

Lessons from NAGTY research

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A stylized silhouette of a mountain range in a darker teal color, located at the bottom right of the slide.

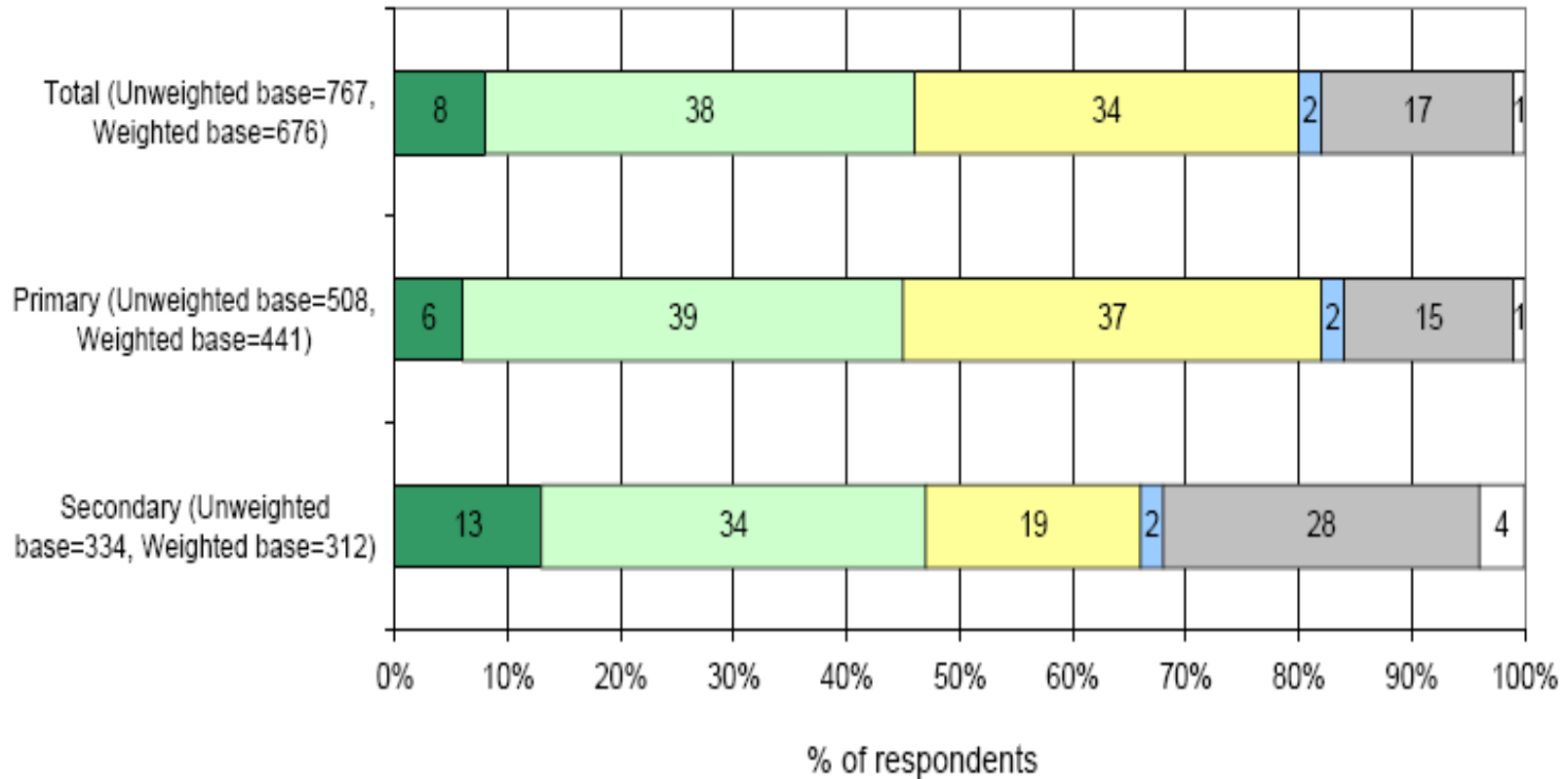
Lessons from NAGTY

- ◆ Evidence about the state of play nationally
- ◆ Evidence about school-based research
- ◆ Evidence about the practice of leading edge schools
- ◆ Evidence about teaching and learning in wider schooling
- ◆ Evidence about continuing concerns

A comparative review of gifted education in 21 countries in Europe

'In general the updated inventory reveals a dynamic development of gifted education in European schools up the end of December 2004...most progress was made in Switzerland, Germany and United Kingdom These countries already had a high ranking in 2002. Substantial progress has been made since then.'

Improved Provision in School

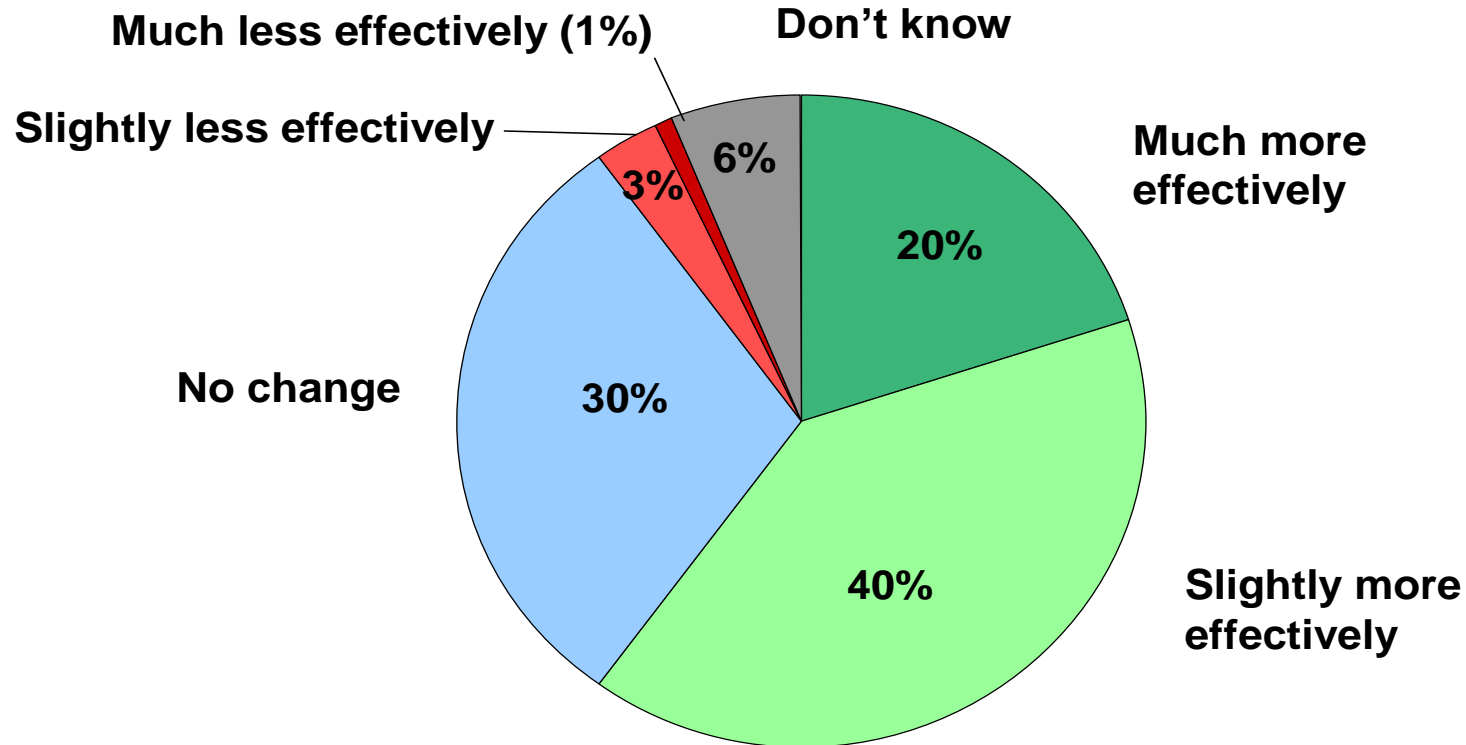


- Significantly improved
- Somewhat improved
- No charge
- Somewhat deteriorated
- Significantly deteriorated
- Don't know / not applicable
- No answer

Improvement in Teaching

Teaching Effectiveness

Q *Would you say that gifted and talented students are taught more effectively or less effectively in your classroom now compared to three years ago, or has there been no change?*



Impact of NAGTY Model

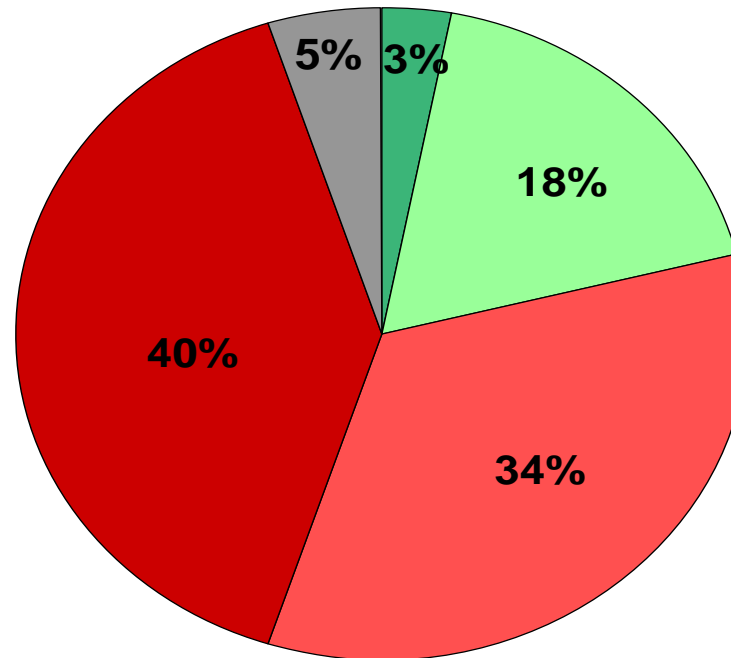
Impact of NAGTY

Q To what extent, if at all, has the establishment of the National Academy for Gifted and Talented Youth (NAGTY) in 2002 affected your own teaching of gifted and talented students? Has it affected it...?

Don't know/Have not heard of
NAGTY

A great deal

Not at all



A fair amount

Not very
much

Teacher Research

- ◆ National competition
- ◆ Funding – with strings attached
- ◆ Whole school support
- ◆ Training conference designed to improve project design
- ◆ Teacher choice of topic (within a giftedness theme)

- ◆ **Focus on student learning, broadly defined**
- ◆ **External research mentor (not generalised research methods training)**
- ◆ **Work-in-progress conference with formative evaluation**
- ◆ **Requirement to feed back to colleagues, disseminate through participation in end of year conference, and website publication of report**


Teacher Research: Outcomes

- ◆ Changes in teaching and learning for gifted students
- ◆ Developing a research culture in schools
- ◆ Individual professional learning
- ◆ Involving student voice
- ◆ Teachers learning from teachers
- ◆ Partnership with universities

7 Leading Edge Schools: Case Studies

1. Differentiated teaching and learning in an urban specialist school
2. Gifted education in an inner city multi-ethnic comprehensive
3. Teaching and Learning in a rural comprehensive
4. Personalised Learning in a Sixth form college
5. Effective Teaching in a Girls' Selective School
6. Effective Teaching in a Boys' Selective school
7. Developing Talent in a Performing Arts School

Key characteristics

- ◆ **An explicit and collegially established set of core values about teaching and learning**
 - ◆ **Resistance to labelling a sub-group of students as gifted and talented**
 - ◆ **A commitment to high expectations for behaviour and learning for all students**
- 

Key characteristics

- ◆ **Student voice and choice**
- ◆ **Teaching and learning seen as the ‘co-construction of knowledge’**
- ◆ **Classrooms in which risking being wrong is welcomed**
- ◆ **Differentiation built into the curriculum**
- ◆ **High levels of enrichment**
- ◆ **Community engagement**

Wider Schooling: Summer Schools

- ◆ More material than will be utilised should be prepared, as there is a need to provide students with choice, variety, and options.

Wider Schooling: Summer Schools

- ◆ The structure of the programme should lead to competitive or collaborative public performance, e.g. the Robotics Mission to Mars.
- ◆ Teaching teams should be prepared to be flexible in terms of delivery and content.

Wider Schooling: Summer Schools

- ◆ Physical environment should be conducive to teaching and learning
- ◆ Programme should be well resourced
- ◆ Clearly assigned roles for each member of teaching team
- ◆ Enrichment of the core teaching team by inviting specialists to give workshops.

Wider Schooling: Summer Schools

- ◆ Focus on learning by the students, more than teaching by the teaching team.
- ◆ Emphasis on a relaxed, happy, relatively rule-free environment - not like school.
- ◆ Variety in content and activity essential.
- ◆ Interactive, hands-on learning and discussion-based activities

Wider Schooling: Summer Schools

- ◆ Intellectual freedom and freedom of choice
- ◆ Two-way teacher-learner dialogue
- ◆ Formal lectures disliked
- ◆ Small group work on practical tasks, rather than as individuals on worksheets.
- ◆ Learning skills more important than subject content
- ◆ In-depth study and a a broad survey across the topic area.
- ◆ Enjoyment essential for effective learning.

THREE AREAS OF CONCERN

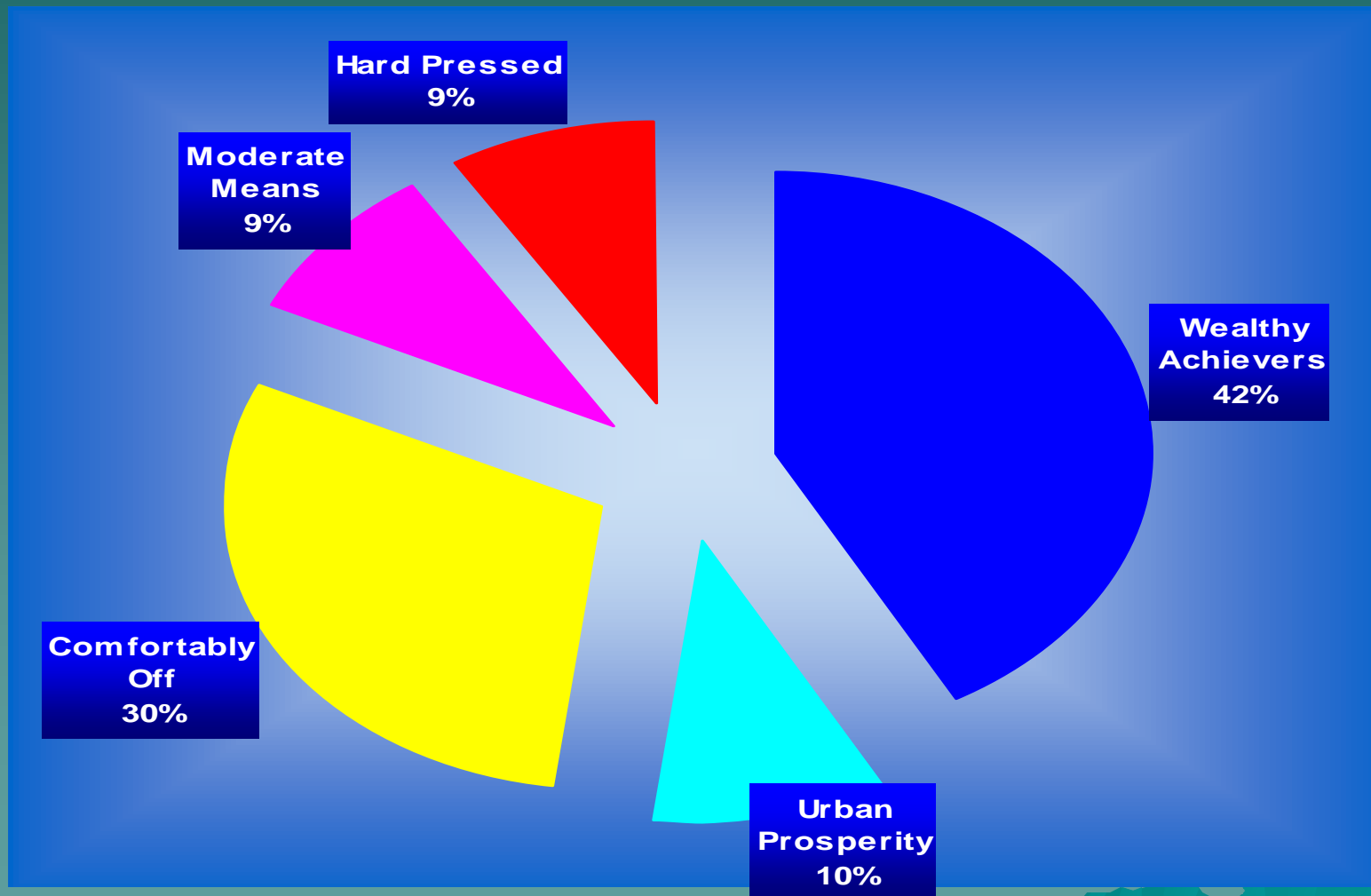
Mainstreaming

Social inclusion

Identification

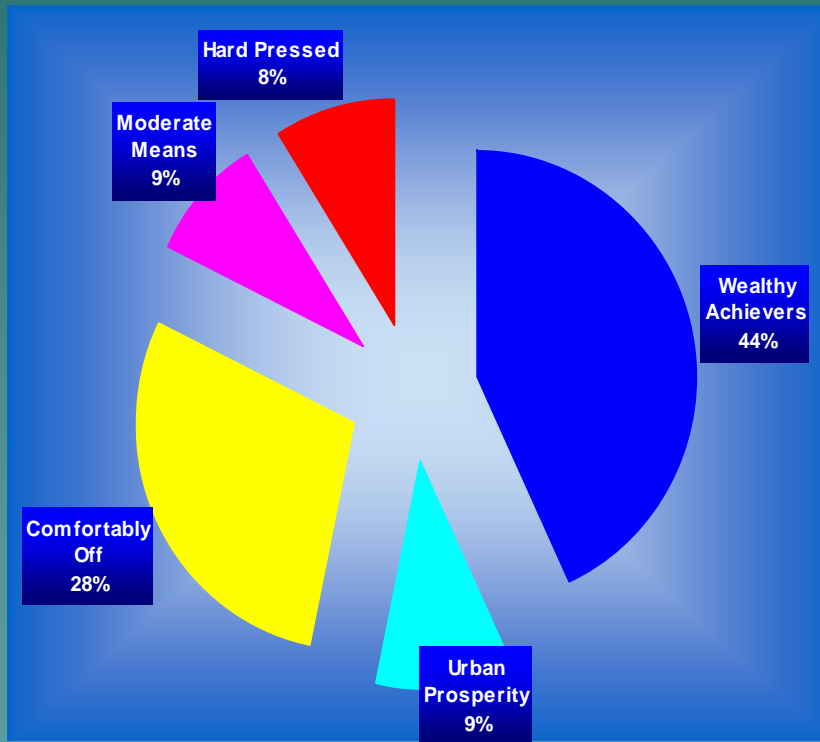
Social Origins

NAGTY (n=13,210)



Social Origins (n=37,079)

NAGTY



Population

