon them.
9. Listen actively: <ul style="list-style-type: none"> ■ accommodating and valuing silence; ■ concentrating on what is actually being said; ■ using affirming body language to signal attention; ■ replaying what's been said using the same words to reinforce, value and develop thinking. 	9. Listen actively: <ul style="list-style-type: none"> ■ accommodating and valuing silence; ■ concentrating on what is actually being said; ■ using affirming body language to signal attention; ■ replaying what's been said using the same words to reinforce, value and develop thinking.
10. Establish buffer zones between coaching and other formal relationships.	10. Set aside existing relationships based on experience, hierarchy, power of friendship.

Adapted from National Framework for Mentoring and Coaching

Session 4 Prompt sheet 1

What does effective gifted and talented provision involve?

Here are some prompts. It is likely that leading teachers will come up with many more:

1. setting challenging goals;
2. encouraging independence;
3. deepening learning opportunities – enrichment;
4. extending learning opportunities;
5. supporting risk-taking;
6. using resources effectively;
7. asking effective questions;
8. understanding the various needs of the learner (not all gifted and talented learners are the same by any means!);
9. affirming creativity;
10. encouraging perseverance;
11. identifying potential;
12. addressing underachievement;
13. encouraging students to mentor others (as explaining ideas to others helps the mentor's retention and understanding as much as the mentee's).

Many useful resources and sources of information are listed in the Further information section of the Handbook for leading teachers for gifted and talented education.

Some additional useful resources include:

C. June Maker and Shirley W. Shiever (1995) *Teaching Models in Education of the Gifted*, Pro Ed.

Claxton, G. (2000) *Hare Brain, Tortoise Mind: How Intelligence Increases When You Think Less*, Ecco

Fisher, R. (2005) *Teaching Children to Think*, Nelson Thornes

DfES – Key messages for teaching G&T pupils

<http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/agt>

Session 4 card set: Activity 1

Principles of effective coaching

Effective coaching involves:

<p>A learning conversation Structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them.</p>	<p>Setting challenging and personal goals Identifying goals that build on what learners know and can do already, but could not yet achieve alone, while attending to both school and individual priorities.</p>
<p>A thoughtful relationship Developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning.</p>	<p>Understanding why different approaches work Developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts.</p>
<p>A learning agreement Establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability.</p>	<p>Acknowledging the benefits to the mentors and coaches Recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach.</p>
<p>Combining support from fellow professional learners and specialists Collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice.</p>	<p>Experimenting and observing Creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice.</p>
<p>Growing self-direction An evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self-awareness increase.</p>	<p>Using resources effectively Making and using time and other resources creatively to protect and sustain learning, action and reflection on a day-to-day basis.</p>

Critical reflection log

Session 4	
Critical reflections	Key points for action



05

Session 5 Exploring the local context

Objectives

- To explore the local context for provision for the gifted and talented.
- To identify and map out local provision and outcomes for gifted and talented pupils.
- To identify any local issues that may influence the provision for gifted and talented students.
- To develop networks of support at a local level.
- To identify a local response in relation to national priorities in gifted and talented, such as a focus on addressing underachievement.
- To share approaches to effective action planning in schools and outline support available locally.
- To undertake one of the leading teacher e-modules as a collaborative professional development activity.

This session is totally flexible and can be used to explore local issues in relation to gifted and talented education.

Resources

Local Authorities (LAs) will provide appropriate resources as required to tailor the session to suit local needs. For example, comparative attainment data and conversion rates at school, LA and national levels.

Participants will need to bring

Resources determined by LA

All timings are intended only as a guide

Session outline

75 minutes

Introduction This is an opportunity for LAs to outline their structure in relation to gifted and talented support, including roles and responsibilities.	10 minutes
Future provision Where the leading teacher programme fits within LA plans for future provision.	10 minutes
Outline local practice in gifted and talented provision Highlight and share local practice that has been shown to have an impact on outcomes for gifted and talented pupils. As appropriate, this could include: Work undertaken by Excellence in Cities Reports from IQS test bed schools Reports on the impact of summer school provision Links with Higher Education	30 minutes
Experience of leading teachers This is an opportunity to establish the range of experiences of leading teachers to inform future support and potential network links. Sources of expertise within the group could be identified.	20 minutes
Conclusion Summarising the session and reflecting on issues for the leading teacher and the LA.	5 minutes



06

Session 6 Making links with other training and resources

Objectives

- To identify training and resource needs emerging from the Institutional Quality Standards (IQS) audit.
- To recognise the relationship between the IQS and other national gifted and talented initiatives.
- To introduce a range of resources to support leading teachers in their role.

Resources

Slides 6.1–6.15

Internet connection

Flipchart paper and pens

Video clip 1 – Realising potential

For each participant

Handout 6.1 – School self-evaluation: using the Challenge Award alongside IQS

A copy of the outcomes of their IQS self-evaluation, in its current stage of completion

Their copies of the leading teacher handbook

Session outline

80 minutes

Introduction Outlining the purpose of the session.	5 minutes
Activity 1: a) Identifying development needs and b) targets and resources Reflection/recording, pair discussion and feedback.	25 minutes
Activity 2: Introducing the challenge award and asking the right questions Reflection on key questions for SIP provided, and how these can inform development.	15 minutes
Activity 3: Introducing LGT teacher tools Watch animated presentation and discuss use.	15 minutes
Activity 4: What else is out there? Sharing resources.	10 minutes
Conclusion Plenary: Finding out more Identifying resources to investigate and agreeing sharing mechanism.	10 minutes

Note to presenters:

It is important to make clear to leading teachers that DfES policy is not to recommend to schools any products that are commercially available, since that constitutes interference in the market for such products. It will not, therefore, formally endorse any products outlined here that are commercially available. It may in future identify 'approved' resources, on the basis that they are fully consistent with the National Quality Standards, but arrangements for this are not currently in place.

The purpose of this session is to provide an opportunity for leading teachers to explore a range of resources that may support their self-evaluation, action planning and implementation linked to the use of the IQS and CQS.

This session offers tutors a choice of resources to investigate. While Activities 2 and 3 introduce the National Association of Children in Education (NACE) Challenge Award and the LGT teacher tools respectively, slides on the National Association for Gifted and Talented Youth online Nutshells and the Realising Potential DVD are included, so you may 'pick and mix' according to your training facilities (for example, you might not have an internet connection) or your knowledge of your leading teachers' needs.

In advance ask leading teachers to bring their IQS school self-evaluations with them, at whatever stage of completion – this may be work in progress.

Introduction

Describe the purpose of the session and show **slide 6.1** to introduce the objectives.

Objectives	Slide 6.1
<ul style="list-style-type: none">■ To identify training and resource needs emerging from the IQS audit■ To recognise the relationship between the IQS and gifted and talented initiatives■ To introduce a range of support resources to help leading teachers in their role	

Slide 6.2 can be used to explain the structure of the session

Structure	Slide 6.2
<ol style="list-style-type: none">1. Prioritising developments2. Identifying needs3. Tools for the job and how you might use them	

Begin by focusing on the IQS self-evaluations that the leading teachers have brought with them; in whatever stage of completion.

The IQS provide:	Slide 6.3
<ul style="list-style-type: none">■ a summary document designed to help all schools assess their provision for gifted and talented young people■ a snapshot to contribute to the single conversation which will take place between the school and the DfES■ a benchmark against which schools can make an objective judgement about their provision <p>The self-evaluation helps you to find out what's going on. So what do you do next?</p>	

Point out the role of an effective evaluation audit:

- it gives the school leadership team (SLT) a picture of current provision;
- it engages practitioners in discussion and reflection;
- this then forms a basis for judgement for development priorities.

A useful analogy is:

- the audit gives a map;
- the leading teacher is the engine;
- ...what/where's the fuel?

Identifying development needs

Show **slide 6.4** and explain the activity.

Activity 1

Slide 6.4

Look at the outcomes of your initial IQS self-evaluation

Identify:

1. One area of strength you would like to develop further
2. One area of need you would like to kick-start
3. One area where you feel you would like to increase your own professional knowledge

Make a note of these in your handbook

This activity encourages leading teachers to begin to prioritise among all the development needs revealed by their evaluations.

Point out that:

- It is good to develop areas of strength as well as recognised weakness. It is positive psychology for colleagues, and for the school, to take forward areas of which they are proud and about which they feel positive. These can then become resources for a whole network/region for example: a strong mathematics team helping colleagues from other schools develop extension work; learning mentors giving presentations at local meetings/conferences about their work.
- An area with particular development needs should be chosen carefully – initially, it might be better to choose one where colleagues are receptive or at least not resistant. The more others are developed, the greater the ‘critical mass’ is created to carry the stubborn along.
- Leading teachers own development needs are vital as they are the engines that drive this change forward. They need to feel confident, enthused and knowledgeable. Suggest it is a good idea to choose areas for their own development that they feel enthusiastic about, as well as those where they might feel under-confident.

Use **slide 6.5** to develop the next stage of activity.

Next:

- a. Identify a key group of colleagues who you will need to work with in order to develop areas 1 and 2
- b. Make a note of these in your handbook
- c. Next, share these with a partner and discuss:
 - What sort of help and resources your colleagues might need
 - What sort of help/resources you yourself might need

Note the outcome in your handbook and decide: which of these could the school/LA supply? Which might you have to find from elsewhere?

Ask leading teachers to record their thoughts in their handbooks under the following headings:

- Colleagues I could work with
- Help/resources they need
- Help/resources I need

For the last part of this, take feedback of examples from the group. Examples of help and resources needed could include:

- school time; SLT support; administrative support;
- local authority (LA) data handling training (self); subject expertise (colleagues);
- elsewhere, information on: thinking skills; independent learning.

Then discuss how they might access these.

Remind leading teachers to focus on drivers for change as highlighted in the first session of the second part of the face-to-face training (Session 3 – Taking the lead). Linking the improvement of provision for gifted and talented to other whole-school initiatives is a key strategy for engaging colleagues and developing a collaborative approach and collective responsibility.

The leading teacher for gifted and talented CPD package includes a series of e-modules to support the role. Where appropriate these are linked to the IQS and CQS, and support the effective use of these tools.

Gifted and talented provision is a strong growth area. Explain that there is a wealth of resources available, which is growing all the time. Many of these are listed in the leading teacher handbook. It isn't possible to cover all resources in this one session, but introduce a few that may be useful.

Slide 6.6 suggests two resources that have proved useful.

	Slide 6.6
<ul style="list-style-type: none">■ The NACE Challenge Award■ LGT teacher tools	

The Challenge Award	Slide 6.7
A self-evaluation framework which:	
<ul style="list-style-type: none">■ provides a benchmark (like the IQS)■ exemplifies good practice and identifies the sources of evidence that support the judgements made■ provides a structured whole-school approach to the process of developing provision■ is supported by a range of tools and resources■ gives successful schools a nationally recognised award■ can be accredited towards an MA (via Oxford Brookes University)	

Slide 6.7 gives an outline of the nature of the Challenge Award.

An analogy that is often effective/familiar is that of Investors in People (IIP) – not all schools with excellent staff development practices have the IIP badge, but those that do ensure that:

- it is a part of their identity to the outside world;
- it continues to inform their approaches internally.

Handout 6.1 has an extract of the SIP guidance questions for Element 2: Identification strategies and criteria. Show **slide 6.8** and ask leading teachers to carry out the activity.

The Challenge Award: key questions activity	Slide 6.8
The questions are for School improvement partners (SIPs). Look at the questions for the Challenge Award Element 2 and discuss with a partner:	
<ul style="list-style-type: none">■ Who can answer them?■ What is the evidence that supports this?■ Who else might find them useful?	

Take feedback from pairs. To draw out discussion, you might ask:

- Are these questions ones you had previously considered?
- Do they give you any ideas for development? For evidence?

Point out that sharing SIP-type questions with colleagues as a ‘how might we answer this?’ approach can prompt useful discussion, help refine evidence and give rise to new ways of doing things, such as consulting pupils.

Handout 6.1 also has a set of FAQs related to the Challenge Award.

Use **slide 6.9** to introduce the London Gifted and Talented (LGT) teacher tools.

LGT teacher tools	Slide 6.9
<ul style="list-style-type: none">■ A set of resources to help provide for gifted and talented students■ Organised around the three core areas of identification, provision and evaluation■ Provide ready-to-use training materials for use in schools■ Cater for different levels of expertise/need, from walk-through animations to subject/phase specific	

Explain that while LGT are based in London and offer a range of services to schools there, they have also developed a national online resource base for gifted and talented, especially teachers. Their teacher tools are developed with and by teachers, and include basic introductions to advanced subject-specific materials.

If an internet connection is available, demonstrate the ‘Identifying able underachievers’ teacher tool.

Identifying able underachievers animated ‘walkthrough’	Slide 6.10
<ul style="list-style-type: none">■ http://www.londongt.org/teacherTools/index.php?page=identifyingAbleUnderachievers <p>Watch the animation</p> <ul style="list-style-type: none">■ How might this type of resource be useful to you?■ With whom might you use it? How?	

You will need a live Internet connection to show this. See image below for how to advance frames. Animation is 3.45 minutes long.

Point out that a variety of formats can be as useful for motivating tired teachers as it can for pupils/students.

Questions to prompt discussion include:

- What level of knowledge is required to follow this presentation?
- What might you do next after showing it?

Point out that they have the website address in their handbooks for more of these walkthroughs and for other whole-school and subject-based resources, some printable, some interactive.

How to use the animation:



- There are 12 frames in this animation.
- Click on the Play/Pause button to move onto the next frame.

About London Gifted & Talented

LGT is a government-funded organisation based in London and offering a range of services to schools there. They have also developed a national online resource base for the gifted and talented, especially teachers. Their teacher tools are developed with and by teachers, and include basic introductions to advanced subject-specific materials. Access to the teacher tools is free.

www.londongt.org is the main website. Click on 'Teachers' on the right hand panel to get to the teacher tools – but take time to have a look at the award-winning student materials too. The UCAS support materials may also be of particular use to secondary colleagues. There are also materials for parents and governors.

Show **slide 6.11**.

What else is out there?

Slide 6.11

- Share with the group other resources (these can be books, local expertise, e-resources, courses and so on) that you know of/have found useful
- Give a context that might be useful, for example, Resource X would be great for governors/subject leader/working with TAs/NQTs/whole-staff training sessions

Give time here for leading teachers to share their favourite resources and describe why they have found them useful or inspiring.

- You might encourage them to go beyond the gifted and talented 'label' – for example, thinking skills or assessment for learning.
- Take feedback and draw up a list on a flipchart under the following headings:
 - Resource description
 - How I could use it/Who I would use it with?

The list could be typed up and distributed to leading teachers after the training.

Next explain that you are going to briefly introduce two further national resources: the *Realising Potential* DVD and the NAGTY Nutshells.

Show **slide 6.12**.

***Realising Potential* DVD & website**

Slide 6.12

- Offers tips and practical advice that show how providing for gifted and talented learners can help raise achievement for your whole-school
- Five sections covering whole-school issues, primary, secondary, governors and working with parents
- Further information and guidance and links to other useful resources

This slide/activity could be used instead of the 'animated walkthrough' as it requires no Internet connection. LAs who have purchased the DVD can of course show any extract they wish.

You may wish to show the clip anyway if there is time.

Point out that this is a rich resource that can support their work in a range of contexts for example, working with governors, parents and so on as well as colleagues. A website supports the DVD. Users will get access to the website with purchase of the DVD.

About *Realising Potential*

Realising Potential is a multimedia DVD and website package for smart, school-wide provision and shows how providing for gifted and talented learners can raise achievement for the whole-school. See www.londongt.org for more information.

Download information and order form can be found in the session's additional materials at the back of this handbook.

Use **slide 6.13** to introduce the NAGTY nutshells.

The NAGTY Nutshells:

Slide 6.13

- a series of free, online, bite-size, professional development modules
- take 20 minutes to complete (per Nutshell)
- provide a basic/entry level introduction to key topics and issues
- include suggestions for more in-depth exploration of the topics covered
- see www.nagty.ac.uk for a full list/details

If you have the time and an Internet link you may wish to demonstrate one or more of these. You could choose to demonstrate a Nutshell instead of the LGT animated walkthrough, but do the same activity. Some Nutshells are cross-phase, and others specifically for primary or secondary.

They cover a range of aspects of identification and provision, including subject-specific. See www.nagty.ac.uk for a full list/details.

Use **slide 6.14** to draw the session to a close.

Plenary activity

Slide 6.14

Make a note of two resources you will investigate further:

- one for working with your colleagues in an area of need revealed by the IQS audit
- one for developing your own professional knowledge
- make a note of these in your handbook. You may wish to post an evaluation of the resources on the website for the leading teacher community

- The outcomes from this activity can be collected at the next training event and collated to form a local resource.
- A list of possible sources is included in the handbook.

Some further online sources/resources

- G&T Wise provides support, links to resources, some phase /subject specific. Also gives details of training providers – ideal starting point.
www2.teachernet.gov.uk
- DfES Gifted and Talented Unit
www.standards.dfes.gov.uk/giftedandtalented/
- Oxford Brookes University's CPD Gifted website has a range of information and resources originally developed for Excellence in Cities but now expanded and open-access:
www.brookes.ac.uk/schools/education/rescon/cpdgifted/home.html
- NACE (National Association for Able Children in Education) provides resources, information, advice and guidance.
www.nace.co.uk
- Try NAGTY's useful links page for a full range of national and international websites:
www.nagty.ac.uk/professional_academy/useful_links.aspx

International

- Hoagies' Gifted Education Page has resources including articles, books and research, for students, parents and teachers
www.hoagiesgifted.org/
- The New Zealand Gifted and Talented Community News has a range of interesting resources, links and information:
www.tki.org.nz/e/community/gifted/

Handout 6.1 School self-evaluation: using the Challenge Award alongside IQS

The Challenge Award – key questions activity

Ofsted – Achievement and standards

- Inspectors should evaluate ‘whether learners achieve their targets and whether targets are adequately challenging’.
- ‘How well learners progress... making clear whether there is any underachievement generally or among particular groups...’

How does the Challenge Award support Inspection requirements?

- Supports self-evaluation, inclusion and evidence gathering.
- Strategic action planning for school improvement.
- Addressing underachievement.
- Emphasis on challenge in the classroom and challenging targets.
- The pupil voice/personal development.
- Supports the five outcomes of Every Child Matters.

<p>Element 2</p> <p>Identification strategies and criteria</p>	<p>The Challenge Award requires schools to have a register of able, gifted and talented pupils that is regularly reviewed and updated. The policy should be translated into practice and identification should be based on a very wide range of objective criteria which has involved all staff as well as others involved with the pupils such as parents and learning support assistants. Identified pupils should cover the spectrum of subjects and recognise abilities and talents in arts and sport as well as academic subjects. The register must also include those able gifted and talented pupils who are deemed to be underachieving.</p> <p>Some questions for SIPs</p> <ul style="list-style-type: none"> ■ Does the school have a register? Is it fully representative of the school's population including underachievers? Does it cover all subjects? ■ What happens to the register in practice? Do teachers have it readily available to inform their planning? ■ How regularly is it reviewed and who knows about the register? ■ Does the register make clear why pupils have been identified and what provision there will be for them? ■ Are all subjects valued equally? Does it also recognise exceptional examples of leadership or entrepreneurial skills? ■ How does the school find out what pupils are achieving outside school? ■ Does the school talk to pupils on the register to find out their views on school provision? ■ Does the school link with its partner schools for transfer/transition on able, gifted and talented issues?
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Overview of the Challenge Award

The Challenge Award is a self-evaluation framework that helps schools to audit and action plan for quality provision for able, gifted and talented pupils in primary and secondary schools. The framework is separated into ten elements covering the key areas which impact on the learning of able, gifted and talented pupils. The framework recognises that schools will be at different starting points in developing quality provision, and therefore it can be used flexibly as a development tool, an audit/action planning tool, or as an assessment tool for schools who are ready to go for the Challenge Award. To achieve the award a school will have to provide evidence that it can meet the criteria outlined in each element. The framework has been written as a partnership between NACE, Harrow Council and West Berkshire Council.

The Challenge Award: Frequently asked questions

1. Will all pupils benefit from the Challenge Award? Is it just for able pupils?

The central feature of the Challenge Award is that it is a whole-school award and the ethos of the school is one of high expectations of achievement for all pupils. Schools have to show that lessons are planned with the expectation that all pupils will be challenged and stimulated in day-to-day teaching. Schools which achieve the Challenge Award will be doing well for all their pupils, including the able, gifted and talented.

2. How do we decide how many pupils should be on our register, and do we have to call them able, gifted and talented?

Schools have to decide their own agreed definition of what they mean by able, gifted and talented pupils and how they will identify them. The Challenge Award is context-specific, but most schools usually have around 5–10% of their pupils on their register. The definition of terminology is up to individual schools: the DfES use 'gifted' with reference to ability in academic subjects such as English, mathematics and science, and 'talented' in the field of the arts and sport. Able can mean all-round general ability. It is up to schools what terminology they choose. What is important is that all subjects are considered, the school approach is consistent throughout and that identification is the first step to provision.

3. How is the school assessed for the Challenge Award?

The school will contact the National Association of Able Children in Education (NACE) to ask for an assessment. The portfolio of evidence of the ten elements will then be submitted to the assessor nominated by NACE and an assessment date will be arranged. On the assessment day, the programme will include observations of a sample of lessons, work sampling, and interviews with members of staff, pupils, parents and governors. The school will be notified at the end of the day if they have been successful in achieving the Challenge Award.

4. What does the school receive if they achieve the Challenge Award? What are the benefits?

The school will receive a framed certificate from NACE and a Challenge Award logo for their letterhead. This is a nationally acclaimed award which will recognise the school's very good provision for able, gifted and talented pupils. Ofsted has already praised Challenge Award during inspections for the quality of their provision for able pupils. The focus on self-evaluation and evidence gathering will also help prepare the school for inspections.

5. Does the Challenge Award have to be renewed?

School will have to update their Challenge Award action plan annually, and the school will then be reassessed every four years.

6. Is there a cost attached to assessment?

Yes. Although this will vary depending on whether the school is part of a local authority which is also in partnership with NACE to assess their own schools. NACE will inform the school of the appropriate cost.

7. How can I find out more information about the Challenge Award and the supporting documents?

Further information can be found on the NACE website: www.nace.co.uk.



07

Session 7 Inclusive identification: groups for whom provision may be difficult

Objectives

- To consider the implications of personalisation as an entitlement for gifted and talented pupils.
- To explore diverse needs of distinct groups within the gifted and talented population.
- To understand the use of the Institutional Quality Standards (IQS) in relation to representation.
- To consider the appropriateness of different methods of identification in relation to distinct pupil groups.
- To explore positive models for identification and provision for these groups.

Resources

Slides 7.1–7.10

Copy of the Gilbert Report – 2020 vision 2006

Flipchart and pens

Pen portrait framework (Handout 7.2) – presenters can use this to create some local pen portraits in advance of the session.

For each participant

Handout 7.1 – Pen portraits of gifted and talented learners

Handout 7.2 – Pen portrait framework

Participants can be encouraged to bring

Pen portraits of gifted and talented learners in their school.

Session outline

90 minutes

Welcome, introduction and objectives Setting the scene for the session	10 minutes
How inclusive is your gifted and talented population? Discussion activity	35 minutes
Pen portraits gifted and talented identification Discussion and reflection activity	35 minutes
Plenary Reflecting on learning, action and professional development needs	10 minutes

Welcome

Show title **slide 7.1**.

Slide 7.1
Inclusive identification – groups for whom provision may be difficult

Outline the objectives of the session on **slide 7.2**.

Objectives	Slide 7.2
<ul style="list-style-type: none">■ To consider the implications of personalisation as an entitlement for gifted and talented pupils■ To explore diverse needs of distinct groups within the gifted and talented population■ To understand the use of the IQS in relation to representation■ To consider the appropriateness of different methods of identification in relation to distinct pupil groups■ To explore positive models for identification and provision for these groups	

Give participants time to read the extract from Tony Blair's speech on **slide 7.3**. Remind them of the context for gifted and talented provision and the need to make it inclusive.

Opportunities for all

Slide 7.3

'We believe that people should be able to rise by their talents, not by their birth or advantages of privilege. We understand that people are not all born into equal circumstances, so one role of state education is to open up opportunities for all, regardless of their background. This means we need to provide high standards of basics for all, but also recognise the different abilities of different children, and tailor education to meet their needs and develop their potential.'

Tony Blair (1996)

The statement on the next **slide 7.4** is from the preface of the Gilbert Report (if possible have a copy to show participants) and it firmly directs the personalisation agenda to the needs of the individual child. Emphasise that if a school is to provide a personalised education for gifted and talented pupils, it needs to move beyond the idea that there is any single notion of gifted and talented. There is no 'one size fits all' assumption, so the methods used to identify pupils will need to be as diverse as their needs.

Personalisation – an entitlement for gifted and talented?

Slide 7.4

Personalising learning means, in practical terms, focusing in a more structured way on each child's learning in order to enhance progress, achievement and participation. All children and young people have the right to receive support and challenge, tailored to their needs, interests and abilities.

Christine Gilbert (2006) 2020 Vision

How inclusive is your gifted and talented population?

Slide 7.5

The IQS:

- 'The gifted and talented population is **fully representative** of the school/college's population' (1Exiii)
- **Multiple criteria** and **sources of evidence** are used to identify gifts and talents, including the use of a broad range of quantitative and qualitative data (1Exi)

Slide 7.5 shows IQS Exemplary level of the quality standards which require that the school's 'gifted and talented population is fully representative of the school/college's population', but as the experience of many schools shows, this is very difficult to achieve. At exemplary level schools need to use multiple criteria and sources of evidence to identify their gifted and talented pupils.

There is a need to explore the issues behind these statements in the context of:

- Who are our gifted and talented pupils?
- Are there individuals or specific pupil groups who are missing or under-represented on the gifted and talented register?

How inclusive is your gifted and talented population?

Slide 7.6

- Are there any pupil groups who are 'missing' from the cohort?
- Who are those who are hard-to-reach? Why is this?
- What issues do you face with those who choose to mask their abilities?
- How wide ranging are the instruments that you use to identify your gifted and talented pupils?
- How can you use data creatively to spot potential and not just to report prior attainment?
- What assumptions does your cohort or register make about your pupils?

Discussion activity

Explain that **slide 7.6** presents some of the questions which leading teachers need to address with their colleagues if they are to tackle the issue of inclusion in relation to equality of access to gifted and talented opportunities. They also need to think creatively about what the balance of support and challenge might need to be.

In pairs, choose a question or questions which interest you in your school and consider (1) what you do well and (2) how you are looking to develop your practice. What are the sticking points here?

Are there any pupil groups who are 'missing' from the cohort?

Who are those who are hard-to-reach? Why is this? Entry level of the IQS requires that the school develops the basis of a gifted and talented strategy, but there are significant issues relating to some groups. Seek to elicit an understanding of what the barriers might be and what seems to work in addressing these.

What issues do you face with those who choose to mask their abilities? Masking of ability can occur for many reasons. Some of those discussed may be:

- being in a school that doesn't rate attainment or does so mostly in talent areas;
- peer pressure;
- lack of interest in the curricular learning opportunities;
- lack of aspiration;
- dislike of certain forms of instructional styles or assessment;
- social or cultural constraints – where families are not supportive of either academic achievement or talent engagement.

How wide-ranging are the instruments that you use to identify your gifted and talented pupils?

Many schools use a wide range of data, but a key question to probe is the extent to which:

- hard data attainment has primacy over 'soft' data;
- the discussion of ability centres on positive learning behaviours and skills rather than attainment;
- How this data reflects the richness of individual pupils' skills and interests: Does the school have a view of what the pupil does beyond the classroom, with family, peers or in the community?

How can you use data creatively to spot potential and not just to report prior attainment?

There are still swathes of the gifted and talented community where prior attainment is all, and the pressure to rely on prior attainment mounts as the pupil moves through the system.

What assumptions does your cohort or register make about your pupils? This may relate to any of the above and can be an interesting follow-up, or summary item. Some issues arising may be that:

- the gifted and talented population is an academic elite – the precocious achievers;
- performance matters more than potential;
- those who appear in the gifted and talented population are general high achievers rather than those who excel in one aspect;
- giftedness and talentedness are perceived differently;
- there is still unease about the terminology or identity of gifted and talented in the school;
- there may be significant issues in relation to labelling;
- the visibility of the gifted and talented programme can vary significantly;
- positive behaviour is a precondition for inclusion.

Further questions presenters can pose:

- Does the use of the term cohort itself imply a 'fixed' approach?
- Do schools themselves have a number of different cohorts or distinct groups that make up their gifted and talented population?
- For personalisation a crucial issue is the extent to which data informs provision or is informed by it. An area for development in many cases is assessment for learning – how does the information in the register reflect the formative aspects of learning?

Show **slide 7.7** and refer back to the question 'Are there any pupil groups who are 'missing' from the cohort?'

Inclusive of whom?

Slide 7.7

- Looked after children
- Socio-economic groups
- Gender
- Ethnicity (Black and minority ethnic groups)
- English as an additional language
- New arrivals
- Travellers
- Exceptionally able

Can we accommodate this diversity within the 10%?

Show **slide 7.8**.

Entry level

Slide 7.8

- 'An **agreed definition** and **shared understanding** of the meaning of gifted and talented' (1iEn)
- 'The identified gifted and talented population broadly reflects the school/college's **social and economic composition, gender and ethnicity**' (1iiiEn)

Explain that the Quality Standard allows schools to give a 'best fit' view of its current provision. At entry level the gifted and talented population needs to 'broadly reflect the school/college's social and economic composition, gender and ethnicity' – but *broadly* can be seen as comfortably ambiguous.

Experience from the field tells us that in order to achieve exemplary level outcomes the school may need to re-think the way in which it understands what it means by gifted and talented, taking pre-entry level actions. The National Register, National Academy for Gifted and Talented Youth membership, Excellence in Cities definitions, funding constraints and a range of other factors may also influence the way in which the school thinks about who its gifted and talented pupils are and how it provides for them.

Emphasise that if a school wishes to develop a truly representative gifted and talented population then it is likely that it will have to employ additional and more creative ways in which to identify and develop potential, and through opportunities, achievement.

We know from experience that consistency across a school can be difficult to achieve so this presents a significant challenge for the leading teacher, their schools and the local authority.

Show **slide 7.9** and talk through the activity outlined.

Activity – Pen portraits	Slide 7.9
<ul style="list-style-type: none">■ Name■ Gender■ Year group■ Language attainment level■ Areas of achievement and success■ Areas of challenge and difficulty	

Pen portraits – exhibition activity

This activity encourages participants and their colleagues to engage with a number of different pupils who have been identified as gifted and talented or could potentially be so. It raises quite a number of the issues around who a school's gifted and talented population might be, some of the assumptions we might make of pupils, the school, colleagues and ourselves as we attempt to develop a gifted and talented strategy which can be inclusive to all pupil groups.

Note to presenters:

Presenters can use the exemplar pen portraits – Handout 7.1 – for this session or use the framework provided – Handout 7.2 – to create some local pen portraits from schools which relate to local circumstances (such as a significant issue relating to new arrivals from a specific country, or region), or where changing the year group or phase makes the scenario more relevant.

Each portrait follows a consistent format: see Handout 7.2.

Activity – Pen portraits	Slide 7.10
<p>In small groups, each consider one of the pen portraits</p> <ul style="list-style-type: none">■ What questions would you ask of the school, the individual or others?■ What comments might you wish to make on the case?■ What assumptions might you be making?■ What is not being seen by the school or student?■ How can we provide support and challenge for the pupil? <p>Write your comments or observations on a sticky note and place them on the chart</p>	

Use **slide 7.10** to talk through instructions for the activity:

- In small groups, each consider one of the pen portraits.
- What questions would you ask? Of the school, the individual or others?
- What comments might you wish to make on the case? What assumptions might you be making?
- What is not being seen by the school or student?
- Write your comments or observations on a sticky note and place them on a piece of flipchart paper.

Ask for feedback from each group. Encourage the group to feel that they are acting as an advocate for the pupil in trying to secure a greater understanding of their needs.

Point out (the obvious) that this activity can be used in a number of different ways. Participants may wish to use examples of real pupils with their colleagues in school.

Inclusive identification

Slide 7.11

- Understanding of data instruments
- Limitations of prior attainment
- Identification of potential
- Equal value to hard and soft measures
- A continuous process
- Identification through provision
- Flexible curriculum planning
- Systems to integrate new arrivals
- Diagnose the learning needs of advanced learners
- Progression towards representative cohorts

Use **slide 7.11** to take feedback from the groups. Presenters may decide to do this in relation to the headings on this slide or in a different format. Either way it would be helpful to conclude with some key points:

- Understanding of data instruments.
- Limitations of prior attainment.
- Identification of potential.
- Equal value to hard and soft measures.
- A continuous process.
- Identification through provision.

- Flexible curriculum planning.
- Systems to integrate new arrivals.
- Diagnose the learning needs of advanced learners.
- Progression towards representative cohorts.

Plenary – reflection on actions and professional development needs

10 minutes

Conclude the session by asking participants to reflect on the issues of identification and inclusion raised. Invite them to think about their subsequent action planning and professional development needs and to note them in the reflective learning logs in their handbook.

Handout 7.1 Pen portraits of gifted and talented learners

Secondary

Name:	Temisan
Year group:	10
Background:	Black British (Ghanaian)
Language attainment level:	N/A
Areas of achievement and success:	<ul style="list-style-type: none">■ Very strong verbally.■ Leadership qualities.■ Identified as gifted in citizenship and ethics and cultural studies (ECS).■ Is a peer mentor and peer mediator (identified and trained by the school).
Areas of difficulty and challenge:	<ul style="list-style-type: none">■ Lower than expected SATs.■ At Key Stage 3, perceived as a 'difficult' student – vocal.

Name:	Jagoda
Year group:	9
Background:	Polish Arrived September 2006
Language attainment level:	Full education but beginner in English.
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Demonstrated early on the ability to use all her resources to get message across. ■ Mother-tongue assessment showed depth of knowledge and higher order thinking. ■ Good memory. ■ Rapid progress in acquisition of technical language.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ Mainstream teachers need to support and encourage her. ■ Poor assumptions about her ability due to its being masked by language difficulties.

Name:	Aefifa
Year group:	13
Background:	First generation Pakistani Urdu spoken at home
Language attainment level:	Fluent in Urdu and English. May have gaps in academic English.
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Full member of National Association of Gifted and Talented Youth (NAGTY). ■ Successfully attended residential summer school. ■ DfES/EiC Champion 2002. ■ Highly engaged in gifted and talented programme at school in local authority. ■ 11 A*-C at GCSEs – three of which A*/A. ■ Works hard and motivated. ■ Wants to apply to Oxbridge, attended an Oxbridge prep day.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ Underachieving at Key Stage 5 – Year 12 AS grades low. ■ Student disheartened. ■ Teachers don't know how to help.

Name:	Adele
Gender:	Female
Year group:	10
Background:	<ul style="list-style-type: none"> ■ Difficult family situation over recent years. ■ Local authority care from end of Year 9.
Language attainment level:	N/A
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Rapid acquisition of skills – ‘unbelievable’ improvement to mid-Year 10. ■ Identified as gifted and talented and Individual Education Plan in place from mid-Year 10. ■ Rapid mastery of material in science and technical subjects.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ Quiet and compliant. ■ Missed virtually a whole year (Year 9), moving around with family. ■ Had shown little potential for high achievement prior to Year 10. ■ Self-esteem vulnerable. ■ Lacking long-term aspirations. ■ Teachers drew attention to the negative aspects of her return – absences, missing work, and so on.

Name:	Sharam
Gender:	Male
Year group:	8
Background:	Iraqi – parents exiles
Language attainment level:	N/A
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Sporadically showed real potential in ICT. ■ Peer nominated as gifted and talented. ■ Socially very astute. ■ Emotionally and physically mature. ■ A born trader – very keen on vocation pathways.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ No interest in academic learning. ■ Written English skills not great, so not regarded as high achieving in some subjects. ■ ICT department lacked status in the school. ■ Attendance declined – Year 7 (75%) to Year 8 (45%). ■ Social workers and psychologists increasingly involved due to absences – discovered to be running several commercially successful websites.

Name:	Kehinde
Gender:	Female
Year group:	8
Background:	Mixed heritage – Nigerian/Swedish One of twins
Language attainment level:	N/A
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Identified as gifted and talented in English in Year 7. ■ Highly articulate, enjoys discussion. ■ Very reflective writer. ■ Key Stage 2 SATs: English 5a mathematics 5a science 5a (teacher assessed at Level 6). ■ Hard-working but not self-promoting. ■ Reading well outside the scope of curriculum – Alice Walker, Maya Angelou, Toni Morrison.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ Has encountered most set texts before. ■ Lacks a natural interest in traditional English literature. ■ Language development and skills way in advance of key stage curriculum – difficult to plan for. ■ Quiet and withdrawn in some subjects.

Name:	Mark
Gender:	Male
Year group:	11
Background:	White British
Language attainment level:	N/A
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Academically gifted in all subjects and talented in art and music. ■ Highly motivated. ■ GCSE coursework of A level standard in most subjects. ■ Individual thinker. ■ Well-liked by peers. ■ Very advanced compared to peers in all subjects except mathematics, so little competition.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ Extreme difficulties with option choices. ■ Over-work and risk of burn-out. ■ Under-stimulated in most subjects. ■ Limited social life, but a small group of close friends. ■ Perfectionism leading to overly extended written work. ■ Difficult relationship with some female teachers (excellent relationship with all others).

Primary

Name:	Cameron
Gender:	Male
Year group:	Reception
Background:	White British
Language attainment level:	N/A
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Fluent reader prior to starting school. ■ Accelerated work in literacy. ■ Very advanced verbal skills. ■ Enjoys singing. ■ Confident in public situations, such as school play, assemblies. ■ Well-liked among peer group, but is more comfortable with friends higher up the school. ■ Developed IT skills.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ Very conscious of relative weaknesses, for example, appearance of writing. ■ Fear of failure often prevents participation. ■ Sees little point in creative play. ■ Often lacks resilience and doesn't like to finish tasks. ■ Gross motor skills under-developed. ■ Very stubborn.

Name:	Duncan
Gender:	Male
Year group:	2
Background:	<ul style="list-style-type: none"> ■ White British ■ Working class, family on benefits
Language attainment level:	N/A
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Identified as gifted and talented on the basis of Educational Psychologist's report. ■ Likes topic work – very keen on dinosaurs and space. ■ Keen on science, develops own experiments.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ Writing skills under-developed. ■ Epileptic, suffers from blackouts. ■ Big for age. ■ Behaviour problems – doesn't relate well to peers. ■ Weak parental support – low level of education.

Name:	Sophie
Gender:	Female
Year group:	4
Background:	<ul style="list-style-type: none"> ■ Very academic family – grandfather a brain surgeon, both parents are doctors
Language attainment level:	N/A
Areas of achievement and success:	<ul style="list-style-type: none"> ■ Reading and writing before starting school. ■ Precocious so given separate work for literacy and numeracy. ■ Very advanced communication skills. ■ Plays violin.
Areas of difficulty and challenge:	<ul style="list-style-type: none"> ■ Does not enjoy creative play. ■ Perfectionism – will start again from scratch if any mistakes made. ■ Few friends, always seeking adult company. ■ Labelled as gifted and talented from a young age – lives with the effects of labelling.

Handout 7.2 Pen portrait framework

Name	
Gender	
Year group	
Country of origin or language attainment level – where relevant, or for whom English is an additional language	
Areas of achievement or success – what does the school 'know' about the pupil and what has it done with that knowledge?	
Areas of challenge and difficulty – what are some of the key issues facing the individual and the school?	



08

Session 8 Working with others to improve provision in gifted and talented education

Objectives

- To consider and clarify how the gifted and talented leading teacher works with others.
- To raise awareness of the issues in engaging senior leadership team (SLT), subject departments and schools and local authority (LA) colleagues.
- To identify key actions and professional development needs.

Resources

Slides 8.1–8.2

Flipchart and pens

For each participant

Handouts 8.1–8.3 containing statements relating to possible gifted and talented leading teacher activity – cut up and put in envelopes, one for each pair in advance of the session.

Handout 8.4 – Planning prompts

Participants will need to bring

Examples of their work with SLT year or key stage teams, departments and school and LA colleagues.

Session outline

95 minutes (max), 45 minutes (min)

Welcome – Introduction and objectives Setting the scene for the session	10 minutes
Working with SLTs Example activity discussion	25 minutes
Working with departments and schools Example activity discussion	25 minutes
Working with LA colleagues Example activity discussion	25 minutes
Plenary Reflections on learning, action planning and professional development needs	10 minutes

Note to presenters:

This session can be short or long depending on need and availability. Participants could consider working with all three groups or you could choose to focus on one only, timings are approximate and the informal discussion and feedback nature of the session allows for optimum flexibility to meet needs and availability.

Introduction and objectives of the session.

Objectives	Slide 8.1
<ul style="list-style-type: none">■ To consider and clarify the role of the gifted and talented leading teacher in working with others■ To raise awareness of the issues in engaging SLT, subject leaders and school and LA colleagues■ To identify key actions and professional development needs	

Start by explaining that the suggested activities used in this session are gathered from existing leading teachers in working schools which are commonly undertaken with SLT, with and between subject departments (secondary) and a cluster of schools (primary) and with LA consultants. These activities will form the basis of discussions between groups of gifted and talented leading teachers.

Remind participants of the other sessions they have been involved in and of the skills and experiences they have developed while working as a gifted and talented leading teacher. Encourage them to draw on these experiences during discussions.

Presenters might choose to offer Handout 8.4 as a planning prompt tool to focus discussions and/or to use as a follow up.

Working with others to improve gifted and talented education provision (25 minutes, 50 minutes, or 75 minutes depending on how presenters choose to run the session)

Use Handouts 8.1 – 8.3 containing statements relating to possible gifted and talented leading teacher activity with various levels of school and LA leadership.

Note to presenters:

These should be cut up and put in envelopes, one for each pair in advance of the session.

Handout contents:

- Working with school senior leadership teams – Handout 8.1
- Working across schools or departments – Handout 8.2
- Working with LA consultancy teams – Handout 8.3

Distribute envelopes to each pair; suggest that leading teachers work with someone from the same phase for this activity. Presenters may choose to focus on working with just one group, for example, SLT, departments and other schools or LA colleagues, or consider all three groups with each pair taking a different group.

Use **slide 8.2** to outline the activity using the contents of the envelopes.

Activity working in a pair with someone from the same phase

Slide 8.2

Consider the example activities in your envelope:

Sort them into those you are most and least familiar with

Look more closely at the ones with which you are most familiar and consider the positive and negative aspects of working with this group

Move on to consider one action with which you are least familiar and discuss how you might engage effectively with it including the professional development you might need to do this

After about 15 minutes discussion time encourage each pair to join with another pair from a different phase and share their ideas and solutions, encouraging them to learn from how colleagues in other phases operate in the gifted and talented leading teacher role.

Plenary: Agreeing strategies and action points

15 minutes

Bring the whole group back together and establish some 'golden rules' for working with each of the groups discussed, these could be collated on a flipchart and circulated to the whole group.

Re-emphasise the developmental nature of the gifted and talented leading teacher role and the value of sharing experiences through networks within and outside school.

Conclude the session by asking participants to reflect on their learning and to note down actions and professional development needs.

Handout 8.1 Working with school senior leadership teams (SLTs)

- Supporting the school SLT in analysing the relevant information from the self-evaluation forms (SEF), and the school improvement plan.
- Reviewing the school's audit of current practice with the SLT and agreeing the whole-school focus for action based on the identified pupils' learning needs and focusing in on how operational planning for these pupils should:
 1. help ensure complementary coordinated support;
 2. help make the best use of strategy resources;
 3. promote a whole-school common theme approach;
 4. support strategies which will '*... help the institution develop...*' (Fullan) and develop '*...a systematic effort aimed at change in learning **and other related conditions...** to accomplish educational goals...*' (Van Velzen et al).
- Ask the question 'How could our operational planning help the school operate effectively with the LA to develop gifted and talented education?' For example, improve the development processes, build capacity and the conditions for school improvement (see question prompt sheet, handout 8.4 to focus planning).
- Working with the SLT to nominate a group of key people who will take the development of gifted and talented education forward and arrange an opportunity to work with them to draft a detailed action plan.

Handout 8.2 Working across schools or departments

- Initiating/supporting a range of meetings with a focus on gifted and talented education, such as:
 - Teaching and learning group
 - School improvement group
 - Middle leaders group

With a focus on aspects of gifted and talented education.

- Supporting these groups to develop a detailed action plan including evaluating the impact, then using the outcomes of this evaluation to inform future developments. A copy of the action plans should be given to all school staff and the LA consultant team.

- Fully exploiting opportunities for cross-subject collaboration and networking. Networking is largely about sharing good practice and learning from each other but it also provides opportunities for other collaborative activity; (it may be useful to reflect on the perceived purposes of, and potential gains from, the gifted and talented leading teacher network and how this equates with networking within and across schools). Networking needs to be well planned with clear focus, clear objectives and clear intended outcomes.

- Supporting collaborative working, collaborative planning and working, within and across departments, with teaching assistants and other professionals in schools and across schools. Gifted and talented leading teachers promoting collaborative working as a concrete example of establishing a learning community within the school and establishing 'a learning ethos', 'learning climate' and 'learning culture'. People work collaboratively because they respect each other – they recognise that they can learn from others and that they have something to contribute themselves. It is much more than simply sharing the workload – it is also more than 'many brains better' – it requires common beliefs and goals and helps establish shared expectations and vision.

- Working alongside participating teachers as they undertake their programme of planning, teaching and review alongside senior/middle leader/coach and so on, as appropriate.

- Working with appropriate members of SLT and teaching and learning group to plan a professional development session led by SLT, gifted and talented leading teacher and LA consultancy team to secure the commitment of staff and improve their skills to secure better provision for gifted and talented pupils.

- Modelling teaching to make more explicit the identified pedagogical skill.

Handout 8.3 Working with local authority (LA) consultancy teams

- Supporting the LA consultancy team to plan their contribution to a whole-school gifted and talented professional development session.
- Reviewing impact on teaching, learning and standards with LA consultants and agreeing 'next steps' with SLT, leading to further work in embedding and consolidating the impact.
- Supporting the LA consultant team to review their strand action plans and amend as necessary.

Handout 8.4 Planning prompts

Operational planning prompts for gifted and talented provision

(Support for whole-school development and support for school improvement)

Feature	How does our planning encourage this?
Coordinates gifted and talented activities of different LA consultants	
Coordinates activity of consultant/s with school staff	
Involves LAI/wider LEA school improvement service	
SLT have proactive role	
Links to school's improvement plan priorities	
Embeds provision for gifted and talented pupils in everyday subject teaching	
Supports school self-review focussed on impact on standards	
Promotes collaborative planning (within/across departments)	
Promotes peer observation and support	

Facilitates networking of good practice (within/across departments and across schools)	
Maintains a focus on meeting identified learning needs of gifted and talented pupils	
Promotes coaching	
Promotes the development of the role of teaching assistants	
Involves parents	
Involves pupils in the school self-review process	
Fosters the development of a learning community	

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