**Primary** *and* **Secondary** *National Strategies*

# Gifted and Talented Education

Leading Teachers: supplement to the handbook

**department for children, schools and families**

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THE NATIONAL ACADEMY

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OXFORD BROOKES UNIVERSITY

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# Gifted and Talented Education

# Leading Teachers: supplement to the handbook

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# Accreditation of CPD for leading teachers for gifted and talented education

As part of the leading teachers for gifted and talented initiative we propose to offer leading teachers the opportunity to benefit from a national accreditation programme, and to have the knowledge, experiences and skills gained by leading teachers accredited as part of a CPD profile. Initially we are piloting the approach outlined below as one of a range of routes towards accreditation that we may develop.

## Pilot: September 2007 – July 2008

Working with key partners at the Department for Children, Schools and Families (DCSF), QCA and Oxford Brookes University (OBU) we propose to pilot a systematic approach to professional development and support for leading teachers for gifted and talented, culminating in accreditation through a recognised award from Oxford Brookes University. The accreditation will take as its starting point the national training for leading teachers for gifted and talented and the pilot will run during the autumn term of 2007 and the spring term of 2008. The outcomes will be disseminated during the summer term of 2008.

Initially this development and support will involve 24 leading teachers for gifted and talented, drawn from 12 pilot local authorities (LAs), in:

- engagement with a QCA co-development network for leading teachers for gifted and talented;

- ongoing analysis of and reflection on practice, supported by the use of the Institutional Quality Standards (IQS) or the Classroom Quality Standards (CQS), and the impact of this on learning and outcomes for gifted and talented pupils;

- assessment for accreditation through a range of means which may include, for example, attendance at network events, submission of a reflective journal, an assessment presentation and so on.

LAs participating in the pilot will need to commit fully to identifying and supporting selected leading teachers throughout the pilot. In return they will be able to use the outcomes of the pilot to inform local decisions about support and accreditation for leading teachers for gifted and talented. Participating leading teachers will need to commit to attending and engaging with three network events and to participating fully with the leading teacher training programme and the assessment requirements for accreditation. They will also need to have the support of their school's senior leadership team. In return, leading teachers will gain a recognised award to accredit the skills and expertise developed during their experience as a leading teacher for gifted and talented.

## Draft timeline

| Date | Activities |
| --- | --- |
| September 2007 | Pilot LAs selected, provisional meetings with identified leading teachers for gifted and talented (G&T) |
| November 2007 | G&T leading teacher accreditation co-development network launch meeting 1, hosted by QCA |
| November 2007 – January 2008 | National Strategies Regional Advisers (RAs) and Oxford Brookes tutors support selected LAs and their G&T leading teachers |
| January 2008 | G&T leading teacher accreditation co-development network support meeting 2, hosted by QCA |
| January 2008 – April 2008 | National Strategies RAs and Oxford Brookes tutors support selected LAs and their G&T leading teachers |
| April 2008 | G&T leading teacher accreditation co-development network support meeting 3, hosted by QCA |
| April – July 2008 | Final arrangements for accreditation |
| July 2008 | Outcomes of pilot disseminated to all LAs through National Strategies and QCA networks |

We anticipate that a full dissemination of the outcomes of the pilot to all LAs will take place by July 2008. Regular updates and early outcomes will be shared via the Young, Gifted and Talented (YGT), QCA and National Strategies websites and through National Strategy consultant networks.

In addition to this work on the pilot scheme with Oxford Brookes and QCA, we are aware that a range of other institutions already offer, or are proposing to offer, accreditation for leading teachers for gifted and talented education. We are collating information on this to make available to schools and local authorities and will work with Young, Gifted and Talented (YGT) to publish a list of providers by the end of the autumn term 2007.

# National Strategies' online CPD for gifted and talented education

## Introduction

A series of e-learning modules has been developed as a key part of the blended learning CPD package for teachers who have been identified as lead professionals (leading teachers) for gifted and talented education. The focus is on improving provision, pedagogy and personalisation for gifted and talented pupils across all key stages. The modules are designed for use by leading teachers in all phases except where specified, and can be accessed by all teachers. Leading teachers will be able to use the e-modules to support work alongside colleagues in classrooms and with groups of teachers (such as departments, year groups and so on) to improve opportunities and outcomes for identified and potential gifted and talented pupils.

This document provides information about the first set of eight e-modules, all of which will be made available over the course of the autumn term 2007, beginning with Core e-module 1 in September.

The e-modules can be accessed online at www.nationalstrategiescpd.org.uk/course/view.php?id=81.

It is envisaged that further e-modules will be made available in the spring term 2008. The focus for these later modules will be subject-specific and phase-specific support for gifted and talented education.

## Aims, purpose and context

Leading teachers for gifted and talented will begin their training with face-to-face sessions in LAs. The face-to-face training will:

- give an overview of the expectations of the role;

- begin to develop the knowledge and skills that leading teachers require;

- demand liaison with other teachers and the leadership team in school;

- require action planning that fits with school improvement plans and is linked to IQS;

- offer teachers time to discuss and possibly develop networks with one another.

The e-modules will build on the face-to-face training, providing a flexible resource to:

- help equip leading teachers with the skills, knowledge and understanding to carry out their role;

- provide a flexible training resource for LAs to use with leading teachers and for leading teachers to use in working alongside colleagues, including school leadership teams, and for use by other teachers;

- encourage experimentation, reflection and collaboration to develop deep knowledge in leading teachers;

- highlight good practice and accepted principles in gifted and talented provision;

- be available as and when the leading teacher sees the need for knowledge and/or skills;

- be developed further and kept up to date;

- sign-post additional sources of information and support.

## Design and structure

Each module consists of up to two hours' online engagement with a high degree of interactivity, including linked offline, classroom/school-based activities. Each follows a model that allows flexible pathways through to meet the different needs of learners.

Each module should include:

- the use of drop-down menus to allow users to direct themselves to exactly where they want to be;

- extended text on pages that are only accessed when the user wants to know 'more about';

- activities flagged up as optional if appropriate;

- reflection activities that may check on or provide opportunities to develop understanding;

- main activities that use the knowledge and are designed as collaborative.

Either the activity itself or the outcomes will be designed to be shared with other teachers.

## When should teachers complete the e-modules?

Leading teachers will be asked to complete Core e-module 1 (Teaching and learning) as part of the gap task between the two parts of the face-to-face training, and to complete Core e-modules 2 (The challenge of identification) and 3 (Taking the lead on improving gifted and talented education) in the spring term 2008. Following engagement with the three core modules, teachers may select further e-modules to complete as appropriate depending on their own preferences and professional development needs and the needs of their institution(s). It is envisaged that these will be accessed over time as teachers capitalise on a blended learning environment that includes network meetings and LA support.

# Core e-modules

| | Title | Objectives | Summary |
|---|---|---|---|
| **1.** | **Teaching and learning – a focus on gifted and talented education** | 1. To understand the issues and imperatives that affect the provision of quality learning and teaching experiences for gifted and talented pupils in school.<br><br>2. To appreciate the importance of:<br><br>  – personalisation;<br><br>  – the five outcomes of Every Child Matters;<br><br>  – the key principles behind the approach in England to provision for gifted and talented pupils;<br><br>  – the IQS and CQS as key tools to support schools in responding to these developments.<br><br>3. To understand what constitutes high-quality provision for gifted and talented pupils.<br><br>4. To understand the contribution of learning beyond the classroom to provision for gifted and talented pupils.<br><br>5. To understand the social and emotional needs of gifted and talented pupils.<br><br>6. To suggest further sources of information, resources and support. | This module will help teachers identify approaches to teaching and learning that can increase the motivation and engagement of gifted and talented learners and help them reach their potential. It considers the imperatives that there must be quality provision for gifted and talented pupils in schools and explains what constitutes high-quality classroom learning experiences. It draws on the use of the IQS and CQS to encourage self-evaluation and reflection linked to improving outcomes for pupils. It makes clear the contribution that the pupils themselves can make towards increasing the quality of learning provision. The social and emotional aspects of gifted and talented learners' achievement are reviewed and strategies considered to minimise risks. |

| # | Module | Objectives | Description |
|---|--------|-----------|-------------|
| 2. | **The challenge of identification** | 1. To understand some definitions of gifted and talented.<br>2. To examine methods of identification.<br>3. To examine the implications of identification and its relationship with effective G&T provision.<br>4. To establish a reading and resource base. | This module will help teachers understand the development of the school identification process for gifted and talented learners since 1999 and the emergence of effective systems of identification through provision. Users will gain familiarity with appropriate definitions of gifted and talented both within and across key stages, and with appropriate documents from the DCSF, Ofsted and QCA. The different roles of statutory and non-statutory testing are considered, making clear the needs of individual subjects and key stages. The role of software that utilises CAT and MidYIS tests for identification is analysed. The implications of identification for the personalisation agenda and teaching and learning throughout the school are examined. Teachers are directed to currently available web-based sources concerning identification. |
| 3. | **Taking the lead on improving gifted and talented education** | 1. To ensure the needs of gifted and talented students are satisfied through effective, proactive leadership and management underpinned by collective responsibility and distributed leadership.<br>2. To recognise and respond to the needs of colleagues in supporting the development of gifted and talented learners.<br>3. To ensure leading teachers are able to identify areas for development in their school and manage change effectively.<br>4. To inform the effective use of data to monitor and assess whole-school progress, to identify underachievement and to track pupil progress.<br>5. To support leading teachers in recognising and sharing excellent and innovative practice.<br>6. To suggest further sources of information, resources and support. | This module will help teachers understand different leadership models and how to apply these appropriately in the role of leading teacher for gifted and talented. It will help teachers select and implement appropriate leadership and management techniques to create sustainable change in their context. This in turn will support the creation of a clear and positive policy and strategic whole-school approach for gifted and talented education. Teachers will be enabled to plan and guide colleagues towards good CPD and use the IQS and CQS as a basis for evaluating, reflecting on and improving current practice. Teachers will use the knowledge gained to plan for change and exemplify and develop good practice. |

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## Additional e-modules

| Title | Objectives | Summary |
|---|---|---|
| **Career developments for gifted and talented learners** | 1. To raise awareness of career planning and information as an essential part of the gifted and talented offering to ensure that learners fulfil their potential.<br><br>2. To provide tools for effective career planning.<br><br>3. To understand the role of agencies and individuals in supporting young people in their 'next steps' decisions, both within school and in a wider context.<br><br>4. To ensure that leading teachers understand that it is vital for their students to develop wider skills in order to achieve their potential, and to suggest ways of enabling students to recognise their existing skills.<br><br>5. To consider ways of raising the aspirations of disadvantaged G&T learners.<br><br>6. To understand how students can achieve educational stretch through being equipped to manage their own career decisions. | In this module teachers will consider the importance of ensuring that learners have started to plan their careers and considered their options for their next steps. It gives tools for effective career planning and self-awareness of skills and ability and points to sources of help and support that are available for gifted and talented learners. It develops an understanding of the skills that can be developed alongside academic success, in order to ensure future opportunity and employability, giving an understanding of how to broaden the horizons of students and challenge them through outcomes of research. |

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| **Accessing and extending knowledge of gifted and talented education** | This module will help teachers to access, identify and recognise the purposes and relevance of a range of national and international electronic G&T resources that will extend teachers' knowledge on the issues in gifted and talented education. Teachers will be encouraged to locate examples of research and evidence that reflect their own context and evaluate the usefulness of these resources. They will actively engage with ideas, resources and approaches to inform their own practice and that of colleagues. Leading teachers will be empowered to translate broad objectives into realisable research questions and be familiar with a range of tools appropriate for conducting and evaluating their own enquiries into improving learning and preventing underachievement. | 1. To enable leading teachers to access and evaluate existing research and professional knowledge in national and international arenas.<br><br>2. To enable leading teachers to make use of existing research and professional knowledge to enhance teacher and pupil learning.<br><br>3. To develop leading teachers' understanding and use of the IQS and other resources in conducting enquiries, gathering evidence and planning for development.<br><br>4. To introduce strategies for enabling leading teachers to conduct enquiries designed to improve their own practice relating to G&T learners and that of their colleagues. |
| **Providing opportunities beyond the classroom for gifted and talented learners** | This module will help teachers understand what the implications are when providing learning beyond the classroom or study support. The module explains how learning beyond the classroom impacts on the achievement of gifted and talented pupils and how to identify and match the study support needs of G&T pupils' learning beyond the classroom. Teachers will have access to examples of innovative practice and identify and plan a series of strategies and activities that will meet the needs of their G&T pupils. They will use evaluation materials to reflect on and measure the impact of their plans and consider how they will share and use this information. | 1. To understand that the scope of learning beyond the classroom includes study support (out of school hours learning).<br><br>2. To understand what the research tells us about linking to learning beyond the classroom.<br><br>3. To use this research as a basis to develop and support links for gifted and talented pupils to learn beyond the classroom.<br><br>4. To understand factors that should be considered when implementing and evaluating links to support learning beyond the classroom.<br><br>5. To explore and learn from specific and innovative examples of working beyond the classroom.<br><br>6. To suggest further sources of information, resources and support. |

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| **Transfer and transition for gifted and talented learners** | 1. To understand what the research tells us about primary to secondary transfer.<br><br>2. To use this research as a basis to develop and review transfer and transition programmes for gifted and talented pupils.<br><br>3. To understand factors that should be considered when implementing and evaluating transfer and transition programmes.<br><br>4. To explore and learn from specific and innovative examples of transfer and transition practice.<br><br>5. To suggest further sources of information, resources and support. | This module will help teachers understand how the transfer from primary to secondary school impacts on the learning of gifted and talented pupils. They will identify the four distinct phases of transfer and the five main areas of action for transfer and use them to develop a transfer programme. Teachers will plan a series of strategies and activities that will meet the needs of their G&T pupils within a new or revised transfer and transition programme and use the IQS to evaluate the programme. As part of the module they will plan CPD for a small team of people who will contribute to transfer and transition strategies and activities. The module will give access to phase-specific and cross-phase examples of small scale, innovative practice and provide the opportunity to share the work they have undertaken with other leading teachers. |
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| Provision for gifted and talented pupils with particular needs | 1. To understand what factors might prevent achievement or create risk of underachievement in particular groups, through the use of typologies.<br><br>2. To explore assumptions around school, pupil and parental perspectives in relation to an identified target group(s) through action research.<br><br>3. To be able to use the IQS to refine school-based strategies to address identified needs of particular groups.<br><br>4. To know how to modify and enrich existing leading teacher school-based action planning for G&T and identify implications for the whole-school improvement plan.<br><br>5. To understand personalised learning in relation to:<br><br>  – distinct pupil groups;<br><br>  – meaningful differences between individual pupils and pupil groups to impact on provision;<br><br>  – the role of the leading teacher as an agent for change in the school. | This module will help teachers understand what factors might prevent achievement or create a risk of underachievement in various groups. It provides opportunities to investigate the uses and limitations of typologies/characteristics-based approaches to the analysis of pupil needs which create, evaluate and improve a set of working assumptions about a particular target group. Leading teachers will have the opportunity to involve their pupils in designing an intervention, then research, analyse and evaluate the intervention drawing on the views of pupils, parents, teachers and school leaders. From this they will identify big questions for whole-school provision and identify priorities for school improvement in relation to short-term and long-term change. They will also consider how to share their learning and developmental work with other leading teachers. |
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