
Providing for the Gifted in the Everyday Classroom

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Background

- **National Academy for Gifted and Talented Youth (NAGTY) teacher training programme 2003-2008**
- **G+T Programmes for teachers at the National Science Learning Centre, University of York, UK**
- **Teacher development programme in G+T for MARA (Malaysia)**
- **Work on whole school improvement with UK schools and International Schools (Malaysia, Brunei)**
- **G+T programmes for a wide range of schools in the UK**
- **Curriculum development and teacher training with the Mawhiba Foundation for Creativity and Giftedness, Kingdom of Saudi Arabia**



The philosophical basis for our work is based on the 'English Model' of Prof. Deborah Eyre (Eyre 2009) and the English government policy 2002-7

2 Basic principles:

- 'Giftedness' = expertise in development or 'embryo expertise' (Sternberg, 2005)

- The 'equation':

Potential + Opportunities / Support + Motivation

=

High Achievement / Expertise



What is 'expertise'?

What do adult experts do?

Think of an 'expert' in your subject area:

- (Nobel Prize winner, national figure, etc)**
- Why do you think they are considered to be an 'expert'? – What do they do and how do they think?**



Indicators of Adult Expertise:

| | | |
|---|--------------------------|--------------------------------------|
| Diverse subject knowledge | Technical ability | Creativity |
| Problem solving | Passion for the subject | Perception |
| Critical thinking | Analysis | Original thinking ('out of the box') |
| Making conceptual links within and beyond subject | | |
| Communication of ideas | Evaluation | Intuitive linking of ideas |
| Commitment | Intellectual playfulness | Confidence |
| Pushing the boundaries | Enjoyment | Precision |

(collated from responses from 2000+ teachers 2005-2010)

What about students?

Think of the best student you have ever taught.

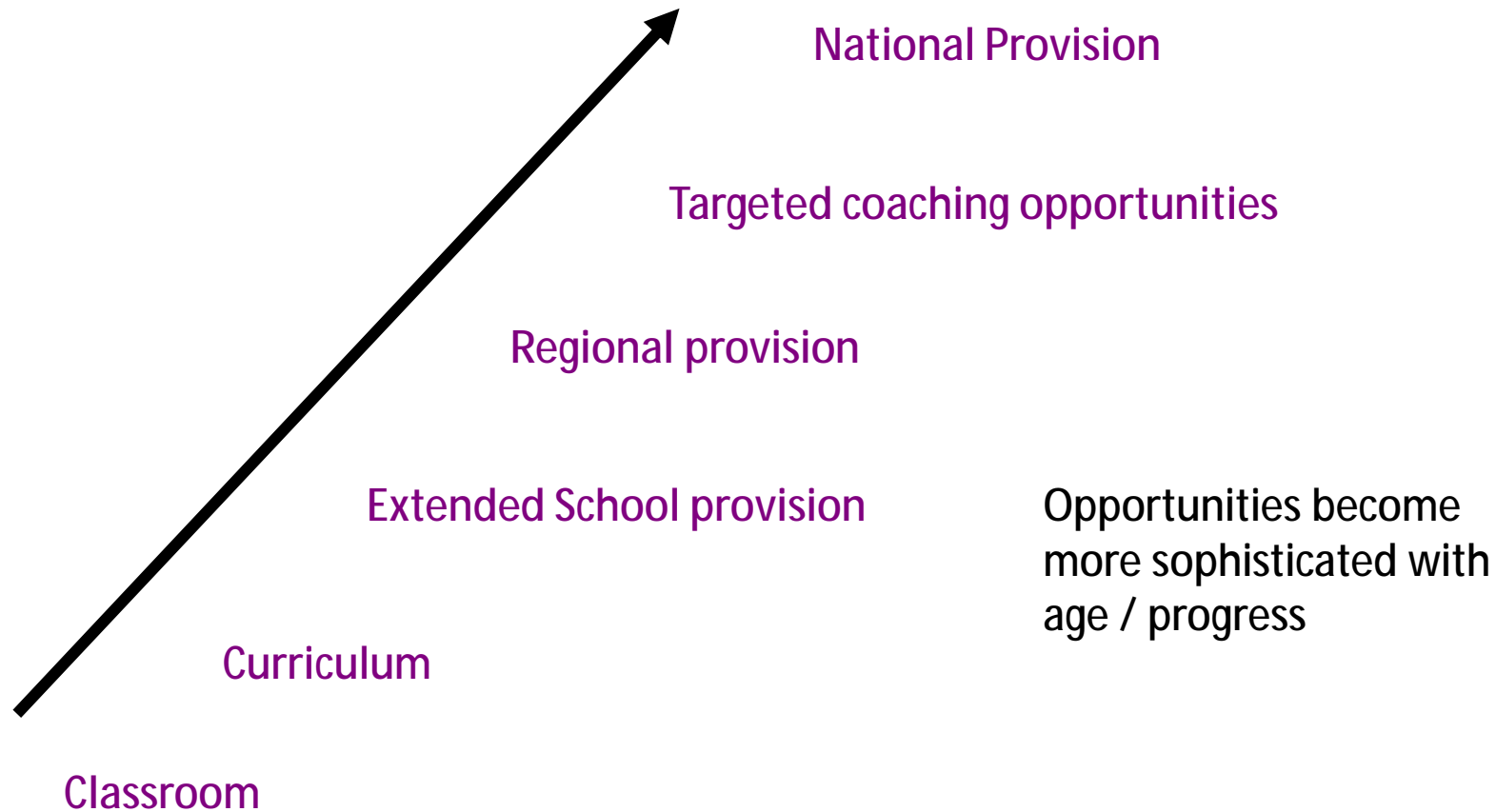
Why do you think they were the best?



To what extent did your best student exhibit the signs of adult expertise?



A tiered approach - the English Model



What happens in the classroom is fundamental.

The critical issue for most schools is how to affect ordinary classroom practice. Schools need to embed strategies for developing able learners more firmly in the mainstream curriculum, in ordinary classrooms.

(English Government Report)

Gifted education should not be seen as a 'diagnose and treat' exercise, but rather as a set of behaviours that are appropriate for *all* students but are particularly relevant for those with high potential.



DIP and PIP – two models of provision

DIP – the ‘medical model’:

Define criteria (symptoms)

Identify those who exhibit them (diagnose)

Provide appropriate (enrichment etc) opportunities (treat)



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PIP – the ‘sports model’

Provide opportunities for open ended thinking

Identify by recognition of those who respond

Provide more refined and focused opportunities



DIP and PIP – two models of provision

Teaching styles:

Questioning

Low threshold – high ceiling tasks

Focus on higher order thinking

The everyday classroom? Some ideas.....



Towards the Creative Classroom

1. Promoting creativity and making conceptual links - thinking games and fun.

2. The game of '6 degrees of separation'



Towards the Creative Classroom

3. Promoting creativity and making conceptual links

Tell the story of.....

- The graph,
- The photo,
- The object,
- The text.



Towards the Creative Classroom

4. Focus on lateral thinking

If this is the answer what was the question?

**Carbon dioxide, Munich, coffee, inflation,
Europe, global warming, .**

**Group the answers – are there any
patterns?**

**Challenge: Think of one you could use next week in your
subject area**



Towards the Creative Classroom:

- Don't give students all the answers – send them away thinking**
- Use homework tasks to continue thinking**
- Encourage student ideas in the classroom**

Implementation

- **Basic advice: Don't try to change too much too soon**
- **The 10% rule**
- **Timescale**
- **Evidence**
- **Sharing good practice**

How do we know it works?

Evidence:

- Independent evaluation of PGCE+
- Feedback from NAGTY trained teachers
- Impact studies and evaluation at the National SLC
- Almost one in three maintained schools in London now secure outstanding results (over 70% 5+A*-C GCSEs in any subject). In 1997, only 36 schools reached this level. (G+T is part of this process)
- In 2007 and for four years running London continues to surpass the national average in terms of the proportion of students achieving 5+A*-C GCSEs in all subjects

