



Gifted and Talented Pupils

Guidelines for Teachers

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Myths & Truths

Myth

Gifted and Talented students will always do well whatever the circumstances.

Truth

Gifted and talented students have problems like any other student. They may have learning disabilities which they can hide while the work is easier. It becomes harder and harder for them to excel, which can lead to behavioural problems and depression.

Myth

Gifted and Talented students are so clever they do well with or without special education.

Truth

They may appear to do well on their own but without focused challenge they can become bored and disruptive. As time passes they may find it harder and harder as the work becomes more difficult, since they have never faced challenge before.

Myth

They need to go through school learning with their own age group.

Truth

While it's true that children need to play and interact socially with other children their age, they do not need to learn with them. For example the case of a Gifted and Talented learner who has a chronological age of six and a mental age of 11 and has been reading since two. To put that child in a reading class with other six year olds who are just learning to read can be demotivating for that child.

Myth

High ability is something of which to be jealous.

Truth

Gifted and Talented students can feel isolated and misunderstood. They may have more adult tastes in music, clothing, reading material and food. These differences can cause them to be shunned and even abused verbally or physically by other students.

1

Introduction

Status of this Document

These guidelines are non-statutory. They aim to support the teaching and learning of Gifted and Talented students. They reflect good practice which is already taking place in schools throughout Northern Ireland. This may be seen in the case studies in Appendix I. They are consistent with the aims and objectives of the Revised Northern Ireland Curriculum.

These guidelines are a product of a collaborative approach between Northern Ireland's Council for Curriculum, Examinations and Assessment (CCEA) and the National Council for Curriculum and Assessment (NCCA) in the Republic of Ireland. Due to differences in the educational systems and legislation, the documents produced will have some variations.

In order to draw upon the most recent research and good practice in this area, a comprehensive literature review was compiled. The review, titled 'Gifted and Talented Children in (and out of) the Classroom' (CCEA, 2006), is available on www.nicurriculum.org.uk

It should be noted that some of the language in this document is that of the researchers quoted and not that of CCEA or NCCA. These sections are included to give as wide a range of opinion as possible.



Definition

There is no universally agreed definition of students who would be assessed as Gifted and Talented. Some accepted terms are *genius, more able, exceptionally able, very able, gifted and talented, bright, virtuoso* and *high flyer*.

For the purpose of this document, CCEA has used the term **Gifted and Talented** to describe those students who are achieving or who have the potential to achieve **a level substantially beyond the rest of their peer group inside their particular school**, be that school a nursery, primary, selective and non-selective post-primary school or other educational setting.

Those students who demonstrate or have the potential to demonstrate **extremely high levels of ability**, compared to their peers across the **entire population**, will be referred to by the term **Exceptionally Able**.

The terms 'Gifted and Talented' or 'Exceptionally Able' encompass students who are able across the curriculum as well as those who show talent in one or more specific areas. All talents and

gifts are equally valued and should be allocated equal time and resources across the educational environment.

In the absence of an agreed definition of the terms 'Gifted and Talented' and 'Exceptionally Able', we have assumed that the student's abilities will be in one or more of the following areas:

- general intellectual ability or talent;
- specific academic aptitude or talent;
- visual and performing arts and sports;
- leadership ability;
- creative and productive thinking;
- mechanical ingenuity; and
- special abilities in empathy, understanding and negotiation.

NB. Caution should be exercised with regard to relying solely on IQ measures, as exceptional abilities in aspects such as creativity, leadership, art, social and physical skills may not be identified. Also, Gifted and Talented students who may present with a learning difficulty or a secondary exceptionality may have depressed scores which may not be indicative of their true potential in other areas.



Using these Guidelines

These guidelines can be used by:

- schools to raise awareness among staff, students and parents;
- school management to audit and review school policy and practice for Gifted and Talented students and to further develop an inclusive school ethos;
- schools to introduce identification strategies;
- school management to create a school development plan and/or departmental action plans;
- universities and further education colleges to inform initial teacher training;
- schools management to target CPD;
- whole-school implementation (including strategies for emotional well-being of students, including contacts with parents);
- individual teachers and classroom assistants to identify the strengths and areas for development in their practice with Gifted and Talented students and, therefore, develop classroom implementation;
- others for evaluation for future policies (including classroom, school, CCEA, ELBs, ESA from 2009, Department for Education, initial teacher training);
- parents and carers to support their son/daughter; and/or
- Gifted and Talented students for information.

2

Identification

Ability is not always easy to spot!

Temple Grandin, PhD, was diagnosed with brain damage at age two and is now an associate professor at Colorado State University and arguably the most accomplished adult with 'high functioning' autism in the world. She is also a world renowned professional designer of humane livestock facilities.

Mary Leakey, eminent anthropologist, was repeatedly expelled from her Catholic Convent school.

F.W. Woolworth got a job in a dry goods store when he was 21. He would not serve customers as he lacked the confidence.

Leo Tolstoy failed the entrance exam for college.

The Kansas City Star editor fired Walt Disney because of lack of creativity.

Einstein was four years old before he could speak and seven before he could read.

Abraham Lincoln entered The Black Hawk War as a captain and came out a private.

John Lennon's school report read: 'Hopeless. Certainly on the road to failure'.

William Butler Yeats' early school report described his performance as 'Only fair. Perhaps better in Latin than any other subject. Very poor in spelling'.

When Thomas Edison was a boy, his teachers told his mother that Edison's brain was 'addled'. The proof was his unusually large head!

Maria Callas was rejected by the prestigious Athens Conservatoire. At the audition her voice failed to impress.

Napoleon finished near the bottom of his class at military school, yet became one of the leading military men of all time.

Caruso's music teacher told him 'You can't sing, you have no voice at all'.

Gifted and Talented students do not always develop evenly across all areas of ability. Many in the previous list demonstrate this, but perhaps Einstein is the classic example. Despite his undisputed intellect, he was unable to talk until the age of four. Due to this atypical development of the Gifted and Talented, there is a need to go beyond the traditional ideas of identification and to explore the educational, emotional and psychological profile of these students. It is important that identification systems look beyond the obvious candidates but also actively seek out those who are underachieving or who have a disability. Schools may need to take into account that a gift or talent may emerge later in a student's school career or that the student may simply not be spotted earlier. For this reason, schools may wish to provide yearly opportunities for identification of students of all ages.

Schools may aim for an identification system that offers a comprehensive, fair system and should bear in mind the following six principles:

Advocacy - is it in the best interests of students?

Defensibility - is it based on best research and recommendations?

Equity - does it provide equal opportunity for every student, including those being educated off-site?

Pluralism - does it use the broadest definition of giftedness?

Comprehensiveness - does it serve many Gifted and Talented students, not just the academically talented?

Pragmatism - does it allow for modification and use accessible resources?

Initial identification is undertaken with the aim of producing a school cohort. Students recognised in this way will require provision within their own school. When undertaking identification in any field of talent, students who display ability above the norm may be considered. While this is straightforward in academic subjects, schools will need to be careful to introduce a range of methods that look at all gifts and talents.

Those students who display ability consistent with the most able two to three percent of the population may be considered for Exceptional Ability. Identification methods will be the same as those for Gifted and Talented pupils.

Key methods in identification include:

Observation

Parent or carer nomination

Peer nomination

Self nomination

Nomination by other individuals or organisations

Identification by psychologists

Teacher nomination

School-wide identification processes

The choice of method for assessment and/or identification may be decided on a case-by-case basis and may vary depending on age and/or talent being assessed. Teachers need to be aware that identification needs to be supported by a range of evidence.

Ultimately, the decision as to which pupils should be regarded as Gifted and Talented lies with the teachers and school concerned.

Early identification of the Gifted and Talented student is essential to prevent later underachievement in some students. The two most frequently used approaches to identification in schools are observation of characteristics and assessment. Teachers may need to consider using these to identify Gifted and Talented students as well as the issues they already look out for.

Where a student is identified as having an academic gift, there is a widely held assumption that they will succeed no matter what the circumstances. Students who are classified as Gifted and Talented come



from all socio-economic backgrounds and different levels of physical ability. Due to these issues and other factors, they may underachieve and may not be seen as individuals with unique intellectual, social and emotional needs.

Gifted and Talented students may have learning difficulties in some areas, which

result in 'failure' in some academic tasks, and excellent achievement in others. This can lead to ineffective learning strategies, low self-esteem, and disruptive behaviour. Parents and teachers are often left confused as to what strategies to pursue (see Section 6 on Profiles of the Gifted and Talented).

Observation

The belief that a student may be Gifted and Talented can stem from a number of different sources and can occur at different stages of his/her development:

- parents may notice that their child develops skills more quickly in comparison to students of similar age;
- rapid development in early childhood may be noted and recorded at developmental check-ups by health personnel;
- friends may draw attention to the child's development of early speech, physical development and/or his/her use of a wide vocabulary;
- teachers at playgroup/foundation level may find that the newly enrolled student is able to accomplish tasks far beyond the normal expectation for a similar age cohort; and
- teachers at other levels and in some specific subjects may note that challenging tasks are accomplished with ease coupled with a demand for further challenge, which if not satisfied, is rapidly replaced by boredom.

Teachers and others may find observation easier if aided by a checklist. These assist in focusing on the abilities and talents being observed (see pages 22-40 for further information).

Parent/Carer Nomination

Parents/carers know their children and can be a very useful source of information in identifying a Gifted and Talented student. Parents/carers can, however, feel vulnerable in claiming that their son/daughter is Gifted and Talented for fear of being regarded as a parent/carer 'who thinks they have a genius'. It is parents/carers, through observation of their child from the early years, who commonly spot the ability long before the child goes to school. Parents/carers can provide valuable insights into the strengths and issues of their son's/daughter's learning needs and should be consulted so that support offered in school can be maintained at home. A parent/carer may also have built up a portfolio of the child's out-of-school accomplishments. Schools may also find it useful to send out questionnaires to parents/carers of students who are in the process of being identified as Gifted and Talented. An example of a questionnaire is shown overleaf. (It might be useful for teachers to read through the questionnaire with the parent or carer to avoid misunderstandings).

NB. Schools should be aware that 'looked-after children' may have no such advocate. Schools should take extra care when following other methods of identification to ensure that these students are given a greater focus in order to redress the imbalance.

Figure 1: Parental Questionnaire

Parents'/Carers' QuestionnaireName of student: *Bethan*

Date of completion:

Class:

What does your son/daughter do really well?

Whatever Bethan sets her mind to, she does really well. If she is praised for her achievement then this spurs her on to do even better.

What single achievement do you think your son/daughter is proudest of?

Bethan has extremely high standards, but I think she's really satisfied when she makes other people happy, laugh or smile. She's also proud of her academic achievement.

What sort of people does your son/daughter most like to be with?

Bethan enjoys the company of most people - provided they are kind and do not ridicule others. She has friends of all ages, races and genders. She will listen to and share her views with most people.

What do your friends most admire in your son/daughter?

Bethan's ability to communicate and the way in which she can empathise with others, her sense of humour and her intelligence, and honesty and integrity.

What does your son/daughter most enjoy about school?

Bethan loves the social aspect of school - the fact that she has 'trustworthy' friends in her class. She enjoys most subjects but English, music and drama are her favourites. She likes to achieve and have a good and friendly relationship with teachers.

What aspect of schoolwork does your son/daughter most enjoy?

Participating in class - she's very verbal! She enjoys being actively involved (e.g. science experiments, drama, music). She likes art but finds it difficult to draw from life.

What does your son/daughter most like doing at home?

Reading, reading and more reading! She loves to make up adventure stories and design different costumes and plays. She has a vivid imagination. At the moment she's developing ideas for a book called 'The Zizzies'. She likes playing piano and teaching her friend to play piano.

What seems most important to your son/daughter at this time in his or her life?

Her friends and her academic status (she wants to stay in the top band at school).

Is there anything else which might help us identify your son's/daughter's particular gifts and talents?

If Bethan feels she may fail, then she is reluctant to try. She needs plenty of encouragement, people (including myself) sometimes expect the same 'high achievement standard' and forget to praise her. We're only human - but so is she and she's only eleven years old! If learning appears exciting to Bethan, then she loves to learn.

Like all children, if given an encouraging, relaxed and opportunity-rich environment, she will develop and expand her talents. I'm her mother and she leaves me dumbstruck a lot of the time, but I do try! If Bethan expresses a desire to learn about something in particular then I try to explore with her all the avenues to find out about what she is interested in. It's really important that she has new opportunities available to explore.

PS. I found the 'single achievement' question difficult because I couldn't think of one in particular.

After I had filled in the questionnaire I gave it to Bethan to read to see if she agreed or disagreed with anything I had written. She said 'It's cool, Mam, but you've spelled 'Zizzies' wrong - it should be 'Zizies'!!

When I asked Bethan about the single achievement question she said 'I don't know of a particular one because I've had so many'! She wasn't boasting - she just said it so matter of fact!

(Taken from Hymer and Michel 2002)

Peer Nomination

One form of identification that is often overlooked is peer nomination. Students in the classroom are very good at nominating Gifted and Talented students. One example of a peer nomination exercise takes the form of a game of make believe. Students are asked to imagine that they are stranded on a desert island and must name the classmate who would be the best organiser (leader, persuader), best judge (settles arguments, fair), fixer (improves things), inventor (invents, discovers), entertainer, etc (Jenkins, 1978). Teachers may need to take care to guide students with regard to the necessary criteria to be considered.

Self Nomination

This may be used with older students who are often more self-aware and know their capabilities. Each self nomination should be investigated, as it is important to be aware that in some cases underachievement may mask the presentation of abilities.

Nomination by Others

It is important to include as many people as possible in the identification process. This includes making contact through meetings and writing letters to organisations that work with groups from the school. For example, the following may all be able to provide valuable insights:

- scouting groups;
- local sporting clubs/teams;
- drama or music groups;
- after-school clubs;
- day-care facilities; and
- youth clubs.

This information can then be recorded in the school's registration systems.



Identification by Psychologists

Gifted and Talented students may be referred and identified by the educational psychology services. These services may also be useful in identifying dual exceptionality or underachieving students. They are also useful in a measuring of intelligence and aptitude in different areas.

Teacher Nomination

Teachers may become aware of the existence of a Gifted and Talented student in their classrooms through his/her performance on assessment tests or exams. They may become aware of a student's unusual approach to a problem or a student displaying aptitudes or behaviours beyond their years in any given subject. Careful recording and observation is recommended to determine the need for further investigation.

There are a number of recording methods to structure teacher observation. Teachers should be careful to pick one appropriate to the student's age and the circumstances of the observation. Initial observations, particularly with young children, could be completed using the 'Nebraska Starry Night' (Eyre, 1997), as shown in Figure 2 overleaf.

The Nebraska Starry Night should be used over a designated period, e.g. a week or a month. The amount of time needed depends on the age of the student and the amount of time the teacher spends with the student. During the designated period, as teachers spot a behaviour that fits on the map, they mark an 'X' in the relevant area. At the end of the designated time period, teachers use the map to decide whether further identification methods should be used.

This is useful with younger students but may also be useful where a teacher has a large, busy class and time is at a premium. This allows teachers to provide evidence when they suspect a student is Gifted and Talented. An alternative is the 'General Checklist for Identifying Gifted and Talented Students', as shown in Figure 3, pages 22-24 of this document.

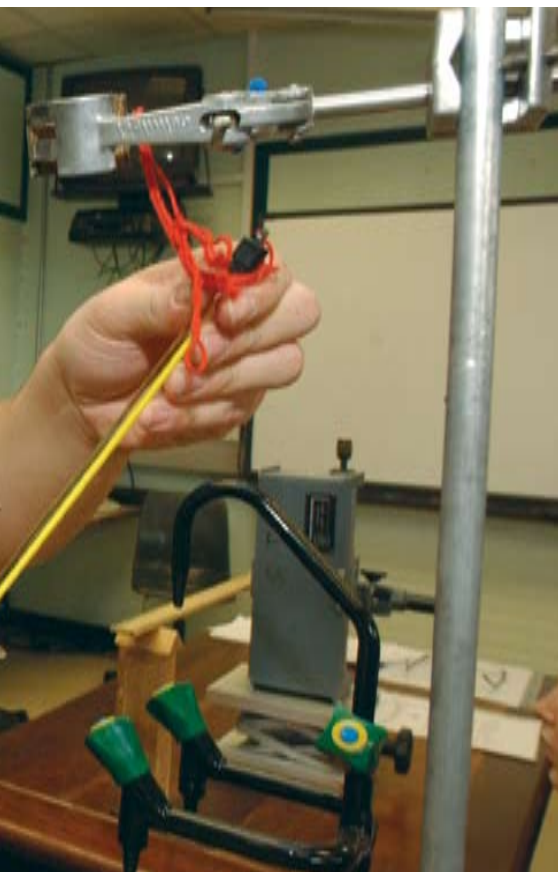


Figure 2: Nebraska Starry Night: Individual Record Sheet

Recognised by others
Sought out, seen as a resource, shows how, helps, attracts others (as magnet), responsive, admired

Engages
Initiates, directs/ leads, attracts, encourages, shows how, offers or extends instruction/help

Shares/Volunteers
Extends (to others), illustrates, connects/describes, explains/ instructs, helps/shows how, advises, encourages

Explores
Experiments, pretends, builds, designs, constructs, organises/ sorts, solves, plays

Observant
Notices, sees relation, connects/ associates/predicts, examines, distinguishes, determines (sees) difference (change)

Humour
Jokes, clever, original, notices/creates, spontaneous, reacts/ responds

Sensitive
Expressive/quick to tear, insightful, thoughtful, helpful, sympathetic/empathetic, anxious, self-aware, concern/care

Sees big picture
Recognises pattern, comprehends, associates, finds metaphor, predicts, analyses/theorises

Act hunger
Expressive, role play, show, exhibit, gesture, spontaneous, lead, announce, enthusiastic

Name

Date

Record X and date in the area for each behaviour event recorded.
Nebraska Starry Night: individual record sheet (Eyre 1997, p32-33)

Moving & doing

Demonstrates, constructs, looks/reacts, shows how or what, exhibits, non-verbal expressive

Vocabulary

Fluent, comprehends, express/ expressive, novel, associates/ connects, complex syntax, uses 'BIG' words

Knows

Comprehends/reasons, connects/associates, finds/ applies/uses, answers/ announces, explains, calculates/solves

Comet

Unexpected, extraordinary, extra-special, difficult to classify

Focus

Absorbed, diligent, concentrates, organised/sorts, insight, completes details

Independent

Works alone, self-directed, initiates, absorbed, diligent, concentrates, plans/pursues/ solves

Curious/Questions

Notices, examines, observes, seeks/asks, requests, has insight/ connects

Fantasy/Imagination

Invents, imitates, imagines, pretends, original construction, novel design

Imagery

(Uses) metaphors, detects symbolism, illustrates, artistic, clever, novel, original, expressive

Figure 3: General Checklist for Identifying Gifted and Talented Students

Gifted and Talented students may:

	possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial		show good insight into cause-effect relationships
	easily grasp underlying principles and need the minimum of explanation		quickly make generalisations and extract the relevant points from complex material
	have mental speeds faster than physical capabilities and so be often reluctant to write at length		prefer to talk rather than write and often talk at speed with fluency and expression
	be reluctant to practise skills already mastered, finding such practice futile		have exceptional curiosity and constantly want to know why
	be inventive and original when interested		ask searching questions, which tend to be unlike other students' questions
	often see the unusual rather than the conventional relationships		be able to pose problems and solve ingeniously
	display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas		read rapidly and retain what is read and can recall detail

	listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on		jump stages in learning and be often frustrated by having to fill in the stages missed
	leap from concrete examples to abstract rules and general principles		have quick absorption and recall of information, seem to need no revision and be impatient with repetition
	be keen and alert observers, note detail and be quick to see similarities and differences		see greater significance in a story or film and continue the story
	see problems quickly and take the initiative		have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word
	become absorbed for long periods when interested and may be impatient with interference or abrupt change		persists in completing activities when motivated
	often set very high personal standards – be perfectionists		be more than usually interested in ‘adult’ problems such as important issues in current affairs (local and world), evolution, justice, the universe etc
	be concerned to adapt and improve institutions, objects, systems (e.g. can be particularly critical of school)		be philosophical about everyday problems and common sense issues
	be perceptive in discussion about people’s motives, needs and frailties		daydream and seem lost in another world
	show sensitivity and react strongly to things causing distress or injustice		often take a leadership role

	empathise with others and be very understanding and sympathetic		be confident and competent
	express their own feelings		attribute ideas to others
	be self-effacing		reflect on their own performance
	give inventive responses to open-ended questions		have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings
	appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony		criticise constructively, even if sometimes argumentatively
	be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore		



Subject-Specific Checklists

While general checklists can be used to identify Gifted and Talented students across the curriculum, it is useful to identify students against subject-specific criteria, especially at post-primary level. This enables the school to identify those students who may be manifesting ability within one or more subjects and can indicate students who have strengths in particular intelligences rather than across the curriculum. These checklists are useful examples for refining teacher observation. They are by no means a fully comprehensive set of subject lists. It is anticipated that further detailed guidance will follow.

Mathematics

Gifted and Talented students:

	grasp the formal structure of a problem: can generate ideas for action		are able to generalise from examples
	recognise pattern: can specialise and make conjectures		are able to generalise approaches to problem-solving
	reason logically: can verify, justify and prove		use mathematical symbols as part of the thinking process
	think flexibly, adapting problem-solving approaches		may work backwards and forwards when solving a problem
	may leap stages in logical reasoning and think in abbreviated mathematical forms		remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning

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(Summary from: Roy Kennard *ibid*)

Adapted from: Eyre D and Lowe H (2002) (eds) *Curriculum Provision for the Gifted and Talented in the Secondary School*. London: David Fulton Publishers (A NACE/Fulton Publication)

Language – English and Irish

Gifted and Talented students:



	show close reading skills and attention to detail		show attention to spelling and meanings of words
	are sensitive to nuance of language use, use language precisely		cope well in dual-language medium
	have a well developed, sophisticated sense and appreciation of humour		have fluency and breadth of reading
	contribute incisive, critical responses, can analyse own work		show pleasure and involvement in experimenting with language
	are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'		analyse insights confidently and precisely when discussing their own and others' writing intentions
	approach writing tasks thoughtfully and with careful preparation		draw out relationships between different texts read
	are able to reflect on language and linguistic forms they encounter, having insight into their own abilities		are able to transfer skills across the curriculum
	show an interest in the Irish language around them		are keen to communicate with native speakers

Science

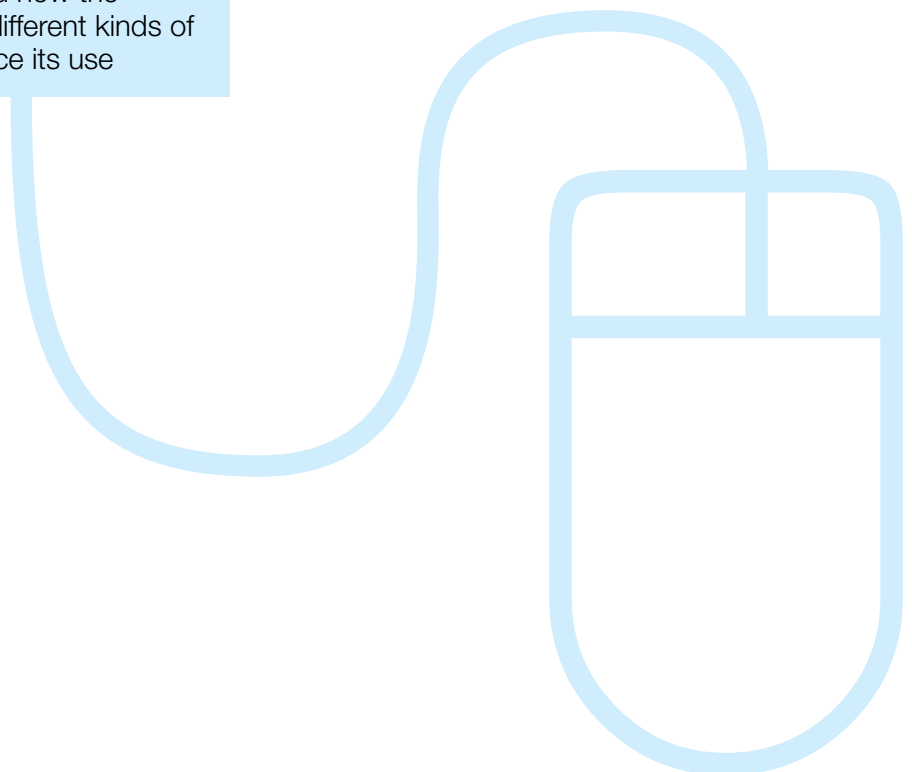
Gifted and Talented students:

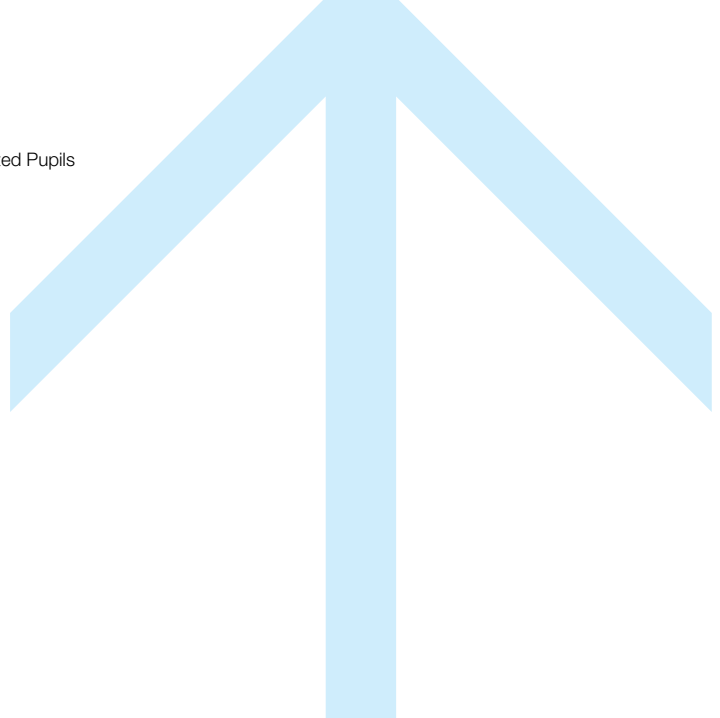
	recognise patterns and relationships in science data: can hypothesise based on valid evidence and draw conclusions		use subject vocabulary effectively in construction of abstract ideas
	are aware of how the context influences the interpretation of science content		think flexibly, generalise ideas and adapt problem-solving approaches
	recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate		are able to evaluate findings and think critically
	enjoy reasoning logically		

Information Technology

Gifted and Talented students:

<input type="checkbox"/>	use ICT hardware and software independently	<input type="checkbox"/>	use ICT to support their studies in other subjects
<input type="checkbox"/>	use ICT to solve problems	<input type="checkbox"/>	use their skills and knowledge of ICT to design information systems and suggest improvements to existing systems
<input type="checkbox"/>	consider the limitations of ICT tools and information sources	<input type="checkbox"/>	consider some of the social, economic and ethical issues raised by the use of ICT
<input type="checkbox"/>	consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use		

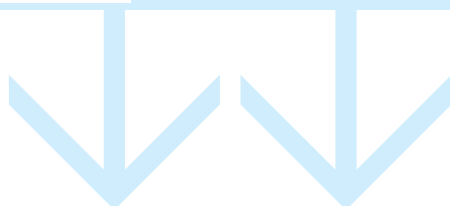




Geography

Gifted and Talented students:

	possess wide ranging general knowledge about the world		are enthusiastic observers of the of the world around them
	are intrigued by the workings of their own environments		enjoy identifying patterns and similarities in different contexts
	appreciate the relationships of different scales of environments		understand and begin to explain more complex interrelationships
	analyse confidently and draw conclusions		draw meaningful generalisations from detailed information
	appreciate varying viewpoints and attitudes		formulate opinions and use evidence to support their own viewpoint
	creatively design and interpret spatial representations		enjoy and can confidently use a wide range of visual resources including maps and photographs
	have good information processing skills		monitor and regulate personal work



Art

Gifted and Talented students:

	analyse and interpret their observations and present them creatively		draw on existing knowledge, make connections and draw on comparisons with others' work
	are enthusiastic and interested in the visual world		enjoy experimenting with materials and are able to go beyond the conventional
	can sustain concentration, constantly refining ideas		have confidence using a wide range of skills and techniques
	are quick to learn and transfer skills		

History

Gifted and Talented students:

	are able to set both new and previously acquired information in a chronological framework		make confident use of conventions which describe historical periods and the passing of time
	have a broad range of general and historical knowledge		show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one
	are aware of the provisional nature of knowledge		make imaginative links between the topics studied and with other subjects in the curriculum
	debate the significance of events, people and changes		are prepared to challenge interpretations
	use a range of historical sources, including complex and ambiguous ones, with confidence and perception		ask searching historical questions, engaging in increasingly independent historical enquiry and problem-solving exercises

BC:AD

give increasingly sophisticated reasons for the selection of sources

show a lively curiosity with regard to historical problems and debates

show determination and perseverance in investigating topics

select and use historical information to illuminate a narrative, support an argument or challenge an interpretation

sustain a line of argument, making well balanced judgements

use subject-specific vocabulary and terminology with accuracy and confidence

reach soundly based evaluations and conclusions based on considered use of evidence and are prepared to support them with reasoned argument

make suggestions which reflect independent thought concerning the connections, causes and consequences of historical events, situations and changes

Physical Education

Due to the wide range of sports and physical activities, it would be impossible to produce a checklist to cover all skills and abilities. Therefore, specific sports and physical activities will require their own differentiated and detailed checklists.

Gifted and Talented students:

<input type="checkbox"/>	use the body with confidence in differentiated, expressive and imaginative ways	<input type="checkbox"/>	are able to adapt, anticipate and make decisions
<input type="checkbox"/>	have a good sense of shape, space, direction and timing	<input type="checkbox"/>	have a good control of gross and fine body movements and can handle objects skilfully
<input type="checkbox"/>	produce a seamless fluency of movement with an intuitive feel for elegant movement	<input type="checkbox"/>	show a high level of understanding of principles of health-related exercise and their application in a variety of activities
<input type="checkbox"/>	are able to use technical terms effectively, accurately and fluently	<input type="checkbox"/>	are able to perform advanced skills and techniques and transfer skills between activities
<input type="checkbox"/>	are able to analyse and evaluate their own and others' work, using results to effect improvement	<input type="checkbox"/>	take the initiative, demonstrating leadership and independence of thought



Modern Foreign Languages

Gifted and Talented students:

	show an interest in and empathy for foreign cultures		are curious about how language 'works', its meaning and function
	recognise grammatical patterns and functions of words		are able to use technical vocabulary to discuss language
	use linguistic/non-linguistic clues to infer meaning		identify and memorise new sounds and 'chunks' of language
	are able to listen and to reproduce sound accurately		are flexible in thinking, showing flair, intuition and creativity
	extrapolate general rules from examples, can make connections		apply principles from a known language to the learning of new ones
	have effective communication strategies		



Music

(The following is a generic checklist. Specific musical activities require detailed and differentiated checklists.) Gifted and Talented students:

<input type="checkbox"/>	hear music 'in their head'	<input type="checkbox"/>	have a strong musical memory
<input type="checkbox"/>	demonstrate power of expression and skill beyond competency	<input type="checkbox"/>	are particularly sensitive to melody, timbre, rhythms and patterns
<input type="checkbox"/>	respond emotionally to sounds	<input type="checkbox"/>	demonstrate coherence and individuality in developing musical ideas
<input type="checkbox"/>	show a commitment to achieving excellence	<input type="checkbox"/>	have the motivation and dedication to persevere and practise



Religious Education

Gifted and Talented students:

	recognise and express personal feelings and empathise with others		are sensitive to social issues and concerned about equality
	construct and sustain a complex argument, integrating ideas from a number of sources		are able to think independently, to intervene appropriately and continue an argument
	raise questions and see relationships between questions		are able to reflect upon and integrate different kinds of knowledge
	appreciate the value system of others and defer judgement or conclusion		can use intuition and personal experience as shared learning with others



Design and Technologies

Gifted and Talented students:

	readily accept and discuss new ideas		link the familiar with the novel and see application in 2D or 3D
	conceptualise beyond the information given		transfer and adapt ideas from the familiar to a new problem
	identify the simple, elegant solution from complex, disorganised data		are able to represent ideas aesthetically in a variety of ways: visual, spatial, verbal, mathematical
	reflect and are constructively self-critical		independently research knowledge to solve problems
	demonstrate skillfulness and ingenuity in manufacturing skills and techniques		show awareness of social/ethical considerations (e.g. finite supplies of resources, sustainability)



Personal Development


Gifted and Talented students:

<input type="checkbox"/>	identify with the feelings of others	<input type="checkbox"/>	reflect on personal mistakes and rectify them
<input type="checkbox"/>	are self-confident	<input type="checkbox"/>	have self-control
<input type="checkbox"/>	are flexible and comfortable with change and novelty	<input type="checkbox"/>	use effective communication skills
<input type="checkbox"/>	build good relationships	<input type="checkbox"/>	are able to persuade and negotiate
<input type="checkbox"/>	work well collaboratively	<input type="checkbox"/>	lead and inspire others
<input type="checkbox"/>	are aware of social and environmental issues	<input type="checkbox"/>	enjoy community activities
<input type="checkbox"/>	are good in debate, discussion, role-play	<input type="checkbox"/>	display honesty and integrity
<input type="checkbox"/>	show initiative and persistence		



Drama

Gifted and Talented students:



<input type="checkbox"/>	have an ability to engage effectively with a role	<input type="checkbox"/>	demonstrate an expressive speech ability in the use of voice and accents
<input type="checkbox"/>	can confidently move and use gestures appropriate to character	<input type="checkbox"/>	are able to invent and sustain a role
<input type="checkbox"/>	confidently perform a scripted or improvised character to an audience	<input type="checkbox"/>	enjoy drama improvisation and/or mime and dance drama
<input type="checkbox"/>	have the ability to engage effectively with an audience	<input type="checkbox"/>	engage meaningfully with others in the performance of a play text
<input type="checkbox"/>	understand and enjoy the uses of the stage including design and technical effects	<input type="checkbox"/>	possess a wide range of knowledge about drama and theatre
<input type="checkbox"/>	are able to discuss and have personal opinions about drama/theatre productions	<input type="checkbox"/>	reflect on the use of language in a play text
<input type="checkbox"/>	have the ability and vision to realise a text from 'page to stage'		



School-Wide Identification Processes

Identification should be an on-going process, feeding directly into the planning of provision for students. It will also need to feed into the annual review of policy and practice and be an integral part of the wider school improvement cycle. Schools may wish to bear in mind the six principles (Advocacy, Defensibility, Equity, Pluralism, Comprehensiveness, Pragmatism) discussed on page 12 when creating an identification system. The flow chart shows how this might happen. See also page 47 for more information on developing a Gifted and Talented Register.

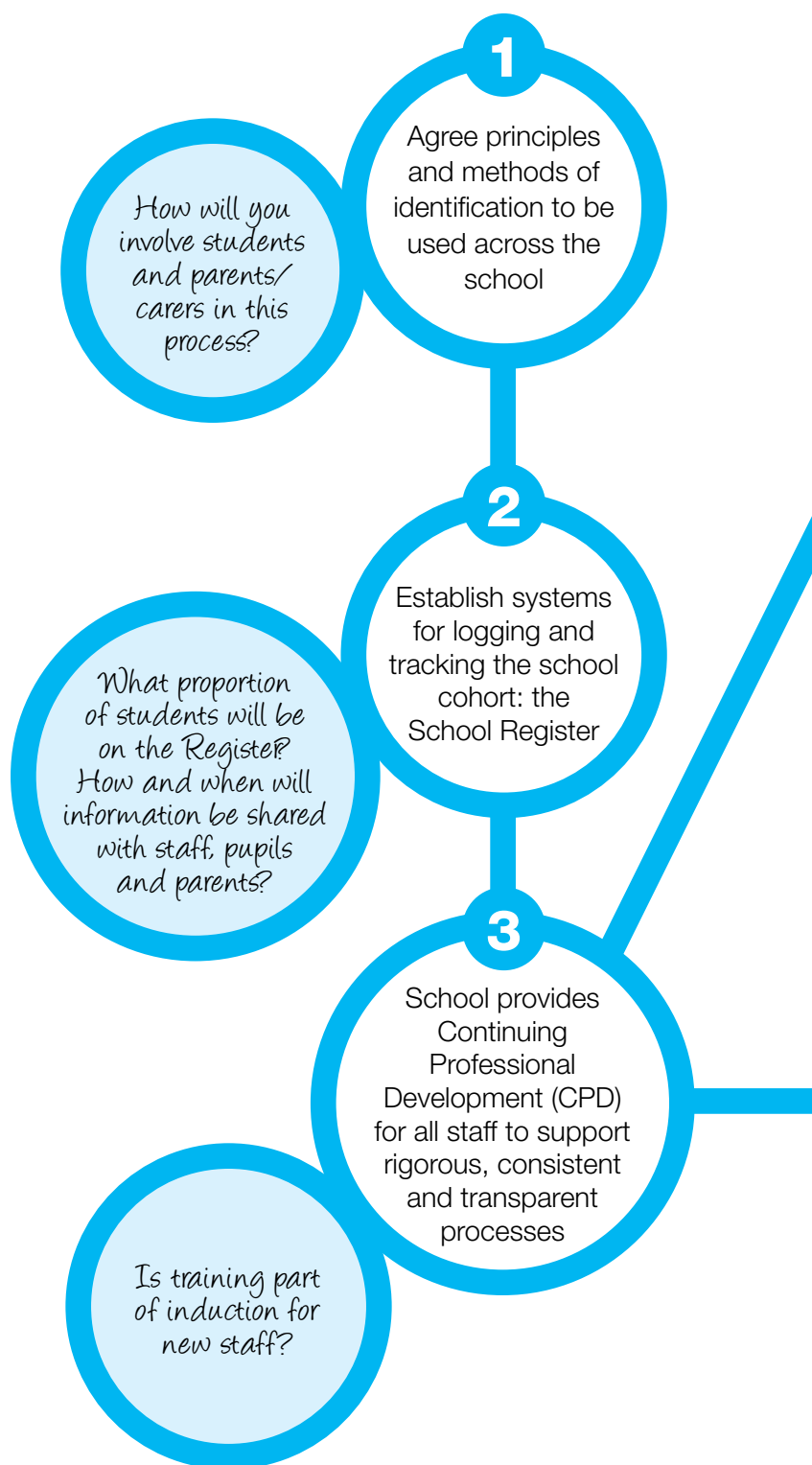
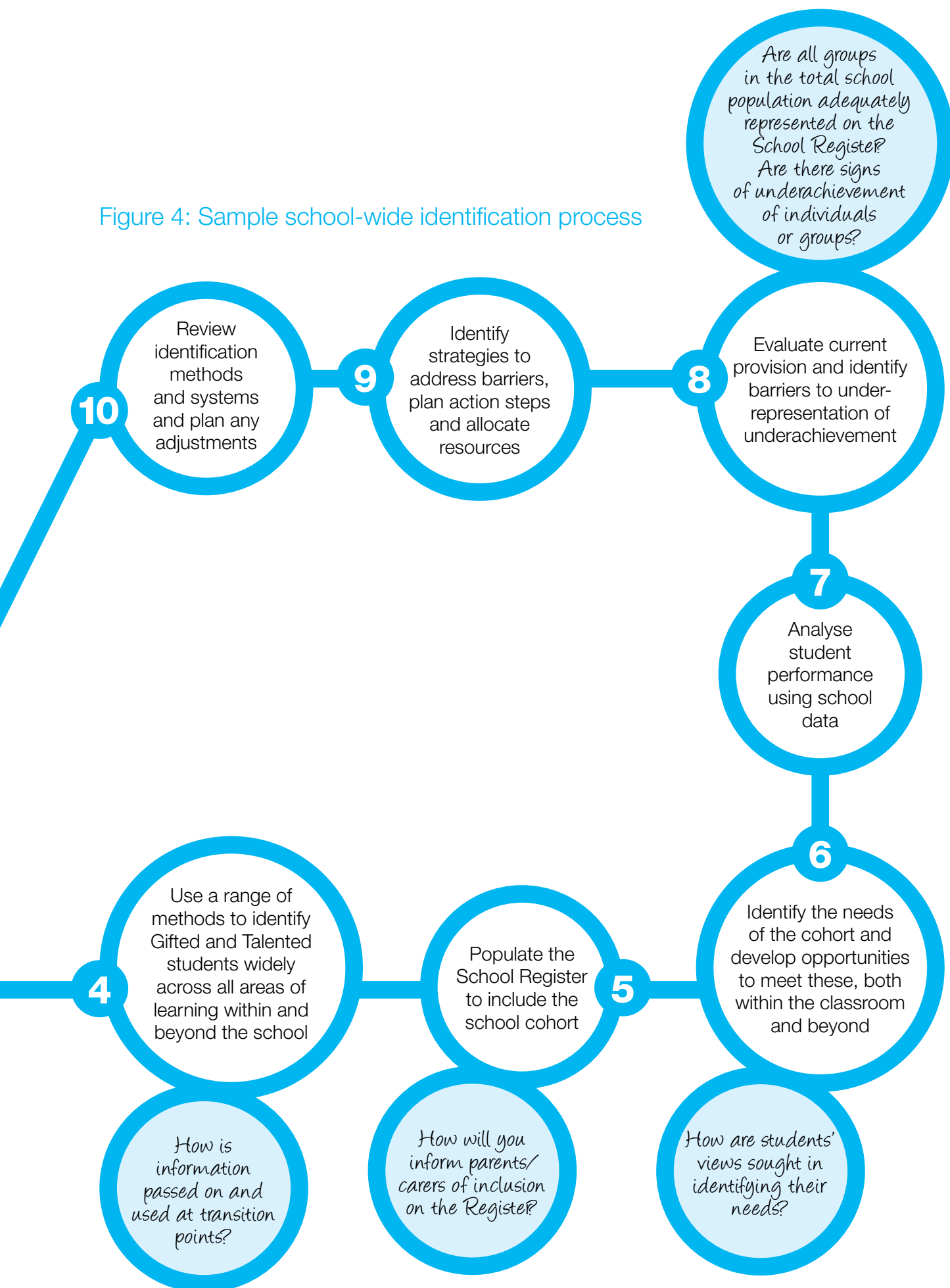


Figure 4: Sample school-wide identification process



3

Whole-school strategies

Developing an environment to support children with Gifts and Talents

This section summarises the main points about various organisational strategies which may be used by nursery, primary and post-primary schools. The key to effective organisation is to maintain sufficient flexibility to allow adjustments to be made in the light of students' specific needs.



School Leadership Responsibilities

The principal and senior management team (in small schools, the whole school team) have a key role to play in raising the profile of Gifted and Talented students in the school. The needs of Gifted and Talented students may need to be considered as an integral part of all whole school and subject policies and development plans.

The co-ordination of practice and provision for Gifted and Talented students could be strengthened by having a nominated member of staff (referred to in this document as the Responsible Teacher) as a 'champion'. The Responsible Teacher would require support from senior managers to meet responsibilities effectively. Such responsibilities may include:

- leading the implementation of whole-school policy;
- liaising with subject colleagues

- to raise awareness of the needs of Gifted and Talented students and to plan for enrichment and extension;
- identifying Gifted and Talented students and sharing information with colleagues;
- developing their own expertise and leading or arranging professional development for others;
- linking with partner schools to ensure effective transition of Gifted and Talented students;
- liaising with parents and outside agencies, including statutory organisations;
- overseeing resources; and
- monitoring and reporting regularly to the principal and governors.

The governing body, together with senior managers, may need to consider the effectiveness of school policy and practice for Gifted and Talented students. This could include areas such

as staff development and the involvement of parents/carers. The school would need to report to the governors on a regular basis, and this may be helped by nominating one governor to oversee policy and provision for Gifted and Talented students.

Auditing Current Practice

A school audit is an excellent first tool which the school can use to record the current methods used to support the work of Gifted and Talented students. An exemplar audit form for school management follows:

Exemplar Gifted and Talented Audit Form

Audit	Yes	Sometimes	No
The school has identified a teacher who leads Gifted and Talented			
The policy is written and shared with all staff and governors			
All staff, including classroom assistants, are aware of the school policy and practice for Gifted and Talented students			
Teachers know who the Gifted and Talented students are in their class or classes and are aware of the range of their abilities			
Subject policies or departmental handbooks include guidelines for staff working with Gifted and Talented students			
Lesson content is differentiated to take account of the needs of the Gifted and Talented			
Teachers use a variety of forms of differentiation in their teaching			
High expectations are set for Gifted and Talented students			
Gifted and Talented students are grouped together for specific subjects (e.g. maths) or activities as appropriate			
Lesson pace geared to take account of the rapid progress of Gifted and Talented students			
Gifted and Talented students are given extra time to extend or complete work when required			
The teacher liaises with the subject co-ordinator or Head of Department in instances where the student is providing a challenge in terms of their educational requirements			
Gifted and Talented students are moved into another class (of older students) for some or all work if their needs cannot be met in their normal class			
Homework is challenging for Gifted and Talented students			
Specific homework is set for Gifted and Talented students			
Gifted and Talented students' progress is monitored and recorded by staff			
Continuing personal development includes a focus on the needs of the Gifted and Talented			
Additional extra-curricular opportunities are provided after school or during lunch-times in academic, creative and sporting activities			
The school or departmental Gifted and Talented policy, practice and routines are kept up-to-date			

Policies

It is desirable to have a whole-school policy for the education of Gifted and Talented students. This will help to guide staff towards a consistent and effective approach. It will also ensure that parents, allied professionals and new and temporary staff all have a clear idea of the service the school hopes to provide. A sample policy is included in Appendix III.

The School Register

Having gathered all relevant information about the Gifted and Talented students in the school, it will be important to keep a register so that staff and parents know who these students are, what action the school is taking and how progress is reviewed. Relevant information can be transferred by class teachers to class records and the

register kept centrally, possibly electronically, so that all who need access to it have it.

It is vitally important that staff, the nominated governor, students and parents are kept fully informed of the identification and registration process throughout.

New students will be added to the register as they are recognised by staff, and some students will be taken off once the staff decide they need different provision.

The three exemplar documents in Appendix IV show different methods of recording the names and abilities of students. They include simple subject lists and individual student registration forms. Schools may need to choose (or adapt) an appropriate form to suit their needs.



School Organisational Strategies

Mixed ability classes and 'settings' are the arrangements generally used to cater for the different needs of all students. However, although setting as a form of organisation groups students more narrowly, carefully planned differentiation is still needed. (See Section 4, pages 52-54)

Mixed Ability Classes or Groups

Students need to learn how to work together: how to appreciate each others' strengths and support each others' needs. Gifted and Talented students can contribute ideas to stimulate debate and discussion, but they can also learn that other students have valuable ideas to contribute. However, if learning is not differentiated, the Gifted and Talented students may coast, feel frustrated and repeat work they have already mastered.

Setting

Gifted and Talented students need the challenge of working with others of similar interests and abilities. Setting students for some subjects does make it easier for the teachers to develop a faster pace, or to work in greater depth and breadth, with opportunities for reflection and independent thought. However, sets tend to remain fixed, and it is difficult to retain the flexibility that enables students to move between groups when they demonstrate progress.

The forms of organisation that follow may be used specifically to meet the needs of Gifted and Talented students. However, these also require consideration of individual differences, particularly in terms of learning styles and motivation.

Working With Older Students for Some Subjects

Some Gifted and Talented students are so advanced in a particular subject (often mathematics) that they need the intellectual challenge of older students for some of the time. A school ethos which celebrates all students' abilities can accommodate this level of flexibility without making such an arrangement seem 'unusual'. However, younger students need the emotional maturity to cope in an older group, and the older students need the maturity to accept this arrangement.

As stated on page 78, this arrangement will be more readily accepted by all students if the school has an ethos of individualised timetables.

Acceleration

Sometimes, moving a student permanently to an older year group can alleviate the problems of slow pace and frustration experienced by some Gifted and Talented students. However, this needs to be accomplished at an early stage so that the students can form friendship groups. The student needs to be physically, emotionally and socially well-developed and must remain with the same peer group during the move from primary to post-primary school. It must also be emphasised that acceleration by one year does not completely meet the intellectual needs of Gifted and Talented students.

Compacting

Compacting describes a strategy whereby students can move more quickly through the programmes of study, including core work, in order to move on to more advanced work earlier. There are benefits to this practice if a student then uses the acquired skills to work in greater depth and breadth on problem-solving activities. However, there is little merit if the student merely skates through narrow content in order to take a public examination early.

Target Grouping

Target grouping means that in each topic of work to be covered, teachers audit what students already know. They allow certain students to skip core work and move straight into extension tasks. From time to time, these students can share their research and new knowledge with the rest of the class.

Extended Provision

Schools may wish to consider forming clusters to make provision for Gifted and Talented students. Links with the local community can provide opportunities for educational enhancement. Local adults may be willing to offer lessons or talks on their area of expertise. (Please be aware of child protection issues when considering these types of initiatives.)

Schools may also consider other schemes such as the Open University's Young Applicants for Schools and Colleges Scheme (YASS). This scheme allows school students to study university modules while remaining within their current educational setting. Similarly, pupils who are talented at sports may be put forward to Sport Northern Ireland's Regional Development Squad Programme. Other

programmes may be available for a range of gifts and talents, and schools should enquire with local agencies and their CASS service.

Summary

There is no one right way to group students in order to maximise their learning opportunities; each organisational strategy has its merits and pitfalls. However, if the ethos of the school demonstrates that all students are valued and a wide variety of achievements celebrated, then it becomes educationally and socially equitable to group students in different ways for different purposes. Schools may need to monitor the effectiveness of various student groupings and ensure that there is sufficient flexibility to move students if and when necessary.

4

Classroom strategies

Schools can support Gifted and Talented students to make the maximum progress in their classroom by implementing the policies, practices and strategies outlined in other sections.



In addition, the subject or class teacher may need to:

- be aware of the school policy and practice for Gifted and Talented pupils;
- refer to subject policy guidance on working with Gifted and Talented pupils;
- liaise with subject co-ordinators where necessary;
- use a variety of forms of differentiation in their teaching;
- plan for the use of higher order learning skills in their teaching;
- consider and plan for different learning styles;
- set high expectations for the Gifted and Talented pupils;
- consider early examination entry;
- group Gifted and Talented pupils together for specific subjects or activities;
- pace lessons to take account of the rapid progress of some Gifted and Talented pupils;
- give time for Gifted and Talented pupils to extend or complete work if they need it;
- move Gifted and Talented pupils into another class (of older pupils) for some or all work, if their needs cannot be met in their normal class;
- set homework which is challenging for Gifted and Talented pupils;
- monitor and record the progress of Gifted and Talented pupils; and
- undertake lesson observations which monitor the progress and attainment of Gifted and Talented pupils.

This information may also be used as a checklist, which the school and teachers can use as an audit of current practice.

It should be noted that good practice for Gifted and Talented students is also good practice for all students and can raise standards throughout the school.

Differentiation

In most cases, the needs of Gifted and Talented students are best delivered as part of the differentiated classroom provision. There are a number of ways that work can be differentiated, and this should normally be included at the planning stage.

Differentiation can be planned for and organised in the classroom in many ways:

By Task

A variety of tasks are set which relate to the same activity. Gifted and Talented pupils can begin at a higher level, miss the first activities or move through the work at an increased rate. This may also mean missing out some of the work.

By Outcome

The same content, material, stimulus or task is used for all the pupils in the class. This works at its best when the outcome of the work is not prescribed or the task is open-ended.

Benefits

Gifted and Talented pupils can make rapid progress and work can be better matched to their abilities while less able pupils can also make appropriate progress. The tasks can be phased so those Gifted and Talented pupils move on to increasingly more difficult work.

Benefits

Different outcomes can be sought so that Gifted and Talented pupils can extend their thinking. The class can work as individuals or in groups.

By Resource

Different types of materials are provided to different members of the class. All the class might be answering the same questions or researching the same information, but the resources used will be matched to ability. Less demanding work may have less dense text with more illustrations. More demanding resources may have more dense text and a richer, more complex structure. Gifted and Talented pupils can use more demanding word banks, data files or image banks.

Benefits

Gifted and Talented pupils can research the ideas in greater depth and their thinking skills will be extended. Less able pupils will be able to achieve at a similar level, as they have less complex resources.

By Dialogue

The most regularly used form of differentiation is by dialogue. The Gifted and Talented pupils often only need to have a basic outline of the work explained to them. This can be a quite sophisticated explanation which sets high expectations and assumes high levels of understanding. Less able pupils will need a full explanation with more detailed examples and perhaps even further illustration of the ideas and expectations. The use of targeted questioning to elicit a range of different responses, including high-level responses from able pupils and small group discussions, can also raise the challenge.

Benefits

Gifted and Talented pupils can make more progress by being encouraged to develop a higher level of understanding and moving on to more demanding tasks as soon as they are ready. Differentiated language is used by the teacher to challenge the thinking of the Gifted and Talented and to increase the level of thinking and discussion.

By Pace

Some Gifted and Talented pupils thrive when asked to work at a fast pace, as they do not need all the small steps to be explained. They can deduce for themselves the next step in a process. They are often able to achieve complex tasks quickly and like to move rapidly through the early stages. In contrast, there are occasions when Gifted and Talented pupils actually work more slowly and painstakingly produce work of greater length, detail or complexity. This is often the case in creative or imaginative work.

Benefits

When asked to work at pace, some Gifted and Talented pupils move onto high-level work quickly and, therefore, stretch their abilities. In contrast, by allowing more time they may achieve increased levels of attainment and more highly 'finished' or inventive outcomes.

By Support

All pupils need an equal amount of support from the teacher. For Gifted and Talented pupils, it is the nature of the support that should be varied. The support time available to Gifted and Talented pupils may well be used to question the pupil, to encourage them to explore ideas more deeply, to introduce alternative ways of approaching the work or to explore extension into ICT systems.

Benefits

The work of teachers is better targeted to individual needs and will increase the level of interaction.

By Choice

Given the opportunity to select work for themselves, pupils can choose activities that they find more interesting and that match their abilities. Pupils can be given an opportunity to select from a range of starting points, materials, subjects or processes. They may also choose to extend or adapt the set work themselves.

Benefits

Gifted and Talented pupils can make choices and work with ideas that are well matched to their interests, enthusiasms and abilities.





Higher Order Learning Skills: Bloom's Taxonomy

In order for teachers to meet the diversity of learning needs of Gifted and Talented students, a flexible approach to thinking about teaching and learning is desirable. This section explores two other frameworks for thinking about teaching and learning in the context of Gifted and Talented students. Bloom's Revised Taxonomy of Educational Objectives (Anderson & Krathwohl, 2001) is outlined to suggest ways in which learning skills can be embedded into increasingly complex content for Gifted and

Talented students. Likewise, Howard Gardner's (1999) model of Multiple Intelligences is used to suggest ways teachers can observe students in a wide range of activities, using different aspects of intelligence across the curriculum.

The diagram below gives a basis for use in lessons. Teachers could refer to this when considering how their schemes of work and lesson plans meet the needs of the Gifted and Talented.



The taxonomy is made up of the following:



Remembering

Pupils need to know and recall certain things as a basis for action.

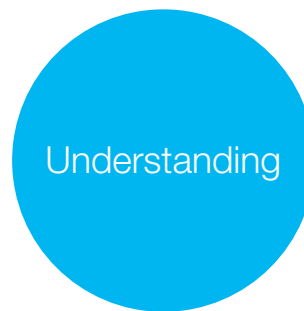
No one can think in a vacuum; there is a core of relevant factual knowledge and theories that pupils need in order to begin thinking. To do this efficiently, they need to acquire and use a range of research skills and basic subject skills such as procedures in mathematics and science and technical skills in literacy, art and ICT.

Given practice of asking the right questions, pupils will learn the criteria for good questions and be able to select relevant facts.

Pupils need to present ideas using a diverse range of efficient recording and communication skills. To support their learning, they need demonstration and examples, practice and opportunities to share with others.

Remembering is involved in activities that ask:

- What happened when...?
- Make a list...
- Write an account...
- Make a summary...



Understanding

Pupils need to use higher order understanding skills.

The lower order understanding tasks include: paraphrasing, explaining and selecting relevant information to answer a question.

However, Gifted and Talented pupils need to use higher order understanding skills. They need to learn how to interpret knowledge by presenting a new perspective, comparing and contrasting data and viewpoints, re-ordering information and examining consequences.

Higher order understanding is shown through activities such as:

- Write a summary of the main points...
- Explain why that happened...
- Discuss this from the point of view of...
- What are the similarities between...?
- Explain the differences between...
- What would have happened if...?
- How would this affect...?
- Why did... react in this way...?
- What were the results of this...?

**Applying**

Pupils use knowledge to solve a problem.

Pupils need to manipulate or construct something using their new knowledge, to reproduce in a different format, to apply to a similar situation, to build a model, to illustrate, or to apply to an example.

Applying knowledge involves the following activities:

- How would you use this to...?
- How does this rule apply...?
- How can you use what you have learned to solve this...?
- Does the same principle apply in this...?
- What else do you know that would apply...?
- Is this the same kind of...?
- Construct a diagram to show...
- Conduct an experiment to prove...
- Paint a picture to show...

**Analysing**

Pupils need to understand relationships and patterns.

Pupils need to fit the pieces of the 'jigsaw' into a whole; they need to identify connections, patterns, sequences and themes. They need to see the 'big picture' and to be aware of how 'the bits' they are learning are contributing to a coherent plan.

Analysis can be shown through activities such as:

- In what ways are they the same/different/better/worse...?
- What was the overall plan...?
- How do the elements combine...?
- Discuss why the causes had inevitable consequences...
- What is the general rule...?
- Explore the possible future consequences...

**Evaluating**

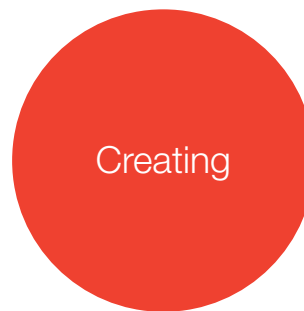
Pupils need to make decisions and judgements.

Impulsive decisions and actions that cannot be justified usually result from bias, prejudice and woolly thinking. Pupils can be taught how to balance decisions against reason and evidence.

Evaluation can be developed by asking students:

- How do you know...?
- On what grounds can you justify...?
- What is the evidence...?
- Why would you make that decision...?
- What are the arguments for and against...?
- Why do you believe...?
- Did... have a valid case...?
- Draw a conclusion giving reasons...

Although the range of higher order learning skills increases in complexity as pupils develop greater knowledge and maturity, even younger pupils can use the full range of higher order learning skills.

**Creating**

Pupils need to create something new with the knowledge and skills they learn.

Knowledge lies in a stagnant pool unless it is used for thinking and action. If all learning is merely the acquisition of other people's knowledge, then nothing new is created.

Pupils need to design, invent, imagine, change, and improve.

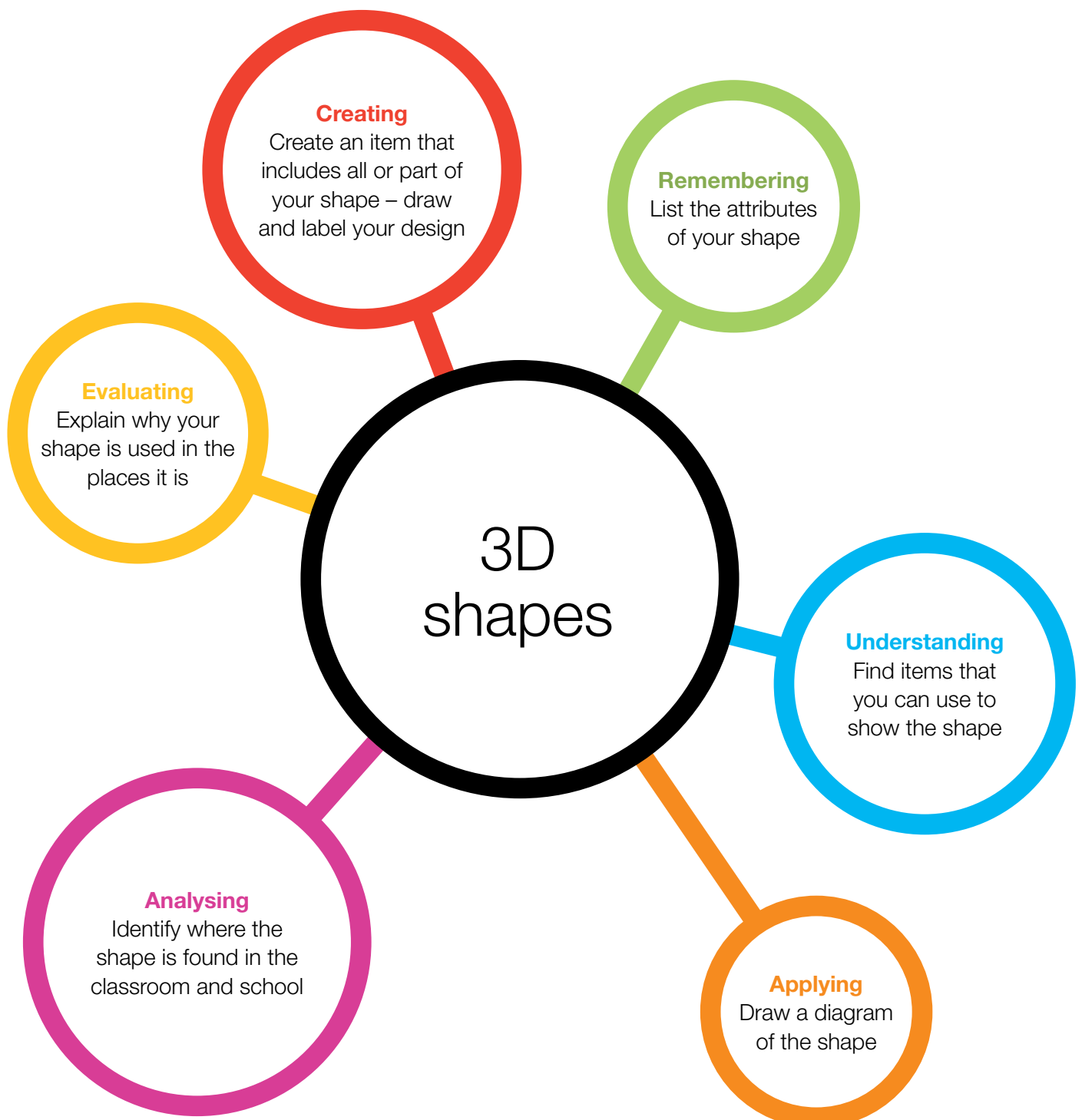
Synthesis is shown in activities which ask:

- Do you agree with...?
- How would you change...?
- What would happen if...?
- Is there another way...?
- Is there another conclusion...?
- In how many ways can you...?

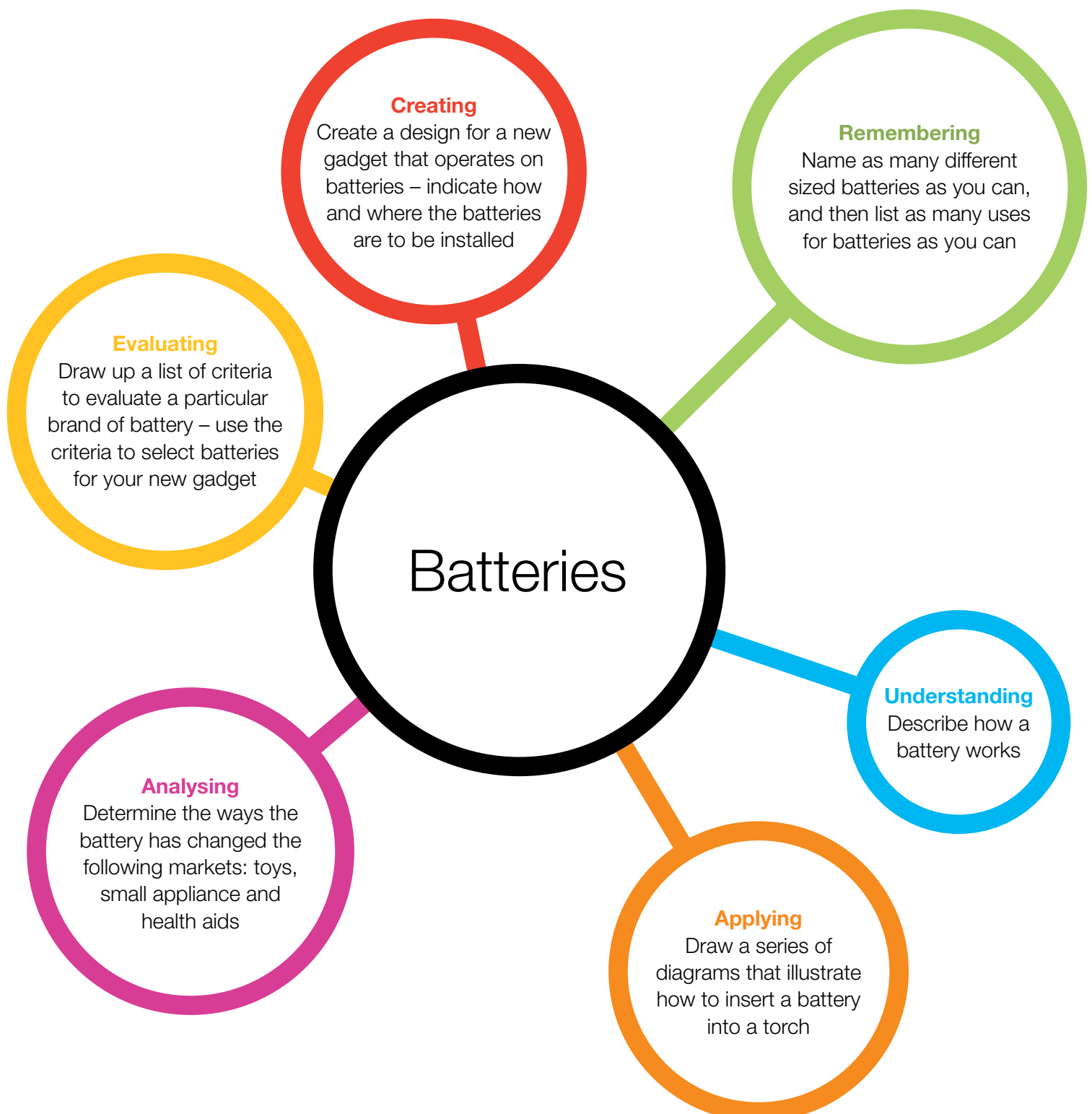
The example below uses the story of 'The Three Bears' to develop higher order learning skills:



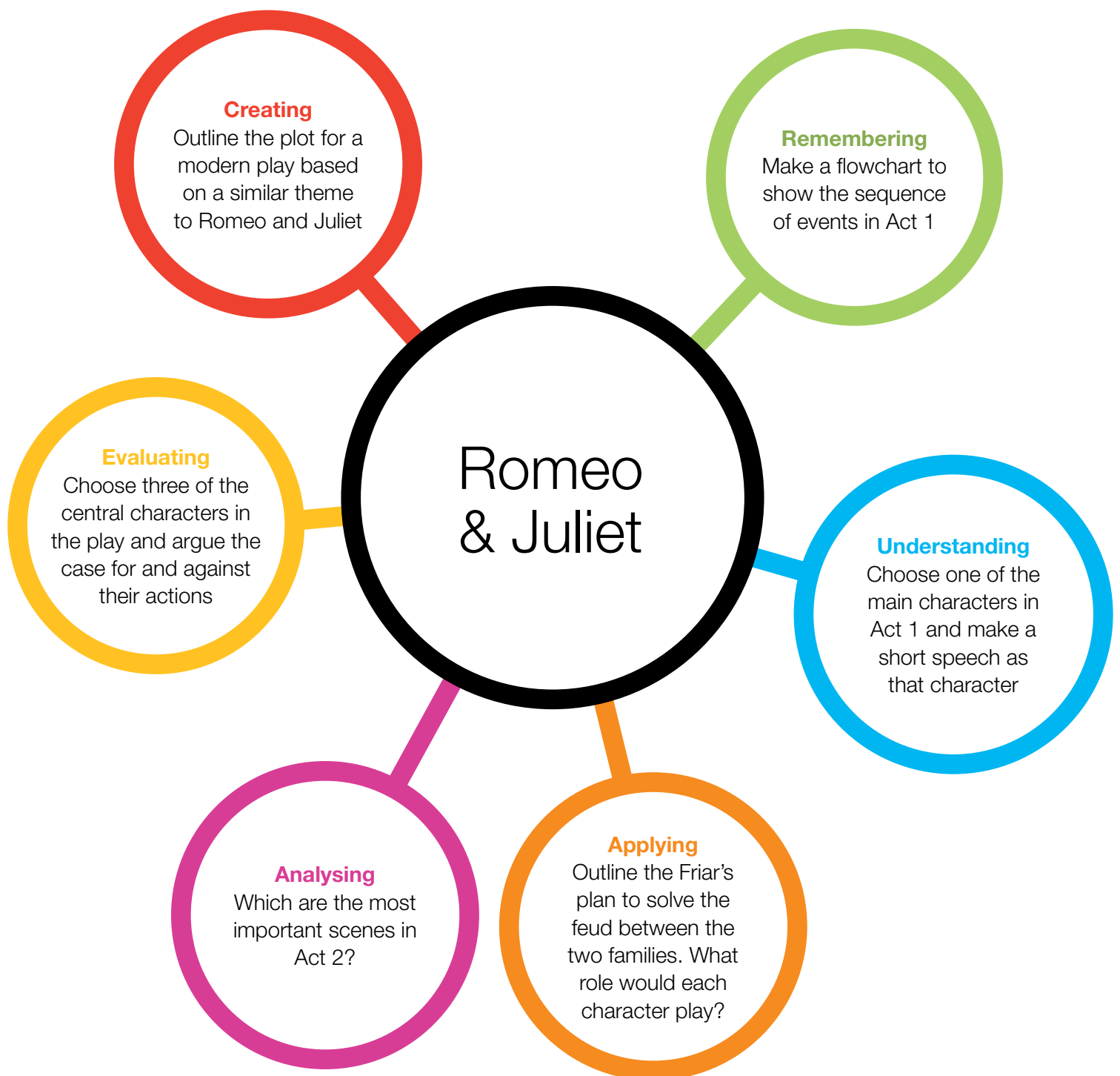
This example shows the use of Bloom's Taxonomy when studying 3D shapes:



This is an example of Bloom's Taxonomy and its use in science:



The example below illustrates how activities based on *Romeo and Juliet* can develop higher order learning skills for older students:





Multiple Intelligences (Gardner 1999)

Although it is important for students to be involved in deciding which intelligences are their dominant ones, it is important that teachers carefully observe students in a wide range of activities. By using this method, student preference and teacher observation are combined and can be used jointly to plan suitable learning activities. While celebrating student strengths, it is equally important to develop all the intelligences across the curriculum.

The strategy, suggested for each intelligence, is a starting point for teachers. It would be useful to develop suitable ideas appropriate to the student's age and the subject being taught.

Linguistic Intelligence

The pupil

- has an extensive vocabulary;
- uses words creatively and intuitively;
- is sensitive to shades of meaning;
- is sensitive to the sounds and musicality of words;
- has mastery of and can play with structure;
- has awareness of the different purposes of language; and
- can use language to persuade and to process information;
- Can reflect on personal use of language.

Example of Teaching Strategy

Re-write an episode from history as a drama



Naturalist Intelligence

The pupil:

- is interested in flora and fauna;
- notes fine detail and can classify precisely;
- shows keen awareness of the natural environment; and
- can distinguish between and understand relationships.

Example of Teaching Strategy

Investigate where the 'Golden Ratio' and the Fibonacci series appear in nature.

Musical Intelligence

The pupil:

- can hear music 'in their head';
- is sensitive to melody, tones, rhythms and patterns;
- is intuitively aware of forms and movements;
- can respond emotionally to sounds;
- has a strong musical memory; and
- can play with musical patterns.

Example of Teaching Strategy

Learn facts and formulae by putting them to a tune.



Visual/spatial Intelligence

The pupil:

- has accurate visual memory of form and shape;
- can manipulate and transform visual information;
- can produce creative visual imagery;
- is intuitively aware of spatial display;
- can think in spatial patterns; and
- has a good memory for 3D shapes.

Example of Teaching Strategy

Use mind-maps to sum up the information in a topic.

Bodily-Kinaesthetic Intelligence

The pupil:

- can use their body in differentiated, expressive and skilled ways;
- has good control of gross and fine body movements;
- can handle objects skilfully;
- has an accurate sense of timing and direction;
- produces a seamless fluency of movement; and
- has an intuitive feel for movement.

Example of Teaching Strategy

Learn directions by being a 'human compass' on a giant map in the playground.



Logical-Mathematical (Scientific) Intelligence

The pupil:

- can group and construct complex sets easily;
- internalises and manipulates mathematical or scientific concepts;
- can hypothesise and infer consequences;
- can manipulate symbols;
- grasps the steps in reasoning;
- appreciates and creates patterns; and
- can see the solution intuitively.

Example of Teaching Strategy

Analyse the construction of language in a poem.

Intra-Personal Intelligence

The pupil:

- has a positive sense of self-worth;
- can reflect on and modify personal feelings, thoughts and values;
- has a deep awareness of and insight into their own personal inner world;
- has a strong intuitive capacity in decision-making; and
- is autonomous, integrated and self-actualised.

Example of Teaching Strategy

Individual research, followed by a presentation to the class on an aspect of a current topic

Inter-Personal Intelligence

The pupil:

- has understanding of and empathy with others;
- is aware of and concerned with universal social issues;
- can influence, inspire and persuade others;
- is accepting, understanding and forgiving of human frailties; and
- understands human motivation.

Example of Teaching Strategy

Leader's role in group work

5

Gender and Giftedness

Gifted and Talented girls and boys face distinct challenges as they navigate through their educational career. This is due to the different expectations that our society and culture places on each gender. Teachers respond differently to boys and girls in classroom situations; male and female peer groups have their own social dynamics, and career roles and aspirations for each gender can be affected by parental expectations, economic ideals and cultural norms. Despite the strides made in removing gender inequality, it is still a large factor in shaping the social and emotional development and academic successes of Gifted and Talented students.



Early Developmental Differences between Gifted and Talented Girls and Boys

Girls

High ability is often evident in girls at an earlier age because Gifted and Talented girls are more likely to show developmental advancement in a variety of areas (Silverman, 1986).

Gifted and Talented girls are likely to speak, read and write earlier than Gifted and Talented boys.

Gifted and Talented girls may be less physically competent than Gifted and Talented boys in general. (Chan, 1988)

Boys

Gifted and Talented boys are likely to have earlier large muscle development and therefore are more active and physically competent than Gifted and Talented girls. (Kerr & Cohn, 2001)

They are likely to be less advanced in language development than Gifted and Talented girls.

They are less likely to be precocious readers. (Silverman, 1986)

Specific Challenges Facing Young Children

Young boys

Young boys must deal with the tests of underachievement, boredom and accepting female leadership. Gifted and Talented young boys often begin to show underachievement patterns three or four years into their school careers. Productivity drops and teachers note a lack of interest and disengagement from the class. There are a number of gender-related explanations for this. Firstly, as the student matures, teasing related to their good grades becomes more intense. Previously, work was easy and getting good grades enjoyable. However, the cost of achievement rises as it attracts unwelcome attention, and eventually tolerating frustration from parents and teachers over unfinished work is preferable to enduring bullying or teasing from classmates. Secondly, by middle childhood girls are asserting themselves more in the classroom. Society at large gives boys few positive models for working under female leaders, and so boys may respond with passivity to challenge in the classroom. For young boys, playing with girls is considered a low-status activity (Kerr, n.d.), and they may cope with forced association with girls by withdrawing altogether. Lastly, underachievement is a young boy's way of asserting his individuality and showing independence. The masculine stereotype suggests that he should show that he makes his own decisions, even if these conflict with the wishes of his parents and teacher. This may be particularly pertinent where the young boy is already being teased by peers for his ability.

Boredom in young Gifted and Talented boys usually comes to the attention of a teacher sooner than in girls. Boys who are bored are more likely to disrupt or distract other students, fidget for stimulation or answer out of turn in order to maximise the amount of attention they

get. Gifted and Talented boys - especially those who have been held back from early school entry - at first can enjoy performing well academically and take pleasure from being top of the class. However, this loses its lustre if they feel they are never presented with a challenge where they can truly prove themselves and test their limits. It is preferable to daydream, draw elaborate pictures, write stories in the back of their books, or disturb the class by being a joker than submit to a page of maths or comprehension questions that they know they can answer perfectly well without too much effort.

Strategies

Efforts should be made to promote a learning culture among the boys in the school. Offering 'boy friendly' topics is a pre-requisite for providing an intrinsic motivation to learn.

It would also be invaluable to provide stable and effective male role models. These role models could be in the form of teachers or classroom assistants, but where that is not possible, links with groups in the community may be useful.

These boys need flexible and stimulating learning experiences and the opportunity for independent learning that is more appropriate to their ability.

They should be encouraged to undertake open-ended projects with more complex topics, more advanced reading, and exercises that require more challenges to higher-order thinking skills than would be expected of their peers.

Confrontation could be avoided by offering male students choices, that allow them to select learning without losing the respect of their peers. This can be achieved by judicious selection of the name for the current class topic, a simple action

that so many teachers already use. For example, rather than calling a topic on pets 'Fluffy Friends', call it 'The Beast in my House'.

Turn the time-wasting activities into an educational exercise. Set them challenges:

Write a joke that has twenty seven words and does not include the letter 'a'.

Draw a design of a football stadium that can cater for families, groups of teenagers and people in wheelchairs; is safe for players and spectators; and can also be used for a new sport which the pupil must invent. The design must be labelled and have a fifty word description.

Plan a new computer game. It must not be violent or have weapons in it. It must have an option for using for one or two players. It must not be a copy of any current game. Draw a storyboard showing the screens that will be used.

Plan a blog on your favourite television programme. Someone who has never seen the programme should be able to understand what it is about. All main characters should be named and a short description given. The blog must have at least six entries and must include a picture. (Hint: You can find pictures on the Internet.)

A boy from another planet is coming to stay in your home for a week. You have £500 and the use of the Internet, plan the necessities you will need to make their visit comfortable and fun. Don't forget that you will need to provide the boy with somewhere to sleep and food to eat as well as entertainment. As he is not from Earth, his needs may be different to ours. Explain these needs (perhaps you have to buy him different air to breathe), and describe how you will meet the needs. Don't forget to keep within your budget!



Young Girls

From the very beginning we encourage girls to be more passive, nurturing and accepting. We expect them to enjoy quieter games and to be more cautious when it comes to taking risks (Clark, 1992). Observational research in the classroom shows that from early school years onwards, teachers unintentionally react in different ways to boys and girls. Boys are more likely to be praised for their intellectual processes and effort, girls for their neatness and appearance. In writing, girls are more likely to be commended for their penmanship rather than their word choice. Boys find a voice more quickly in the classroom, calling out answers without waiting to be asked. While this behaviour might be reprimanded, it can still leave an impression of the intellectual capacity of the boy. A girl who is more cautious and takes more time to think may not shout out answers and, therefore, leave no such mark. Further observations show that teachers wait longer for an answer from boys, encouraging them to speak. Less assertive girls may want to think an answer through fully before venturing to respond and yet may be penalised with less time to reply.

The emphasis in early years' education is that young children need to focus on fine motor skills, impulse-control training and language development. However, these are areas where Gifted and Talented girls typically develop faster than even Gifted and Talented boys and they already have a degree of proficiency in these areas. Many activities chosen by young boys, such as large-motor activities and those of a more exploratory and investigative nature, are

considered to be part of "free-play" and are not included in the curriculum. Young girls can miss out on the balance of these educational experiences if they are not specifically encouraged and given time to take part.

Assertiveness in young girls must be promoted and encouraged. Research has shown that in both organised class activities and at breaktime, boys are more likely to take control of equipment, toys and the bulk of the available workspace; girls defer to this and take what is left.

As a result of less assertive behaviour and better developed impulse-control, Gifted and Talented girls in the classroom are less likely to draw attention to themselves than Gifted and Talented boys. They are more capable of keeping busy or waiting quietly once they have completed assigned work or doing elaborate work to fill the available time, and they are better able to manage attention-seeking behaviours.

This passivity means that they garner less recognition for their abilities and receive fewer challenging activities. These girls often 'coast' near the top of their class, without expending too much intellectual effort. Moving through the curriculum without the experience of challenge from an early age can lead to disheartenment and lack of persistence much later on in their school career when work becomes more difficult and requires greater application. When this stage is reached, they consider that they have arrived at the upper limit of their ability and are not capable of progressing further.

Strategies

Girls should be given leadership roles, e.g. head of class eco-council, where she assigns roles to other students.

Assertiveness needs to be encouraged. Where necessary, the appropriate language should be taught, e.g. 'I know you want a turn on the X, but I have only had a couple of minutes using X. I will give it to you when I have finished.'

Physical activities, such as football and other 'male' sports, should be provided as part of regular PE lessons rather than an additional after school activity. Young girls should be encouraged to take part in large-motor activities and those activities which develop problem-solving skills. This will develop a more balanced skills profile.

Similarly, efforts should be made to praise girls' intellectual successes rather than simply their presentation of work.

Teachers may need to make a conscious effort to provide more 'waiting time' for girls.

Teachers should monitor use of school resources to ensure that girls have equal access to vital opportunities to develop gifts and talents.

Gifted and Talented girls need to be monitored for signs that they are 'time filling'. Are they quietly reading or producing beautifully decorated work when the assigned work has been completed? This is a sign that further challenge is required and extension work rather than more of the same should be provided. Providing this challenge early in a girl's school career will reduce the possibility of 'coasting' when a student reaches more difficult work in years to come. Teachers may wish to maintain a list of activities that girls can be encouraged to 'dip' into when their assigned work is complete. Ideas could include:

Write a slogan for a new toy. The slogan must have between eight and twelve words. You can only use these letters: f, e, i, u, h, q, w, r, t, s, p, b, l, v, x, j, c.

Design a new animal. You must use four triangles, two squares, one rectangle and three circles. Write a short description that explains what this animal does, where it lives and what it likes to eat.

Write a newsletter for your family. Tell them about this week in school.

Plan a new computer game. It must not be violent. It must not have dolls in it. It must have an option for using one or two players. It must not be a copy of any current game. Draw a storyboard showing the screens that will be used.

A new student who does not speak English has joined your class. Draw a map that will help them find their way from your classroom to the playground, the dinner hall, the front door, etc. Use clear symbols to mark important places.

Design a maths trail for your school. It should have twelve stops. At each stop, a maths activity related to that area should be performed. For example at the dinner hall you could calculate how many kilogrammes of potatoes are used in an average school week. The information given could be the number of dinners eaten in a week, the percentage of pupils who take potatoes and the average weight of potatoes on a plate. Invent activities for both older and younger pupils. Ask teachers in your school to try out the maths trail with their class. Based on their comments, can you improve the trail?

Plan a podcast on healthy eating. Someone who does not know what healthy eating is must be able to understand how to change their diet. The podcast should last five minutes. Remember that healthy eating is NOT the same as losing weight!

Specific Challenges facing Older Students

Older Boys

Within our society boys can feel under pressure to “be a man” and demonstrate this by following the adolescent cultural stereotypes of “manliness” - good at sports that are perceived to be masculine, not overtly concerned with academic achievement and popular with the opposite sex.

Gifted and Talented boys may feel compelled to perform well in high-prestige sports in order to prove themselves and compensate for their ‘less acceptable’ academic achievements. Where their interests are in drama, art, music or other activities seen as feminine, there is a forced-choice dilemma between pursuing an individual talent and maintaining credibility with peers by taking part in activities viewed as socially acceptable. If the choice is an individual pursuit, then academic achievement may be forfeited to retain membership of the social group.

“Both gifted girls and gifted boys experience conflicts between gender identity and achievement motivation. These conflicts can prevent gifted young people from attaining the education they need, from following through

on career goals and from forming satisfying and healthy relationships.” (Kerr, n.d.)

Despite this, there is little to suggest that Gifted and Talented young people are at greater risk of suicide than their peers. Gifted and Talented adolescents are often more self-assured and better-adjusted than their age peers. However, Exceptionally Able students, while rare within the population, are possibly at greater risk, due to their increased isolation from their age peers. Boys who are highly creative are also at increased risk of depression and suicide. Perfectionism, with its traits of pessimism, self-criticism and obsession is close to depression in some characteristics. Emotional sensitivity and intensity lead Gifted and Talented boys to feel pressure and urgency in the problems they face and may test coping skills. A feature of creativity is non-traditional thinking - the creative person is doing something in a new way - and this can lead to social isolation as others view the highly creative boy as different and peculiar. Compared to girls, boys are disproportionately less likely to seek help when feeling depressed or isolated, as it contravenes the “masculine ideal”.

Strategies

It is important that as many social supports, clubs and opportunities for peer relationships and mentorships as possible are put in place to ensure that these boys maintain supportive networks during adolescence and young adulthood.

Schools may need to seek out a range of positive male role models for students. It would be advisable to include men from outside the educational community. Links with traditionally masculine industries would be especially useful. For example, asking a male engineer to give talks about the educational path he followed to groups of mixed ability boys can give credibility to academic achievement.



Older Girls

Gifted girls must contend with a gradual slide in their self-esteem throughout their middle to late school years. From the age of eight, a more negative self-concept begins to emerge, and by early adolescence Gifted and Talented girls report lower self-confidence in their intelligence, school status, behaviour and popularity than those girls who are not Gifted and Talented. (Kerr, n.d.; Gurian, 2001) Conversely, they are more likely to experience feelings of discouragement and perfectionism. They may notice an imbalance between their exceptional ability and the gender stereotype of a popular female and struggle with self-esteem as they attempt to find a way to blend the two. (Gurian, 2001)

Female peer groups tend to reward conformity and isolate those who do not fit in. Gifted and Talented girls, however, are socially adept and attuned to these social signals and may choose to underperform to avoid being singled out. Gifted and Talented girls are less likely to choose to move to more advanced classes if it means leaving friends behind than Gifted and Talented boys.

Gifted and Talented girls tend to receive less informative responses from teachers than boys and are more likely to be told a “right answer” rather than instructed and supported to solve the problems for themselves. (Kerr, n.d.) Coupled with a lack of challenge in their early education, this means that Gifted and Talented girls can find it hard to see the link between their personal effort and outcomes. Girls, then, see different reasons for their success than boys do. Girls attribute their successes to good luck and their failures to lack of ability. This results in feelings of helplessness when they encounter challenging work of which they are unsure.

Strategies

It would be advisable to offer support structures, such as mentors and all-female support groups of Gifted and Talented students, to girls from late primary.

It is important to demonstrate the value of traditional and non-traditional female career paths. Ideas may include:

- whole class projects that look at the caring professions and include both male and female representatives;

- lessons that include information on women who have made achievements in a range of fields of expertise throughout history, e.g. Ada Lovelace who wrote the first computer programme;
- inviting female speakers local to the girls' home or school could be invited in for seminar sessions, e.g. local community workers, musicians, actors, doctors etc. This could start from an early age and should be open to both boys and girls to attend as part of their normal school day; and
- research on the current class topic that could include a section on important female and male figures in this area. For example, a project on animals might feature Temple Grandin, who is a world renowned designer of humane animal livestock facilities.

Schools may need to consider offering a range of classes to students of all abilities. Those attending advanced classes would not be singled out as different if all students had the opportunity to have a more individualised timetable. While most lessons will remain with the traditional class group, some lessons should be available to meet interests or needs, e.g. supported reading programme, problem-solving

skills, chess club and cluster group work for the Gifted and Talented. This would aid the move towards personalised learning and have a second advantage of improving performance across the entire cohort.

Teachers may need to make a particular effort to provide a set of responses to female students that will allow them to develop problem-solving skills for themselves. Strategies may include:

- 'wait time' to allow a female student time to think and feel confident in her answer;
- offering strategies rather than 'correct answers';
- suitable expression of confidence in the student's abilities to find the solution;
- comments that clearly point out the effort involved in gaining a correct result; and
- similarly, comments which show when a suitable strategy was chosen even if the end result was incorrect.

Beyond School

The aspirations of Gifted and Talented girls' more closely resemble those of the boys, rather than other girls. Gifted girls are more likely to be attracted to further education in maths or science, although engineering still remains dominated by males. (Gurian, 2001) The major difference in the career goals of Gifted and Talented boys and girls are stronger economic and achievement motivations in boys versus more altruistic and social motivations for girls. Later in their careers Gifted and Talented women are more likely to bear the majority of childcare, work part-time and more likely to defer positions of leadership to male colleagues. Gifted and Talented girls need encouragement to maintain their quest for achievement and understand that they can, and should expect to, contribute equally in the workplace.

Gifted and Talented students can find looking at future career options daunting and confusing and teachers can play a vital role in supporting this process. Gifted and Talented students often find that they are good at a wide range of subjects in school and that their interests lie in so many different areas that navigating through college or university prospectuses is a bewildering experience. After all, if you could imagine being happy studying medicine, economics or archaeology, how do you choose? Common aptitude tests are of limited use for these students, as they tend to score highly on a number of the subscales, making it difficult to pinpoint areas of particular strength.

A related issue stems from an understanding that Gifted and Talented teenagers can arrive at in adolescence - that you

can be good at something without necessarily liking it. Multi-talented students can be perfectly competent at a particular school subject without having any great passion for it, leading to ill-advised career choices. Influenced by good grades and encouraged to pursue an activity that will bring status or good money, the student may opt for what seems like a practical choice, to their later disappointment.

Strategies

Academically able students are more likely to take initiative in researching careers, so careers teachers can provide support by focusing attention on areas where academic strengths and interests overlap.

6

Profiles of the Gifted and Talented



Teachers and parents need to understand the cognitive, emotional, and social needs of the Gifted and Talented. 'Profiles of the Gifted and Talented' (Betts & Neihart, 1988) provides a framework for a better understanding of these students by looking closely at their feelings, behaviour, and needs. Betts & Neihart, (1988) highlight the importance of viewing the profiles as a theoretical concept that can provide insights for facilitating the growth of the Gifted and Talented, not a diagnostic classification model. Educators should also be aware that as students develop, their needs and behaviours change. As they approach adulthood, they may settle into one or more categories.

NB: This research is currently being updated. When the new version is published, it will be made available on www.nicurriculum.org.uk



‘The Successfuls’

As many as 90% of identified Gifted and Talented students are ‘the Successfuls’. Students who demonstrate the behaviour, feelings, and needs classified as the ‘Successfuls’ have learned the system. After discovering what ‘sells’ at home and at school, they begin to display appropriate behaviour. They learn well and are able to score highly on exams and tests of intelligence. As a result, they are usually identified as Gifted and Talented. Rarely do they exhibit behaviour problems because they are eager for approval from teachers, parents and other adults.

These are the students many believe will ‘make it on their own.’ However, the ‘Successfuls’ often become bored with school and learn

to use the system in order to get by with as little effort as possible. Rather than pursue their own interests and goals in school, they tend to go through the motions of schooling, seeking structure and direction from instructors. They are dependent upon parents and teachers. They fail to learn needed skills and attitudes for autonomy, but they do achieve. Overall, these students may appear to have positive self-concepts because they have been affirmed for their achievements. They are liked by peers and are included in social groups. They are dependent on the system but are not aware that they have deficiencies because of the reinforcement they receive from adults who are pleased with them and their achievement. However, Goertzel

and Goertzel (1962) concluded that the brightest students in the classroom may become competent but unimaginative adults who do not fully develop their gifts and talents. It seems that these students have lost both their creativity and autonomy.

Gifted and Talented young adults who may underachieve in university and later adulthood come from this group. They do not possess the necessary skills, concepts, and attitudes necessary for lifelong learning. They are well adjusted to society but are not well prepared for the ever-changing challenges of life.

Figure 5: 'The Successfulls'

Feelings & Attitudes <ul style="list-style-type: none"> - boredom - dependent - positive self-concept - anxious - guilty about failure - extrinsic motivation - responsible for others - diminished feelings of self and rights to their emotions - self-critical 	Behaviours <ul style="list-style-type: none"> - high achiever - seeks teacher approval - non-risk taker - does well academically - accepts and conforms - dependent 	Needs <ul style="list-style-type: none"> - to see deficiencies - to be challenged - assertiveness skills - autonomy - help with boredom - appropriate curriculum
Adults' & Peers' Perceptions <ul style="list-style-type: none"> - loved by teachers - admired by peers - loved and accepted by parents 	Identification <ul style="list-style-type: none"> - Pupil Profile - IQ tests - teacher nominations - diagnostic tests - summative tests - formative tests 	
Home Support <ul style="list-style-type: none"> - independence - ownership - freedom to make choices - time for personal interests - risk taking experiences 	School Support <ul style="list-style-type: none"> - accelerated and enriched curriculum - time for personal interests - compacted learning experiences - development of independent learning skills - in-depth studies - mentorships - university & career counselling 	

‘The Challengings’

The ‘Challengings’ are the divergently Gifted and Talented. Many school systems fail to identify the ‘Challengings’ for extra assistance unless the system has been in place at least five years and substantial in-service training has been done with teachers. The ‘Challengings’ typically possess a high degree of creativity and may appear to be obstinate, tactless, or sarcastic. They often question authority and may challenge the teacher in front of the class. They do not conform to the system, and they have not learned to use it to their advantage. They receive little recognition and few rewards or awards. Their interactions

at school and at home often involve conflict.

These students feel frustrated because the school system has not affirmed their talents and abilities. They are struggling with their self-esteem. They may or may not feel included in the social group. Some ‘Challengings’ also challenge their peers, and, therefore, are often not included or welcomed in activities or group projects; on the other hand, some ‘Challengings’ have a sense of humour and creativity that is very appealing to peers. Nevertheless, their spontaneity may be disruptive in the classroom. In spite of their

creativity, the ‘Challengings’ often possess negative self-concepts.

The ‘Challengings’ may be at risk of drug addiction or delinquent behaviour if appropriate interventions are not made by lower post-primary. Parents of Gifted and Talented post-primary school students who drop out of school (the ‘Dropouts’) frequently note that their son/daughter exhibited the ‘Challengings’ behaviours in upper primary school or lower post-primary school. Although this relationship has not been validated empirically, it carries significant implications that merit serious consideration.

Figure 6: 'The Challengings'

Feelings & Attitudes <ul style="list-style-type: none"> - boredom - frustration - low self-esteem - impatient - defensive - heightened sensitivity - uncertain about social roles 	Behaviours <ul style="list-style-type: none"> - corrects teacher - questions rules policies - honest, direct - mood swings - inconsistent work habits - poor self-control - creative - prefers highly active, engaging, questioning approach - stands up for convictions - is competitive 	Needs <ul style="list-style-type: none"> - to be connected with others - to learn tact, flexibility, self-awareness, self control, self-acceptance - support for creativity - contractual systems
Adults' & Peers' Perceptions <ul style="list-style-type: none"> - find them irritating - rebellious - engaged in power struggles - see them as creative - discipline problem - peers see them as entertaining - adults want to change them - adults don't view them as having exceptional ability 	Identification <ul style="list-style-type: none"> - peer recommendations - parent nomination - interviews - performance - recommendation from a significant, non-related adult - teacher advocate - diagnostic tests - summative tests 	
Home Support <ul style="list-style-type: none"> - acceptance and understanding - allow them to pursue interest - advocate for them at school - modelling appropriate behaviour - family projects 	School Support <ul style="list-style-type: none"> - tolerance - placement with appropriate teacher - cognitive & social skill development - direct and clear communication with student - give permission for feelings - studies in-depth - mentorships build self-esteem - behavioural contracting 	

‘The Undergrounds’

This group are known as ‘the underground Gifted and Talented’. Generally, these are females going through puberty although males may also want to hide their ability or talent. If a Gifted and Talented boy goes underground, it tends to happen later, in post-primary school, and typically in response to the pressure to participate in athletics. See also Section 5: Gender & Giftedness.

In general, the ‘Undergrounds’ are Gifted and Talented girls whose belonging needs rise dramatically in late primary and early post-primary (Kerr, 1985). They begin to deny their talent in order to feel more included with a non-gifted peer group. Students who are highly motivated and intensely interested in academic or creative pursuits may undergo an apparently sudden radical transformation, losing all interest in

previous passions. the ‘Undergrounds’ frequently feel insecure and anxious. Their changing needs are often in conflict with the expectations of teachers and parents. All too often, adults react to them in ways that only increase their resistance and denial. There is a tendency to push these students, to insist that they continue with their educational programme no matter how they feel. the ‘Undergrounds’ often seem to benefit from being accepted as they are at the time.

Although the ‘Undergrounds’ should not be permitted to abandon all projects or advanced classes, alternatives should be explored for meeting their academic needs while they are undergoing this transition. Challenging resistant adolescents may alienate them from those who can help meet their needs and long-term goals.



Figure 7: 'The Undergrounds'

Feelings & Attitudes <ul style="list-style-type: none"> - unsure - pressured - confused - guilty - insecure - diminished feelings of self and right to their emotions 	Behaviours <ul style="list-style-type: none"> - denies talent - drops out of Gifted and Talented classes - resists challenges - wants to belong socially - changes friends 	Needs <ul style="list-style-type: none"> - freedom to make choices - to be aware of conflicts - awareness of feelings - support for abilities - involvement with Gifted and Talented peers - career/university information - self-acceptance
Adults' & Peers' Perceptions <ul style="list-style-type: none"> - viewed as leaders or unrecognised - seen as average and successful - perceived to be compliant - seen as quiet/shy - adults see them as unwilling to risks - viewed as resistive 	Identification <ul style="list-style-type: none"> - peer nomination - home nomination - community nomination - IQ tests - diagnostic tests - summative tests - formative tests - performance - teacher advocate 	
Home Support <ul style="list-style-type: none"> - acceptance of the 'Underground' - provide university and career planning experiences - provide time to be with same age peers - provide Gifted and Talented role models - model lifelong learning - give freedom to make choice 	School Support <ul style="list-style-type: none"> - recognise & properly place - give permission to take time out from Gifted and Talented classes - provide same-sex role models - continue to give university and career information 	

‘The Dropouts’

The ‘Dropouts’ are angry. They are angry with adults and with themselves because the system has not met their needs for many years and they feel rejected. They may express this anger by acting depressed and withdrawn or by acting out and responding defensively. Frequently, the ‘Dropouts’ have interests that lie outside the realm of the regular school curriculum and they fail to receive support and affirmation for their talent and interest in these unusual areas. School seems irrelevant and perhaps hostile to them. For the most part, the ‘Dropouts’ are post-primary school students, although occasionally there may be a primary student who attends school sporadically or only on certain days and has in

essence ‘dropped out’ emotionally and mentally if not physically.

‘The Dropouts’ are frequently Gifted and Talented students who were identified very late, perhaps not until late post-primary school. They are bitter and resentful as a result of feeling rejected and neglected. Their self-esteem is very low, and they require a close working relationship with an adult they can trust. Traditional programming is no longer appropriate for the ‘Dropouts’. Family counselling is strongly recommended, and the ‘Dropout’ youth should also be given individual counselling. Diagnostic testing is also necessary to identify possible areas for remediation.

Figure 8: 'The Dropouts'

Feelings & Attitudes <ul style="list-style-type: none"> - resentment - angry - depressed - explosive - poor self-concept - defensive - burn-out 	Behaviours <ul style="list-style-type: none"> - poor attendance - doesn't complete tasks - pursues outside interests - dreams in class - self-abusive - isolated - creative - criticises self & others - does inconsistent work - disruptive - seems average or below average - defensive 	Needs <ul style="list-style-type: none"> - an individual programme - intense support - alternatives (separate, new opportunities) - counselling (individual, group and family) - remedial help with skills
Adults' & Peers' Perceptions <ul style="list-style-type: none"> - adults are angry with them - peers are judgmental - seen as loners or dropouts - are rejected or ridiculed - seen as dangerous and rebellious 	Identification <ul style="list-style-type: none"> - review Pupil Profile - interview earlier teachers - discrepancy between IQ and demonstrated achievement - incongruities and inconsistencies in performance - peer recommendation - demonstrated performance in non-school areas 	
Home Support <ul style="list-style-type: none"> - seek counselling for family 	School Support <ul style="list-style-type: none"> - diagnostic testing - group counselling for young students - non-traditional study skills - in-depth studies - mentorships - alternative out-of-classroom learning experiences 	

‘The Double-Labelled’

The ‘Double-Labelled’ refers to Gifted and Talented students who have physical or emotional difficulties, or who have learning disabilities. They are usually not identified as Gifted and Talented, nor are they offered differentiated programmes that addresses and integrates their special needs. Fortunately research on the effective identification of these students, has been promising and suggestions do exist for ways to provide alternative programmes (Daniels, 1983; Fox, Brody, & Tobin, 1983; Gunderson, Maesch, & Rees, 1988; Maker, 1977; and Whitmore & Maker, 1985).

The ‘Double-Labelled’ students often do not exhibit behaviours that schools look for in the Gifted and Talented. They may have sloppy handwriting or disruptive behaviours that make it difficult for them to complete work and they often seem confused about their inability to perform school tasks. They show symptoms of stress; they may feel discouraged, frustrated, rejected, helpless, or isolated.

These students may deny that they are having difficulty by claiming that activities or assignments are ‘boring’ or ‘stupid’. They may use their humour to demean others in order to bolster their own lagging self-esteem. They urgently want to avoid failures and are unhappy about not living up to their own expectations. They may be very skilled at using intellectualism as a means of coping with their feelings of inadequacy. They are often impatient, critical and react stubbornly to criticism.

Traditionally, these students are either ignored because they are perceived as average or referred for remedial assistance. School systems tend to focus on their weaknesses and fail to nurture their strengths or talents.

Figure 9: 'The Double-Labelled'

Feelings & Attitudes	Behaviours	Needs
<ul style="list-style-type: none">- powerless- frustrated- low self-esteem- unaware of his/her potential- angry	<ul style="list-style-type: none">- demonstrates inconsistent work- seems average or below- may be disruptive	<ul style="list-style-type: none">- emphasis on strengths- coping skills- Gifted and Talented support group- counselling- skill development
Adults' & Peers' Perceptions	Identification	
<ul style="list-style-type: none">- seen as 'weird'- seen as 'stupid'- viewed as helpless- avoided by peers- seen as average or below in ability- perceived to require a great deal of imposed structure- seen only for the disability	<ul style="list-style-type: none">- scatter of 11 points or more on Wechsler Intelligence Scale for Children (WISC) or Wechsler Adult Intelligence Scale (WAIS)- recommendation of significant others- recommendation from informed special education teacher- interview- performance- teacher recommendation	
Home Support	School Support	
<ul style="list-style-type: none">- recognise Gifted and Talented abilities- provide challenges- provide risk-taking opportunities- advocate for student at school- engage family projects- seek counselling for family	<ul style="list-style-type: none">- placement in Gifted and Talented programme- provide needed resources- provide alternative learning experiences- give time to be with peers- give individual counselling	

‘The Autonomous Learners’

Few Gifted and Talented students demonstrate this style at a very early age although parents may see evidence of the style at home. Like the ‘Successfuls’, these students have learned to work effectively in the school system. However, unlike the ‘Successfuls’ who strive to do as little as possible, ‘Autonomous Learners’ have learned to use the system to create new opportunities for themselves. They do not work for the system; they make the system work for them. ‘The Autonomous Learners’ have strong, positive self-concepts because their needs are being met; they are successful, and they receive positive attention and support for their accomplishments as well as

for who they are. They are well respected by adults and peers and frequently serve in some leadership capacity within their school or community.

‘Autonomous Learners’ are independent and self-directed. They feel secure designing their own educational and personal goals. They accept themselves and are able to take risks. An important aspect of the ‘Autonomous Learners’ is their strong sense of personal power. They realise they can create change in their own lives, and they do not wait for others to facilitate change for them. They are able to express their feelings, goals and needs freely and appropriately.

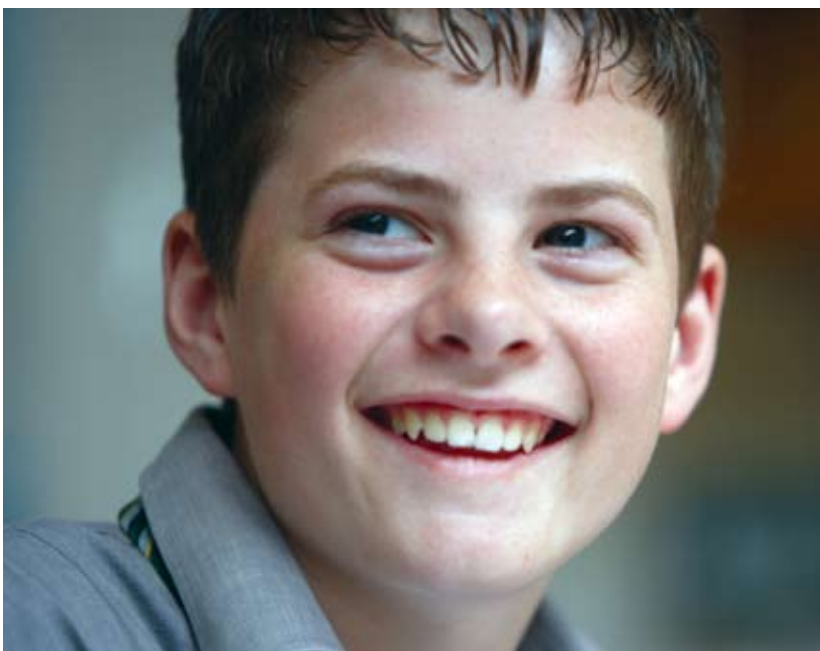


Figure 10: 'The Autonomous Learners'

Feelings & Attitudes <ul style="list-style-type: none"> - self confident - self accepting - enthusiastic - accepted by others - supported - desire to know & learn - accepts failure - intrinsic motivation - personal power - accepts others 	Behaviours <ul style="list-style-type: none"> - has appropriate social skills - works independently - develops own goals - follows through - works without approval - follows strong areas of passion - creative - stands up for convictions - takes risks 	Needs <ul style="list-style-type: none"> - advocacy - feedback - facilitation - support for risks - appropriate opportunities
Adults' & Peers' Perceptions <ul style="list-style-type: none"> - accepted by peers and adults - admired for abilities - seen as capable and responsible by parents - positive influences - successful - psychologically healthy 	Identification <ul style="list-style-type: none"> - Pupil Profile - demonstrated performance - diagnostic tests - summative tests - formative tests - interviews - teacher/peer/parent/self nominations - IQ tests 	
Home Support <ul style="list-style-type: none"> - advocate for student at school and in community - provide opportunities related to passions - allow friends of all ages - remove time and space restrictions - engage in family projects - include student in parent's interests 	School Support <ul style="list-style-type: none"> - allow development of long-term integrated plan of study - accelerated and enriched curriculum - remove time and space restrictions - compacted learning experiences with pre-testing - in-depth studies - mentorships - university & career counselling and opportunities - waive traditional school policy and regulations 	



The information in this section will be useful in a number of ways. One use is as a tool for the Continuous Professional Development of teachers about Gifted and Talented students and youth in general and about the differentiated social and emotional needs of the specified types in particular. The model can also be used as a teaching tool in order to expand students' awareness and understanding of the meaning

of exceptional ability and the impact it has on their learning and relationships.

The model may also serve as a basis for the Gifted and Talented programme within a school's development plan. By looking closely at the behaviour and feelings of Gifted and Talented students, better educational programmes may be developed to meet their diversified needs.

7

Conclusion

There is no one formula that any school should adopt to develop provision for Gifted and Talented students. Any strategies which are developed will emanate from the strengths of the staff, the needs of the students and the opportunities which arise from the community activities and personnel involved.

In a school climate which celebrates individual differences across the range of Multiple Intelligences, the school ethos will promote and support individual differentiation. The key processes which allow for individual development depend on the flexibility of the school organisation and the careful attention that is given to lesson planning which should systematically build in appropriate challenges for all students.

A system of education which caters for the diversity of students' needs is founded on the belief that students first need enriching opportunities to discover their strengths and interests. Once identified, those strengths and interests can be nurtured and supported and potential developed into performance.

8

Appendix I

Case Studies from Northern Ireland

Case Study 1 A Teacher's Perspective

Background

Rebecca is the eldest in a family of three girls. Her parents have fostered an academic background but are not at all 'pushy'. In fact they have given Rebecca an excellent sense of balance. Rebecca is currently studying five Advanced Subsidiary (AS) subjects and when this was first suggested, her parents were uncomfortable as they wanted her to 'have a life'. This supportive background has undoubtedly benefited Rebecca throughout her school career.

She selected 5 AS subjects simply because the selection process proved very difficult and many teachers wanted her to study their subject.

Details of Ability

Rebecca is an 'all-rounder': a strongly, academically able student. She attained nine A* grades at General Certificate of Secondary Education (GCSE), yet she is involved in a wide range of extra-curricular activities. When discussing this with her she commented (honestly, not boastfully) that she didn't find GCSEs difficult. She never appeared under stress in the way that other high achievers often do. Moreover, at GCSE she was in the top three within school in almost every subject. She selected five AS subjects simply because the selection process proved very difficult and many teachers wanted her to study their subject. She has said, however, that if she finds this too stressful, she will drop one as she sees no point in doing this needlessly. So far, she has coped admirably.

As well as being Rebecca's English / English Literature teacher for the last number of years, I have worked with Rebecca in Public Speaking as an extra-curricular activity. Once again, she is an able student in this area. Last year, she won the local area heat for the Soroptimist Public Speaking Competition and for the Business and Professional Women's competition; on both occasions the judges commented on her

outstanding ability. She proceeded to be placed third (out of 17 competitors) at the Soroptimist Northern Ireland final and won a trip to Brussels to the European Parliament. The judges noted that she was the only competitor below Sixth Form and commented on her particular skill in the improvised speech. This year she has won the first round of the Rotary Leadership Competition in our area. She will be taking part in the Soroptimist Competition and Mock Bar Trials over the next few months. Last year she was also successfully selected for a Spirit of Enniskillen bursary and travelled to Canada as part of this scheme. The centre the team stayed with were so impressed by her that they offered her a job for next summer.

Rebecca is also a talented violin player and was leader of the North Eastern Board Orchestra. Last year she auditioned and was selected for the City of Belfast Youth Orchestra.

Impact on Teaching

Rebecca's ability had both positive and negative impacts on teaching at GCSE.

Problems/actions taken

Core problem – the greatest difficulty is finding the time to differentiate substantially enough

to stretch Rebecca. At GCSE, in big classes, I would suggest this wasn't particularly successful.

English/English Literature

In the English / English Literature classroom, I taught to a level below Rebecca's ability. I took a number of actions to try to remedy this situation.

I tried to give her opportunities to stretch herself through verbal questioning, but this could not be aimed solely at Rebecca without the rest of the class losing interest and there was only one other student who worked at this level.

Differentiation was largely through outcome. In open discussion and in written work, Rebecca was able to develop her own ideas and opinions. Informally, I encouraged Rebecca's individual reading outside the course and took opportunities to discuss this with her.

The extra-curricular element of Public Speaking was also another method of 'stretching' Rebecca. This directly fed into her skills in drafting cogent and persuasive essays, particularly developing her ability to integrate stylistic devices. I would suggest that carefully selected extra-curricular activities are an excellent way to develop the skills of an able student and allow for a more personal relationship, which can push the student further.

These actions were ongoing. However I did feel frustrated as a teacher and that at times I did not

challenge or develop Rebecca's skills as much as I could have. The difficulty of catering for every student's individual needs in a class of 28 at GCSE is immense.

Double award science

This was particularly interesting and is an example of where the system, to a certain degree, did not cater for Rebecca. She is in a grammar school, yet the school's intake ranges from Transfer Test grades A to C2. Thus, there is still a wide range of ability. The students are not streamed in science. Interestingly, they are in Mathematics and this is a subject in which Rebecca felt adequately challenged throughout her two years. However, it must be noted that while streaming works for students at the top end, it doesn't always work for those at the bottom.

Within science, due to the quirks of the timetable, Rebecca was not in a particularly able class set. The result of this was that the rest of the class could not work at her pace. The teacher quickly realised this, and Rebecca was simply put to one side and allowed to work through topic booklets herself while the teacher concentrated on the rest of the class. She was given the guidance materials from the teacher, but beyond this, she was effectively self-taught. The teacher found this frustrating but decided it was the 'best fix' solution. Rebecca also found this frustrating, as she felt that this time could have been 'freed up' and she could have worked on the booklets in

...she won the local area heat for the Soroptimist Public Speaking Competition and for the Business and Professional Women's Competition; on both occasions the judges commented on her outstanding ability.

Core problem - The greatest difficulty is finding the time to differentiate substantially enough to stretch Rebecca.

her own time. School timetables, however, are not this flexible at GCSE, and she was required to be there for certain practicals and assessments anyway. Rebecca was not, however, allowed to move a topic ahead from the rest of the class. As the class had moved at a slower pace, the course was not finished on time, and Rebecca was given four booklets to look at over the Easter holidays preceding the GCSE examinations (that had not been covered). Once again this was frustrating, as she was effectively held behind by the rest of the class. However, she was exceptionally gracious about this and did not complain at any point. It ultimately did not affect her result.

French

From discussions with both the class teacher and Rebecca, I would suggest that French had the most successful approach to the problem of differentiation in order to stretch Rebecca.

The class size was small and to a certain extent streamed. Therefore, Rebecca had more attention than in other subjects. In oral discussion, the class teacher did not simply allow for the rote answers that can gain a GCSE but kept pushing and stretching Rebecca until she found her uppermost level. She suggests that she had Rebecca working at Advanced (A) Level standard in the target language.

Another way of stretching Rebecca was to provide her with extra reading material in the target language. This was easily supplied and allowed Rebecca to develop her knowledge of the language and French culture independently of the class.

The teacher also used the French language assistant at GCSE, and through group work with him, Rebecca's French was progressed. I know through discussion with Rebecca that these challenges at French GCSE were one of the most enjoyable elements of her study.

Advantages

There were a number of advantages to teaching which were common across all subjects.

Question and answer - Rebecca was a reliable student in classroom 'Q & A' and could develop key ideas suggested by the class.

Group work - Rebecca was excellent in a group situation and would ably lead and guide a group. I felt in English/English Literature she could move a discussion on through probing contributions, taking the discussion beyond the mere superficial. In sciences, she ably led and directed groups in practical work.

Modelling work - I regularly used Rebecca's work as a model. This could take the form of photocopied answers, which I would have worked through and annotated with the rest of the class to highlight good practice. I also have an interactive whiteboard and could save Rebecca's typed essays onto my computer to put on my board. Students could then interactively annotate and note good practice. I now have these as a resource for future year groups moving through the course. We also used her public speaking speeches for this. She also modelled good practice in French discussion

However it must be noted that while streaming works for students at the top end, it doesn't always for those at the bottom.

groups, and her French teacher comments she was the first to really try to develop discussion with the French assistant, as other students were intimidated. Her attempts in this, and the fact that she wasn't afraid to get it wrong, encouraged other students to become involved.

Mentor – In an attempt to recognise the vast resource we have in able students, some subjects within the school have started to use capable Sixth Form students in a mentor role with junior classes. English, French and Mathematics have all utilised this. Rebecca currently helps out one period a week with a Fourth Form French class, where she is able to work with students and provide an extra level of support.

Impact on student

Rebecca's ability brings with it problems as well as advantages.

Problems/Actions Taken

Expectations of staff

One of the biggest difficulties facing Rebecca is the expectation that she can do everything. When trying to arrange a time to meet with her earlier this year to discuss public speaking, she had no study periods available and was having a working lunch every day that week due to the

variety of committees she had been asked to sit on and tasks she had been asked to carry out. It made me stop and question whether it was fair to place so much pressure on a 17-year-old. Staff members are probably not aware of the range of demands placed upon Rebecca. At the time I expressed my concern to Rebecca regarding this. She felt it would be impossible for the school to monitor all requests given to her and that she was confident enough to say 'no' if she felt she couldn't cope. She also suggested to me that she would be happy to talk to her class tutor or year tutor if she felt demands were unrealistic or too high. She did acknowledge that there could be a temptation to overwork but assured me that a sense of balance was always at the forefront of her mind.

Rebecca is an extremely well-adjusted and mature student, I am unsure that every able student would remain so calm under such demands. The only way around this is to ensure that the school has a strong pastoral support system in place, with class tutors checking on the demands placed on able students. Topics such as stress, prioritising and the 'ability to say no' should also be explored in Learning for Life and Work.

Personality/integration

I selected this as an area largely to demonstrate that this is not always as much of a problem as we think it is for able students. Rebecca is respected and well-liked within her year group. She has a secure group of friends around her, and with her particular interest in music and public speaking, she also has a wide range of friends from schools across Northern Ireland.

There are a number of reasons for this. Rebecca is a very humble student; she is not boastful and is very quick to help others. Her year group has accepted her extremely well. Indeed my class at GCSE always wanted her to be placed first in the

year group to beat other classes. They were also quick to applaud her successes. She possesses a realistic sense of balance and does not believe that academia is everything, I think that this has fostered good relationships with others.

I must add two caveats to this. It would be wrong to suggest that there wasn't a certain amount of resentment at times towards Rebecca, particularly from girls. This would be noticeable when she consistently gained the highest marks. I am quite sure that some girls in the year would not associate with her either. However, there was very little action taken over this, as Rebecca was so secure in herself and her group of friends that she never let this affect her. If I detected this within my classroom, I would have talked with the class about positively celebrating success, but actions went no further than this.

The second caveat is that I have worked with a number of able students in the past who faced much bigger problems in this area. As a general rule, it appears to be more difficult to be an able student and female, than male. Able male students are often accepted and respected by their peers; female students are more likely to face resentment. In the past, I have had two academically able female students break down in tears due to such pressures. The assigning of Head Girl every year seems to be particularly fraught in this manner. At times, this can be partly due to the attitude of the able student in

that they can be boastful, arrogant and ruthlessly competitive, which alienates their peers and even teaching staff. However at other times, these social pressures are through no fault of the able student. This is managed on a pastoral level through discussions with classes, carefully chosen students, year groups and advice to able students. These tactics are not always as successful as one would wish.

Advantages

Rebecca has also gained many advantages from being an able student.

Examination success

Rebecca grasps new concepts across subjects instinctively and thus does not need to labour in her work to the same degree as other students. She also has an impressive ability to absorb detail and then apply this selectively when required. She is lucid, logical and articulate in both the oral and written modality. Moreover, she possesses a logical mind with refined skills of analysis. This makes her a high achiever, and the examination process is, thus, very rewarding for her. To work and achieve A*s in all subjects at GCSE gave her fantastic satisfaction. Her ability to win public speaking competitions is an extension of this, giving her a tangible sense of achievement for her hard work that is not available to all students.

Opportunities presented

Rebecca's ability opens up a wide range of opportunities that would not be available to all students. For example, she has a much wider range of universities to choose from and will at least consider an Oxbridge application which could, in turn, provide further opportunities.

However, her ability opens more doors than just the academic. Her trip last year to Brussels (through Soroptimist Public Speaking) is an example of this. Through this she was able to

One of the biggest difficulties facing Rebecca is the expectation that she can do everything.

meet and form friendships with girls throughout Northern Ireland as well as get an insider's view of the European Parliament. This has, in turn, benefited her study of French. The Spirit of Enniskillen Award last year is a further example of this. As an articulate student, Rebecca interviews well and this undoubtedly opens doors. Through this she was able to travel to Canada, forming friendships with students from across Northern Ireland and international friendships with those in Canada. As an able musician, she has also toured Italy with her Youth Orchestra. I have no doubt that through her participation in the Mock Bar Trials, the Rotary Leadership competition and a variety of Public Speaking Competitions this year that Rebecca will be given further opportunities.

Working with others / satisfaction

Rebecca loves her mentor role in French. Her ability in this subject has given her the opportunity to work with younger students. She suggests that this allows her to pass on her enthusiasm, which gives her a real sense of satisfaction.

Impact on Classmates Problems/Actions taken

Expectations of classmates

At times, particularly in a group situation, there was the expectation that Rebecca would do all the work. This meant students had a tendency to sit back and not develop their own abilities. Rebecca also at times experienced some

resentment in this area, in that she faced the attitude that they knew she could do it and if she didn't, then she was letting them all down. She would also regularly be nominated for the leading roles in groups, thereby not allowing others to develop these skills.

This was dealt with in a variety of ways. In my class, roles of chairperson and spokesperson had to rotate; I would not allow one person to dominate in this area. Moreover, I taught group dynamics and made my expectations of all students clear. Indeed, we videoed some group work and students assessed their role within the group. Moreover, Rebecca could be used constructively to pull people into group discussion, directing points or questions to different members of the group. There could also be a temptation to rely on Rebecca in class 'Q & A' sessions, as you knew that she often had a good answer which would be thought-provoking! However, I did not target Rebecca very much in these sessions, and she had a sensitive awareness of this, only answering when she was aware that the class was really struggling to get there. I am sure that the vast majority of teachers are skilled enough in classroom management to ensure that one student does not dominate and have their own strategies to deal with this.

Reaction from other students

Rebecca's level of ability could, at times, be discouraging to other students who were

At times, particularly in a group situation there was the expectation that Rebecca would do all the work. This meant students had a tendency to sit back and not develop their own abilities.

Rebecca's experience suggests that extra-curricular activities have been excellent in developing her opportunities.

persevering with real determination and yet were constantly faced with her success.

A number of actions were taken on this. Firstly, Rebecca's success was often praised in a very quiet fashion, with a comment as she left the classroom, or a written comment on her work. This was just as satisfying to her.

Secondly, I tried very hard to celebrate other students' successes. If another student had done an excellent piece of work, I made sure I photocopied their piece and gave them verbal praise. I also verbally rewarded individual achievements and progression. I tried to take an interest in students' extra-curricular achievements and discussed successes in this. By fostering an atmosphere of success and achievement, I hoped to negate a sense of resentment towards Rebecca.

Another way of dealing with this was the school-led target setting system. Individual target grades and targets were set with Year 12 and Year 14 students. Through this, we tried to emphasise the concept that students were not competing against each other but were, rather, aiming to achieve their own personal targets.

Ideas for the Future

Extra-curricular activities

Rebecca's experience suggests that extra-curricular activities have been excellent in developing her opportunities. Schools need to ensure that a wide range of such activities / opportunities are offered to further develop the skills of the most able.

Mentor system

The use of a mentor system is probably one that is currently present in schools across Northern Ireland and is an idea that could be developed further.

Positive reward systems

Positive reward systems in schools are also vital for creating an atmosphere where achievement is valued. These systems should celebrate individual achievements and progressions rather than just that of the able. This may help ameliorate some of the resentment that has traditionally surrounded such students.

Appendix I

Case Studies from Northern Ireland

Case Study 2 A Teacher's Perspective

Background

Fergal is currently in Year 7 in a class of thirty-six students. I have been his class teacher for one and a half years. Fergal is the second child in a family of three. Both parents have a musical background and are very keen for their children to carry on this tradition. They are extremely supportive with all homework and school activities. This has been extremely beneficial to Fergal throughout his time at our school.

Details of Ability

Fergal has excellent all-round ability in every area of the curriculum. He is very strong academically and is a very able student. He recently achieved an A grade in his Transfer Test. He works in the top group in both Literacy and Numeracy. He is able to complete Level 5 ICT tasks competently.

Literacy

He found the 'transfer style' comprehensions challenging at the start but said that once he got use to the style of questioning he was able to work through them with confidence. He finds most of our comprehension work at the moment easy with only a few challenging questions. He enjoys the Thinking Skills & Personal Capabilities lessons that help him to 'use his brain more'. He achieved a Level 5 for a piece of creative writing that was moderated at a recent staff development session. He was found to have a very high level of ability in most areas of English with the Richmond Assessment achieving an average of 127 out of 130.

Numeracy

Fergal finds only some work in Year 7 challenging and admits that at times he finds most work quite easy. He likes the extension work he is given and enjoys the challenge of problem solving in Numeracy. Fergal was selected as one of five students out of one hundred and seven in our Year 7 group to advance on to the second stage

Fergal has excellent all round ability in every area of the curriculum...he is also an outstanding musician.

of the National Primary Maths Challenge. We are currently awaiting results for this. In a recent Numeracy check-up on number he achieved a high Level 5 and there are clear examples of Level 5 mathematics throughout his workbook. When tested under the Richmond Assessment Scheme he had a very high ability in maths concepts and an above average ability in problem-solving.

Extra-curricular

Fergal is involved in a wide range of extra-curricular activities. He also is an outstanding musician and is now at Grade 4 Flute, having skipped a grade in Year 5 due to his exceptional ability. He has excellent stage presence and was chosen for a leading part in the Year 5 Christmas performance. He was also one of the few children chosen to perform a special assembly for former Education Minister Angela Smith. Fergal is a competent member of our Choir having sung for UTV Choir of the Year. He has a wide vocabulary due to the broad range of books he is able to read. Due to his extensive general knowledge he was picked to lead our Credit Union quiz team for two years running. Fergal is a keen sportsman and has a good all round ability in all games covered in PE. He was selected for the panel for the school soccer and Gaelic football teams.

Impact on Teaching

Issue	Problems	Actions Taken
Planning	Finding the appropriate time to differentiate work to stretch and push Fergal.	I found that when I designed Thinking Skills & Personal Capabilities lessons he enjoyed the challenge and the opportunity to work in pairs and groups of four as well as individually.
	I also found that Fergal would be a constant early finisher and would spend a greater amount of time on task activities than the other students.	I had to plan task activities that would challenge him involving computer based work, homophones games, handwriting tasks, 24 games in maths and thinking challenge cards.
	I completed a VAK questionnaire with the students and found that Fergal learned through all 3 learning styles.	I had to adapt my teaching to include aspects of visual, auditory and kinaesthetic learning styles.
Resources	Not enough resources available to help with extension activities.	The addition of new extension textbooks to our Numeracy resources was extremely beneficial.
		I allowed Fergal to use the interactive whiteboard and ICT equipment to help further enhance these skills.
Classroom Organisation	Students sit in mixed ability groups at the start of the day, these groups were not the most suitable for Numeracy and Literacy activities.	Streaming Numeracy and Literacy groups helped with the amount of work Fergal was able to do. Sitting in same ability groups helped to focus him on more challenging work.
		For special tasks asking him to act as a buddy worked well in securing his understanding and further developing the understanding of his peers.

Issue	Problems	Actions Taken
Class Size	As there are 36 in the class it is hard to find time to devote to all students.	This impacted upon the planning that needed to be done. I would spend time working with various groups allowing equal time for teacher support and independent work.
		The Thinking Skills and collaborative learning that takes place, helps to empower the students.

After reading Robert Fisher's approach to questioning (see <http://www.teachingthinking.net/> for more information) I carefully selected the types of questions that I would ask Fergal to give him more room to think. He appreciated the fact that the questions he is given in class are more challenging and prefers these. Fergal has a particular interest in Science and Technology and enjoys the challenge of designing, creating and making. When I introduced a Thinking Skills & Personal Capabilities (TSPC) element to these lessons he became more enthused and said that he enjoyed them more. One highlight was when he created a PowerPoint for a history presentation and gave each member of his team different slides to comment on. A student like Fergal enjoys hearing a plan of action at the start of the day. He likes the sharing of the learning intention as this helps him to understand what he is going to learn. He also enjoyed homework where I gave him a choice of four different activities and he was asked to choose one of them to do.

Advantages

Fergal is a natural contributor during class discussions and brings an added dimension to question and answer sessions. During our 'Show and Tell' sessions he is able to ask excellent open-ended questions and enjoys the challenge of being on the receiving end of these questions when doing his own show and tell. This helps to further develop the knowledge and understanding in my lessons. He is an excellent group leader and can be counted upon to keep everyone on task. He has the ability to move discussions up a level during TSPC lessons. He is keen to read his stories out to the class and likes when his work is used as a model for others. His ability to lead is great as I feel that I can put full trust in him to help enhance the lessons I teach. He is an extremely valuable resource to have in the classroom.

Fergal is also useful to have as a buddy to other students who are stuck with their work, and this became a useful item on our task board to replace the activities that he preferred not to do. He told me that he enjoys being able to help

Fergal believes that because he has such a good all round ability that he should be able to do everything. He finds Spanish challenging and gets a bit annoyed that other students are able to retain more of the words than he can.

others and that it gives him a small idea of what being a teacher would be like.

I am the Drama co-ordinator in the school and am called upon to do special assemblies, co-ordinate performances and assist the development of Drama as a whole. When looking for creative students I need look no further than Fergal. He works tirelessly in Drama workshop sessions bringing his own ideas and talents to the performances we do. Fergal is continually challenged to do his best and to further develop his own creative skills.

Impact on Student

Problems

Fergal believes that because he has such a good all-round ability that he should be able to do everything. He finds Spanish challenging and gets a bit annoyed that other students are able to retain more of the words than he can. While he accepts that they are better than him at this he still feels that if he were given the words phonetically or if they were written down more he would be able to learn them better.

As Fergal has a good understanding of the rules of football and has great skill in the sport he gets frustrated at times with other students who have a lesser ability. He gets into a temper with them at times yet upon reflection is able to regulate his emotions and stop himself 'losing it'.

He also gets worked up when he feels that someone is pushing ahead of him in an area where he is very good. Another child in the class was recently given the opportunity to re-sit a music exam which would bring that child up to Fergal's present level. He became quite worried and wanted to sit his next exam three months earlier so he would still be ahead. After he thought about it and realised that this would not happen, he calmly accepted the situation and was very happy. This over-competitive nature has decreased since we have been working on Emotional Intelligence.

Advantages

Fergal has achieved many advantages from being a Gifted and Talented student. His results in check-ups and throughout Transfer Test practice papers would always have been among the highest in the class which has raised his confidence. He gets great satisfaction from being able to solve the more challenging problem-solving activities that we do. He is a very articulate and mature young boy who is called upon to represent our school on many occasions. He is a keen sportsman and has developed a perfect balance between academic success, creative talents and sporting participation.

His ability will no doubt give him a wide range of post-primary schools to choose from. He enjoys being able to help other students and likes the way that he is given trust from his

teacher and other members of staff in our school. He says that this trust makes him feel good. He realises that he has gifts and talents yet is not boastful about them and is able to empathise with the feelings of others.

Impact on Classmates

Fergal is very well accepted by his classmates and is a very popular member of his year group. He is well liked and everyone celebrates his success. As we share the responsibilities in our school, there is rarely a problem of a child complaining that Fergal has been given too many 'jobs' to do. Moreover, his peers are challenged too, by the intellectual discussions Fergal initiates. His input in terms of helping others is great. Fergal enjoys the buddy system approach of mentoring fellow students and enjoys the challenge of working with them.

There are high expectations placed on Fergal by the rest of the class yet he is ready to rise to such a challenge.

Ideas for the Future

Thinking skills & personal capabilities

I have been really impressed with how the TSPC lessons that we teach have helped to challenge Fergal and suitably stretch the opportunities he is given in class. More activities like these built into my daily teaching would be extremely beneficial.

Links

Visits to specialist post-primary schools on a regular basis would enhance the curriculum for the Gifted and Talented primary school student. It would be useful to have an allocation of off-timetable opportunities to support the learning of such students, with specialist visitors from the world of business, arts, science, technology

and so on. In an ideal world it would be really beneficial to have increased Peripatetic Support to further enhance the skills that such students possess.

ICT programme

With so much emphasis being place on ICT it would be great to have access to software programmes that would help extend the knowledge, Thinking Skills and Personal Capabilities for use either on the interactive whiteboard or on the Learning NI network. Laptops would be very beneficial for Gifted and Talented students to use in class. I could see great scope in such students being able to use a web cam to conference with other students of similar ability in another school. This could lead to group work that could be extended to physical visits also.

Community support

Another excellent idea would be a programme aimed at building social capital that would involve bringing in elderly members of the community to impart knowledge and life skills to our gifted students.

Hosting a Fair

It would be fantastic for our school to host a science fair where our Gifted and Talented students could show off their inventions. This could also be extended to include hosting a cluster group meeting for Gifted and Talented students giving them the opportunity to mix with students of a similar ability.

Extended Schools

I can see this initiative having a major benefit over the next few years. Students get excited at the range of activities and enjoy returning to school after hours. The possibilities for extending these pursuits to enhance the learning experience for the Gifted and Talented are boundless!

Appendix I

Case Studies from Northern Ireland

Case Study 3 A Classroom Assistant's Perspective

Background

Peter is a 10-year-old boy who is able and has also been diagnosed with Asperger's syndrome. I became Peter's classroom assistant initially in June of his P4 year funded by the school and then funded by the board for 15 hours per week once his diagnosis was made. This post was awarded solely due to Peter having Asperger's syndrome. The school did employ a different classroom assistant in P2/P3 but she left for personal reasons.

When I started working with him, his previous teachers gave me some information on extension work he had covered in their classes.

Details of Ability

Peter has always been ahead of his peers. Reports from educational psychologists show him to be in the top 99.9 percentile in most areas of ability.

Impact on Classroom Strategies

Problems

In P5 the disparity between Peter and his peers in play situations increased. The students were moving on with their play and he found it very difficult to know what to do in play situations and also how to formulate any friendships. This was possibly wholly to do with his Asperger's diagnosis but it could also be because of his high levels of intelligence and his dependence on adults for company.

A main problem in the class situation is the range of work that needs to be given. In our class we have a few students who are between two and four years behind the class in their ability. Then there is Peter who is working at least two years

A main problem in the class situation is the range of work that needs to be given.

above the class. Any additional work depends on the extra input that a teacher is able to give (teachers may not have access to the higher levels of subject specific knowledge required). Although there is help for those students who are lagging behind, there is nothing in place for students like Peter who are able.

The classroom assistant can give the teacher and the gifted student a lot of help and support. I see my role as being there for the student especially at times of transition. I know what work he has done in the past and the difficulties he has. I can offer all these insights to the teacher to help them when setting work. I can motivate and stimulate Peter as often as required without constantly interrupting the smooth running of the classroom. I can be an extra adult to accompany Peter on outings that help expand his knowledge and social skills, e.g. I have arranged for him to go to the local library when different year groups are attending, in order to gain access to a wider selection of books and also to use the library's computer thus freeing up the classrooms. This would not be possible if he did not have a classroom assistant. I also help prepare his work, whether this is photocopying, downloading or even trying to find material that he has yet to use. I also have the time and the ability to help improve his interpersonal skills during group work. I can take some students out of class for smaller circle time groups to deal with any issues as they arrive. I help to maintain his timetable and try to get him to do all the work set.

Advantages

Peter offers a great range of knowledge in the class situation. His fellow students always expect him to offer interesting facts to the lessons and Peter is willing and enjoys doing this. For example last week the whole class were doing a comprehension on endangered animals and the dodo was mentioned. The teacher was asked when the bird became extinct and Peter was able to offer the date the last bird died, why it happened and where they lived!

During Science week last year he took great pride in helping prepare all the resources for all the year groups. He also went into the various classrooms to demonstrate what the students needed to do to make the experiments work. In some classes he worked as a team leader to achieve the end result. Occasionally, he had to be reminded not to take over but on a whole he worked successfully with the various students.

Impact on Student

Peter can easily become bored during some classroom activities, especially those in Maths and English where he is much further ahead of his peers. The problem is always finding the right level of work. It needs to be challenging but not too challenging. Motivation on tasks deemed too boring or beneath him is very difficult to achieve. We always have to balance making sure he maintains his basic core skills whilst keeping him interested in learning.

As Peter has progressed through the school he has usually been given work one or two years ahead. This means that only limited teaching material is available. My role in this is to help improve motivation in class activities. Specialised teaching is generally not available for Gifted and Talented students.

A further way of motivating Peter and extending his abilities is to allow him to surf the Internet and this can be beneficial as long as he is directed in a way to further his knowledge.

Advantages

Peter feels good about himself and recognises that he is clever. It is rewarding for him to gain 15 to 20 marks more than the other students in the class in the transfer practice papers even though he is not required to sit the test. He would also treat these more as a speed test rather than one of ability. Students look up to him and ask him questions about things they do not know; they appear to see him as a walking encyclopaedia.

Peter often can offer valuable knowledge from which the whole class can learn. He often participates in class discussions in an ad hoc way - if something interesting is being discussed he will join in.

Action Taken

At start

Motivation in the early days was often through timers of varying sorts. Firstly, large egg timers and then we used a traffic light digital timer although this sometimes proved too distracting, as he would be more interested in its mechanisms rather than the work he was doing!

On going

Now we tend to work more on a reward system. I would generally timetable his day by talking to the teacher about the work the class were doing that day and then working out what parts Peter was to take part in and what other work he was doing. This would then be timetabled out for him with a variety of other things for him to do when his work was finished on time.

Peter can easily become bored during some classroom activities, especially those in Maths and English where he is much further ahead of his peers. The problem is always finding the right level of work. It needs to be challenging but not too challenging.

I also provide Peter with a range of additional tools to help keep him interested and motivated. I work with him on improving his range of computing skills. I help monitor this and extend the range of activities to increase his knowledge in the world around us, geography and science. We provide a large range of reading materials, both novels and factual books, to help extend his knowledge further. This year I am also trying to encourage him to touch type properly through the use of specialised computer programmes.

Group work is still a difficulty for Peter, small groups are fine but he can easily intimidate some students. Those less confident, quieter or generally less clever will be railroaded by Peter's opinions. Peter can get things wrong and often this can be silly little mistakes. He used to argue that what he said or wrote was right and we were wrong. Now however he seems to accept more easily that he can make mistakes and it is not such a big issue. I think a lot of this is due to maturity. Some work is still required to improve his communication skills.

I make sure that all his work is available and set out for him. I also am a sounding board for his unrelated questions. If I feel that the question is to do with the lesson and the teacher needs to be involved I will direct him to ask the teacher. If, however, it is more general I will listen and offer an opinion if required.

Having a classroom assistant has enabled Peter's abilities to be developed more fully than a teacher faced with a large class could have done alone.

Students do look up to him and would ask him questions about things they do not know; they appear to see him as a walking encyclopaedia.

Appendix I

Case Studies from Northern Ireland

Case Study 4 A School's Perspective

regular viewing of videos of top performers to inspire students to learn improved techniques in dance and other sports

Enrichment Activities for PE

This case study shows how a school has extended its range of enrichment opportunities for students who are talented in PE and sport.

Background

The school is a mixed-sex, comprehensive school. It is in an urban area of Northern Ireland, with some deprivation in the area because of unemployment. It has a strong PE department, as well as a number of other staff who are interested in supporting a particular sport.

The PE department uses advanced units based on the QCA schemes of work in its general Key Stage 4 curriculum for all students. Two groups usually opt for the GCSE PE course, and students are also able to work towards other awards.

Implementation

In the past year, the school has worked to offer a new range of enrichment activities and initiatives, including:

- Aerobics classes for Key Stage 4 and Sixth Form students in the lunch hour and early evening. The school has unearthed some hidden talent and a high-level group has emerged, many of whom are now training for aerobics demonstrator qualifications.
- A personal fitness module as part of Levels 2 and 3 Application of Number activities.

- Greater use of dance and gymnastic specialists to promote high-level skills.
- Closer links with two local dance schools and a gymnastics club.
- Greater use of specialist sports coaches for lunchtime and after-hours activities (part-funded by an Awards for All grant).
- Regular viewing of videos of top performers to inspire students to learn improved techniques in dance and other sports.
- Occasional highly-publicised visits to the school by famous local sportsmen and women, to encourage and inspire students.
- Doubling the number of sports teams representing the school, leading to triumphs at county and regional level.
- Ongoing sports ladder competitions in individual sports like tennis, squash and badminton, with monthly internal awards for the most progress up the ladder.
- Introduction of the Junior Sports Leader Award, made available to coaching volunteers from Year 10 upwards.
- More support for outdoor pursuits challenges, leading to the Duke of Edinburgh and the President's Awards.

greater use of dance and gymnastic specialists to promote high-level skills

Involvement from parents and carers in the new programme, responding to requests from the school to help with transport for the many team and individual trips to sporting venues.

Impact

As a result of the new enrichment activities for PE and sport:

- More students are passing GCSE PE with high grades.
- Three teams won county titles and seven students reached national finals in four different sports.
- Thirteen students have gained Junior Sports Leader Awards and ten have gained other coaching or demonstrator qualifications.
- Many students with hidden or unfulfilled talents have blossomed in this positive culture of physical endeavour, showing unexpected levels of skill, tactical awareness, imagination, determination and confidence.
- Attendance figures have improved linked to better health across the school. Staff involved in support activities have also said that they have an increased vigour in their day-to-day lives.
- For the first time, a group of school leavers has formed a Former Students' Sports Association - a network that will keep the young people in sport and will feed enthusiasm and developing expertise back into the school.
- Five students were awarded A grades in A-Level PE and gained their first choice university place.
- Fourteen other students were able to mention a significant sport award or trophy in their UCAS personal statements.

more support for outdoor pursuits challenges, leading to the Duke of Edinburgh and the President's Awards

Appendix I

Case Studies from Northern Ireland

Case Study 5 A School's Perspective

This case study shows how a school identifies Gifted and Talented students who are not fulfilling their potential. It also looks at how the school motivates them and meets their needs.

As a result, the gifted and talented cohort includes a number of students whose academic attainment is quite low and who come from traditionally underachieving groups, but who show exceptional abilities in other ways.

Background

The school is a mixed post-primary for 11- to 16-year-olds, with 700 students on its roll. It is in a densely populated area of Belfast. Over half the students are eligible for free school meals.

The school has introduced a Gifted and Talented policy which aims to ensure that it identifies Gifted and Talented students with unfulfilled potential (in particular, underachieving groups), as well as high attainers. The work is managed by members of the school's Special Abilities Working Party (one representative/member per department) and by the Special Abilities coordinator. The working party monitors the process.

Implementation

The school's procedures for identifying Gifted and Talented students involves using a mixture of quantitative and subjective data, including recommendations from teachers, other adults, parents and students themselves. If anyone thinks that a student should be on the register based on observation of qualities not easily measured, they can submit a case.

All departments submit their own lists of Gifted and Talented students. They are expected to include underachievers and to look for evidence in non-quantitative ways (for example conceptual

or oral skills). As a result, the Gifted and Talented cohort includes a number of students whose academic attainment is quite low and who come from traditionally underachieving groups, but who show exceptional abilities in other ways.

The register is regularly monitored by gender and eligibility for free school meals to see whether the students identified are representative of the overall school population. Where there is a mismatch, staff investigate possible reasons for the discrepancy and draw up an action plan.

Derbhla is a good example of a student who has benefited from the school's Gifted and Talented policy. She arrived in Year 10 after fostering, adoption, difficulties at school and emotional and behavioural difficulties. At first she attended part time, with her main educational base being in an emotional and behavioural difficulty off-site unit. Here teachers recognised and reported on her outstanding social skills and conceptual abilities in class discussions. Derbhla showed the traits of an exceptionally gifted student (easy empathy with contrasting viewpoints, strong sense of values, enthusiastic absorption of current events and ideas, the ability to refine and develop thinking off the cuff). However, she seldom wrote a word and never did homework. She scored low marks in tests, examinations and assessments, including national curriculum tests, and showed no interest in whether she did 'well' or not.

Derbhla is on the school's Gifted and Talented register thanks to evidence submitted by a few observant teachers. As a result, she has been a voracious consumer of enrichment opportunities and was selected to be a representative on NICCY youth panel. The opportunities offered by inclusion on the register undoubtedly kept her in school and enthusiastic. She had many learning experiences that she loved and left school in Year 12 optimistic about herself.

Self-Esteem Project

The Special Abilities coordinator and Heads of Years 10 to 12 are working with on a project, funded by the Peace and Reconciliation Fund, to raise the self-esteem of Gifted and Talented students from both communities within the school, including underachievers.

The Head of Year and tutors for Year 10 identified 15 students from both communities who were above-average ability but were under-performing, lacked self-confidence and had emotional or behavioural difficulties. They gave priority to students whose needs hadn't been focused on in the past.

These students became part of a programme, run by a youth worker. The students attended thirteen one-hour sessions in school time, focusing on social skills, self-esteem, planning and organisation, revision skills, using accelerated learning techniques, problem-solving and discussion.

The programme was then customised for Years 11 and 12, with 25 students selected by application form and interview. Successful members of the programme were invited to attend:

- ten five-hour Saturday sessions at school in Year 11 – focusing on self-esteem, group identity and motivation for learning;
- ten sessions in Year 12 – focusing on academic support (in English, maths, science and French), study and revision skills, and career goals.

In both programmes, the students looked at religion and gender issues and met and exchanged experiences with professional adults from both communities.

The students selected from Year 11 were invited to make a presentation to the education board's special education committee. One of the students involved, Craig, had always lacked self-confidence and avoided public speaking. However, he told the committee about the Gifted and Talented programme with clarity and passion. Afterwards, excited by his newly discovered love of speaking and listening, he decided he wanted to become a teacher.

Schemes of Work

To ensure that activities in the departmental schemes of work meet the needs of the most able students, the English department piloted a tick-box scheme. As a result, all schemes of work include tick-box sections where departments can show:

- which of the multiple intelligences or learning styles each unit or group of lessons covers
- whether there are opportunities to use higher-order thinking skills.

The tick boxes help ensure the full range of learning styles and thinking skills are covered within a unit of work.

Impact

As a result of the school's procedures for identifying Gifted and Talented students, staff have a subtler understanding of the meaning of Gifted and Talented and are able to identify students' qualities increasingly accurately. The school's Gifted and Talented cohort now includes a number of students whose academic attainment is low, but who show exceptional abilities in other ways. Many of these students are from traditionally underachieving groups.

The Year 11 self-esteem project has been very successful, with high student attendance. The fact that students have voluntarily spent so much weekend time in school (up to 100 hours for some) has changed their feeling about the place and increased their sense of belonging. The group has a strong sense of unity and loyalty without being a clique. The programme has had a marked impact on the students' self-confidence, self-esteem, presentation and social skills. It has also developed their leadership qualities – they spontaneously organised the whole school in a collaborative playground game at lunchtime and specifically said that the programme had given them the idea and the confidence.

The schemes of work initiative has helped teachers to focus more closely on the needs of Gifted and Talented students and to think about how to make sure that each lesson challenges thinking and motivates students.

As a result of the school's procedures for identifying gifted and talented students, staff have a subtler understanding of the meaning of gifted and talented and are able to identify students' qualities increasingly accurately.

Appendix II

'Voices' from the Republic of Ireland

A Teacher's
Voice: *Angela*

Angela is a teaching principal in a rural, two-teacher school, and has over 40 years teaching experience. She has a particular interest in special educational needs and has worked with a wide range of students with specific learning disabilities and difficulties. She recounts her experience of working with two students, formally identified with IQs in the exceptional range, which came to light through school intervention to secure assessment for both.

In a regular classroom Angela finds that exceptionally able children are strikingly conspicuous. *"I just saw that they were perhaps mentally, or perhaps I should say intelligently maybe five steps ahead of all the other children and if I asked a question to the class their answer would probably be different to what the majority would give me."*

To Angela academically exceptionally able children come across as very logical thinkers, posing questions that at times seemed simple, but to her were always marvellously well reasoned and considered. She saw how age peers were confused by their above average musings, and struggled to understand their perspective. Angela recalls how simple things would bother these highly able students, and supposes that "it was maybe too simple for them."

Angela also saw clearly the definition between bright students and exceptionally able students. Although scoring highly in standardised tests, they differed in terms of intellect and potential. Exceptionally able children operate "on a different wavelength." She noticed a remarkable capacity for detail, as one student Dermot at the age of five or six, would recount information from nature documentaries he had watched on television, impressing fellow students and teachers.

Rory, however, was exceptionally able but was also an underachiever..

Dermot was found to be dually exceptional - his exceptionality burdened down by dyslexia.

Rory, however, was exceptionally able but was also an underachiever. Although his IQ placed him in the exceptional range and his oral work was "far superior" to that of his classmates, he would come out at the bottom in school achievement tests. She admits she was completely shocked when she discovered from his formal assessment the extent of Rory's potential. She doesn't readily observe his ability in the regular classroom. *"I see that he is weak at spelling and weak at reading, even though Rory, at ten years old, has a reading age equivalent to that of a 16 year old teenager. He would hesitate over words, his spellings would be weak. He has no Irish fluency whatsoever. Rory has trouble transferring his ideas onto paper, and when he does it is usually untidy and lacking in logical, sequential thought. Orally he expresses himself seamlessly, but it would appear as though Rory is thinking faster than his pen will allow."* Angela admits to being somewhat confused by this contradictory behaviour, *"If you have an exceptionally able child in your class you expect them to perform at a*

Angela was confused by this seeming disparity between ability and work produced.

high level and I would say I didn't get the typical child in my school, but then what is typical?"

Angela found that Dermot too was at variance with expectation. Sharing a similar IQ, Dermot was found to be dually exceptional - his exceptionality burdened down by dyslexia. Like with Rory, Angela was confused by this seeming disparity between ability and work produced. With perhaps idealistic expectations of exceptionality Angela felt that Dermot too produced work that "would never have been the work of an exceptionally able child - so untidy." And while untidiness and disorganisation are very often endemic with high ability children, in Dermot's case, Angela correctly sensed a learning difficulty, *"it certainly held him back every turn of the way, which was so unfortunate because it was all in his head but getting it back down to paper was very difficult for him."*

Once identified, the school responded by providing Dermot with appropriately challenging curriculum and assistive resources. *"We'd give him a lot of computer work to do and he would do great work on the computer. He wouldn't put in full stops and capital letters...but he had a wonderful vocabulary, choice of phrases and all of that."* Learning to read was a considerable hurdle for Dermot, but with determination and resolute support from school and home he succeeded. Angela saw how this quickly opened

up another dimension of knowledge for Dermot and he soon became a zealous bookworm.

Supporting Exceptionally Able Children

Another challenge for Angela is to know how best to support their self esteem. To make them realise that even though they may be different it's alright to be that different. *"I don't know how he (Dermot) saw it himself. We used to tell him he was very bright, try to make him feel a bit better about himself, because sometimes he would be frustrated with his spellings or ... he would be disappointed."* She feels that it is important that exceptionally able students have access to structured learning opportunities with their age peers in order to help them to better understand the nature of their own ability and that of others. She recalls that while neither Dermot nor Rory were isolated from their peer group, Dermot would frequently opt to mix with younger children. Perhaps this had something to do with his poor co-ordination; as he often opted out of football matches at lunchtime with his classmates.

"By nature both Dermot and Rory are intensely kind and sensitive to other students. With a strong sense of social justice and deep-seated beliefs about fairness, Dermot would be very quick to point out that something happened in the playground to another child."

They can sometimes struggle with simple tasks, while they excel with complex ones.

Comment

For Angela exceptionally able children do not come in similar packages. *“Carrying a myriad of capabilities, motivational differences and sometimes specific learning difficulties they are by no means identical. Exceptionally able children do stand head and shoulders above even bright children and differ mainly in their outlook or point of view. They can sometimes struggle with simple tasks, while they excel with complex ones. Their achievements are sometimes contradictory to what one might expect, but at all times they are different and we must remember that.”*

Appendix II

'Voices' from the Republic of Ireland

A Student's
Voice: *Anne*

Anne is the eldest in her family and has recently moved back to Ireland from abroad. While she presents as a timid and gentle girl, it soon becomes apparent that beneath this calm exterior lies an opinionated and fiery young woman who quickly opens up to share her world with us.

She's a fervent reader and can't remember a time when books weren't a part of her life. Not surprisingly her favourite subject is English. She admits, with a little reticence, that writing is one of her strengths. With a preference for imaginative writing, Anne enjoys tinkering with new techniques and developing her own individual style of prose. Anne found solace in books when she endured bullying at the hands of jealous peers in primary school. Books allowed her to retreat to another world and forget about the difficulties that surrounded her.

Although school was not always a happy place for her to be, she is naturally resilient and seems to have found her feet thanks to a very supportive school and circle of friends. Well known as a hard worker, she has a healthy attitude toward school and study. Anne honestly doesn't consider herself exceptionally able, protesting that there are far smarter students than her in her year. She confesses that she's never been made to feel different because of her grades. Far from being labelled by her peers, Anne divulges their rather ruthless approach, *"I'm always told I wouldn't understand the easiest thing, but I'd understand the hard things. I'm not allowed to get a big head!"* Clearly comfortable in herself and having experienced bitterly negative comments in primary school, Anne is unperturbed by what she perceives as good-humoured rivalry.

Anne admits that her ability can sometimes be an issue for students of less ability, but feels *"there's always people brighter than you and there's always people less bright than you, so*

A very balanced and well-adjusted student, she is self-assured and motivated and is set to take the world by storm.

it's the same for everyone, but yeah, I do kind of downplay it. I wouldn't be so 'Oh God, I'm so brainy', but then who would."

Anne was not always such a devoted student. In primary school she did "the bare minimum". Now a very focussed and determined student, if she sets her mind to do something she will exhaust as much energy as is necessary to do the best she can. While she wouldn't go as far as to say she's a perfectionist, she sometimes does work a little too hard, but this, she feels, is no bad thing.

Now looking toward college, Anne hopes to study History at Trinity, where she looks forward to studying with equally enthusiastic students. She is exasperated by students who do not share her fascination with history, and who in class, interrupt the flow of learning.

Anne seems to have endured all of the highs and lows that exceptional ability brings with it and has come out unscathed, to become the modest, warm, unassuming, friendly and energetic young woman she is today. A very balanced and well-adjusted student, she is self-assured and motivated and is set to take the world by storm.

Appendix II

'Voices' from the Republic of Ireland

A Parent's
Voice: *Dympna*

The youngest of three brothers, with two older brothers also assessed with exceptional ability, at age 12. Brian is in 5th class in his local primary school and has an IQ assessment of 132. However, as he suffers from Cerebral Palsy his movement is laboured and consequently he has to exercise daily to minimise the effects of the condition.

His interests range from reading novels, playing chess, listening to audio-books, to watching films – he claims to be a self professed James Bond buff! Brian also shares with his brothers a fascination with computers, to such an extent, that his mother jokes that she often considered calling them for dinner on MSN Messenger!!

“Brian is a lively, happy, well-adjusted, calm, and easy-going boy. He is popular with his peers, but he is also very content to be alone. He’s very self-sufficient and doesn’t seem to have a huge requirement for big crowds around him. Having conquered all of the huge impediments he faced, he is now more than capable of coping with any of the difficulties that life might throw at him in the future.”

Brian’s academic strengths lie principally in the verbal area of English and the Arts. He enjoys drama and he has quite a good singing voice, however he is holding off until Transition Year (Transition Year is a one-year programme that typically forms the first year of a three-year senior cycle; in many schools it is optional) to immerse himself in the area.

Dual Exceptionality

“The shock of Brian’s diagnosis could never really be pin-pointed to one moment in time. I suppose the only big time was when they put a label on it, but you know you still had the same child... it

was a gradual dawning. I never really dwelt on the condition but rather regarded its physical manifestations as being part of his personality. He walked slowly - that was the way he walked ... it’s part of what we know about him. Brian is very much accepted for who he is and not for what he has by everyone.”

According to Brian’s mother, Dympna, coping with his disability has been a huge source of achievement for him in that he is both “recognised in a positive way for his disability and in a positive way for his exceptionality”

Parenting a Dually Exceptional Child

“There isn’t really a hard part!” Dympna confesses that she never really saw her children as being anything different. *“Exceptionality is only ordinariness...it’s nothing. It’s only others that might consider it’s an odd thing or extraordinary in some way, I never do.”*

She immersed herself in research to properly understand what Cerebral Palsy would mean to her son. *“You’ve been given a huge opportunity to help the child, but you need an awful lot of background knowledge and I went back to basics and studied it ... read the research, so I really brought myself up to speed on the condition.”*

Brian comes from a very supportive and infectious positive family, and grew up with the philosophy that, “if something goes wrong you just get on and do something about it...you know affect change. It’s something that sometimes has to be ‘got around’ ... and you take the scenic route to some things and no more than that.”

She has instilled in Brian the realisation that his exceptionality has given him opportunities and ease in life not accessible to others. School and

Exceptionality is only ordinariness...it's nothing. It's only others that might consider it's an odd thing or extraordinary in some way, I never do.

learning are a source of enjoyment to him, and as parents they have invested a lot of time managing their sons' abilities, thus ensuring that they ended up in "situations that suit", in other words finding a school that could meet their needs was of critical importance, as was building strong partnerships between home and school.

Leading Rather than Following

Dympna always found that Brian, like her two other sons, lead rather than followed in relation to dealing with their exceptional ability. They seek out their own avenues of interest while she and her husband endeavour to make it happen. Dympna believes that exceptionally able children require greater management than the average child, in that often their unconventional interests

provide a further challenge for parents. She confesses that over the years she has spent a lot of time ruminating on whether her children had appropriate stimulation.

"I don't limit computers. It's like pen and paper to them. And they don't do silly things. I feel if I limit computer time, it's almost limiting pen and paper."

One of the most difficult aspects of raising three exceptionally able sons is ensuring that each receives equal credit. Her middle son is highly ambitious and determined, and has enjoyed much success nationally over the years. Balancing his achievements with the less well-known and sometimes unconventional accomplishments of her other sons is a constant exertion.

Appendix II

'Voices' from the Republic of Ireland

A Parent's
Voice: *Helen*

As a parent, it is sad to see how such exceptional ability can be regularly over-shadowed by the emotional stress caused by his heightened sensitivity

The eldest of three siblings, Matthew at age 10 years is academically exceptionally able and falls somewhere in the top 2% of the population in his age group. He has many interests: swimming, music, horse riding and reading and he is quite accomplished in all of these areas. His mother describes him...

"Matthew does things differently, in that he makes complex associations between situations and ideas in a way that is very advanced for a child of his age, he is very much someone who thinks outside the box. He is remarkably articulate in conversation, and with a very endearing nature, in fact you couldn't ask for a better child."

The picture would seem perfect, except that Matthew has perennially struggled on a social and emotional level. His behaviour was challenging right from the start. As an infant, Matthew never seemed to need much sleep and at the age of two he seemed to be permanently on 'time-out'.

Accused of not disciplining him enough, Helen soon realised that Matthew was no ordinary little boy. *"He went through his milestones so quickly*

as a baby we knew that he was bright. In pre-school he would stir up chaos – they would get them all lined up against a wall ... so they could clear the room and he'd say 'right guys go,' and everyone would take off!"

The disruptive behaviour evidenced in playschool was soon replaced by serious social problems, as he began to show signs of increasing stress if he had to cope with more than one person at a time. In school this led him to push children away and at times he became physically aggressive with them. Consequently, he always struggled to fit in with the other children in his class and they in turn remained distant to him. Helen knows that Matthew is lonely and yearns to be 'part of the gang'. She admits that he does annoy other children, but he is slowly learning skills to help him integrate better.

"Matthew is not like the other boys, he is sensitive and interested in things that are unusual for a boy of his years. They can be unsympathetic - 'Matthew you're terrible at football' or 'you're not cool enough to play with us'."

Puzzled about this behaviour, Helen had him assessed by an occupational therapist who uncovered a tactile processing problem or what is formally known as a sensory integration disorder. Synonymous with the disorder Matthew is hyper-sensitive to touch and this explained too why as a small child, he never liked to be hugged.

"He would select, very carefully select, the sort of t-shirts that are comfortable next to his skin. He has to have soft sheets, and yeah, the labels used to bother him on the back of clothes...that's a classic."

Matthew's heightened sensitivity resulting from his sensory disorder has had major impact on his social and emotional development. *"He's over-*

sensitive to everything. Like criticism - he actually can't take criticism at all...(he's) sensitive in every single way, therefore when you're over-sensitive like that you automatically become defensive. He is also easily distracted by his heightened sensitivity to sound so when he's working no one is allowed to make noise, or cause a distraction!"

Helen and her husband have been exhaustive in their efforts to assist Matthew learn the life skills that come naturally to most. And while she can't make friends for him, she feels that by supporting him while he learns these skills and involving him in different activities that he will in time be able to find individuals who share his interests and understand him for the individual he is.

"He goes to about five different things at the moment, to give him that broad base to call on as he gets older...it's getting strings to his bow to give something for him to fall back on. And I've tried to channel it socially. If he gets good with the music he could be in a band or maybe just go for a jam session with friends ...that should build his self-esteem as well."

Matthew has recently met up with a boy who is very much like himself, and they have forged a strong bond. In what he perceives as a non-threatening environment, he is like any other 10 year-old, but faced with an unfriendly atmosphere in school he quickly lapses into defensive mode. Helen is relieved he has found a true friend and remarks, *"When he's here with Jack they're having these races with the water, they were just messing around doing really nice childlike things and I think that it is nice to see him just being himself and being comfortable in himself."*

Helen reveals that Matthew is quietly proud of his exceptional academic ability. However, she believes he is often bored in school, but doesn't believe Matthew equates his boredom with being

of a higher ability than his peers as much of the time Matthew doesn't actually know he's learning new material!

"Mum I feel dumb in school, so, so dumb.' I said 'what do you mean you feel dumb in school?' 'Well I just don't know geography!' And that will give you an idea. He just knows maths and because he has to work at geography ... he just figured that it just sort of happened to you!"

Matthew's biggest problem academically is his inability to manage his ideas - projects and homework can take hours to complete, as he struggles to stay on task. However, with the help of his resource teacher he is learning how to organise his ideas. *"I've seen him going through a whole page of maths in five minutes, but other times he's sat here for three hours doing his homework."*

Although verbally very proficient, he finds it difficult to verbalise text into his own words. He is a quick thinker, but such speed is often too hasty as he frequently misses out on parts of his work. He cleverly approaches maths problems, usually devising his own method to work out the sum. *"His handwriting is dreadful"*, but Helen believes this is to do with his motor abilities being out of sync with his thinking capabilities. He's learning to touch type to help overcome this deficit in future years.

"As a parent, it is sad to see how such exceptional ability can be regularly overshadowed by the emotional stress caused by his heightened sensitivity, consequently I feel that his self-esteem is quite low. We have to teach him life skills that most people take for granted."

Appendix II

'Voices' from the Republic of Ireland

A Student's
Voice: *Siobhán*

Siobhán is a very cheerful, friendly, and vivacious teenager who is studying hard to secure five As to secure her offer of a place in Oxford University to study English. The first thing that strikes you about her is her energy. Eagerly awaiting the launch of her first novel, which she wrote two years ago, and with an established acting career in television behind her, Siobhán is nothing if not full of life. She takes it all in her stride and is quite unaffected by her many successes to date. Siobhán is very much an all-rounder and when not in school enjoys piano, reading and sports as well as an active social life!

Siobhán's time in primary school was in stark contrast to her post-primary experience. She remembers vividly the frustration of not being challenged. *"I was constantly asking for more work or constantly asking questions. Some teachers would throw you a sixth class maths book and ... tell you to go off and do that and tell you, you were great. However, other teachers accused me of showing off, of being inconsiderate to other children, or of being ridiculous, when I wanted to move ahead I remember thinking I just want to learn. It sounds so uncool, but I just want to learn!"*

Siobhán felt a sea change when she moved on to post-primary, reflecting that, *"in primary*

school, because you only have one teacher, you constantly felt like they were teaching to the lowest common denominator. I believe that the teacher plays almost certainly the most significant role in the education of exceptionally able students."

Siobhán has very happy memories of her time at post-primary level. There she built up very good relationships with her teachers, her abilities were quickly recognised and she was encouraged and supported to strive for higher grades. She credits her English teacher as being the one who persuaded her to start writing her novel, helping her along the way by editing and being a constant source of support.

Siobhán lists English and Maths amongst her favourite subjects, and it's hardly surprising that she lists these teachers amongst the best she's ever had. Siobhán finds that teachers who actually want to teach and are passionate about their subject catalyse a curiosity and a love of the subject in all, but this is particularly so with exceptionally able students like herself. She despairs of the over-reliance on photocopies and curriculum-driven classes that teach purely the syllabus and not the subject. She delights in learning more than just the prescribed material.

Siobhán is very much an all-rounder and when not in school enjoys piano, reading and sports as well as an active social life!

False Perceptions

One of the most infuriating aspects of being a high ability student for Siobhán is dealing with the spurious perceptions of exceptional ability. *“People automatically assume that I roll out of bed and get ten A’s in my Junior Cert.”* She was shocked to find that some teachers too share in this belief, *“they literally thought that it just came like supernaturally to me and it really doesn’t.”*

Students with exceptional ability expect high grades of themselves and often find discussing exam disappointment with their peers quite problematic. Sharing with her friends her dissatisfaction at getting an A2 in a recent exam, Siobhán didn’t feel consoled in the same way others would, *“your friends are like ‘okay shut-up, you said that went really badly’ and I was like ‘yeah, but I was hoping for an A1. If I don’t get into Oxford, I doubt if I will be able to share my disappointment with any of my friends. I don’t think that I could honestly say to anyone – 570 points and I’m really disappointed.’”*

Labelling

Siobhán acknowledges that she does get labelled by her peers, being an exceptionally able student. Although she was teased about it, she never detected any malice in their comments. *“I think the reason I got labelled with that is because of my group of friends. Because we still go out every weekend ... and we’re not a big group of nerds!”* Siobhán believes she stands apart from other students because she achieves highly, while also enjoying a good social life. She enjoys the attention and takes it as a compliment. Her peers become desperately jealous of her ability when faced with the prospect of their looming exams.

Comments

Siobhán is candid yet quite unpretentious in summing up her abilities. She admits that *“English is what I do”* and that maths *“kind of comes naturally.”* She’s easily one of the brightest in her school, but is quietly confident in herself and in her abilities.

Her peers become
desperately jealous of
her ability when faced
with the prospect of their
looming exams.

Appendix III

Exemplar Policy: Gifted and Talented Education

It is recommended that schools have a whole-school policy for the education of Gifted and Talented students. This will help to guide staff towards a consistent and effective approach.

It will also ensure that parents, carers, allied professionals and new and temporary staff all have a clear idea of the service the school hopes to provide.

Below is an example of one school's Gifted and Talented policy.

Aims

Clarendon School is committed to providing an environment, which encourages all students to maximise their potential and this clearly includes students who display some form of exceptional ability or talent.

Definitions

Gifted and Talented students are those who are achieving or who have the potential to achieve, at a level substantially beyond the rest of their peer group inside our school. This may be in one or more of the following areas:

- general intellectual ability or talent;
- specific academic aptitude or talent;
- visual and performing arts and sports;
- leadership ability;
- creative and productive thinking;
- mechanical ingenuity; and/or
- special abilities in empathy, understanding and negotiation.

Those students who demonstrate or have the potential to demonstrate extremely high levels of ability, compared to their peers across the entire population, will be referred to by the term Exceptionally Able.

The terms 'Gifted and Talented' or 'Exceptionally Able' encompass students who are able across the curriculum as well as those who show talent in one or more specific areas. All talents and gifts are equally valued and will be allocated equal time and resources.

Identification of the Gifted and Talented

Before identifying any student as Gifted and Talented in a particular area, we aim to ensure that all students have had the opportunity to learn and succeed in this area. This makes the process of identification fair.

A Gifted and Talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Identification by a previous teacher, previous school, external agency or organisation
- Self nomination

It is worth remembering that Gifted and Talented students can be:

- good all-rounders;
- high achievers in one area;
- of high ability but with low motivation;
- of good verbal ability but poor writing skills;
- very able but with a short attention span;
- very able but with a learning difficulty or disability which masks their achievements;
- very able with poor social skills; and/or
- keen to disguise their abilities.

(adapted from Deborah Eyre, 1973)

Everyone in Clarendon School has a responsibility to recognise and value students' abilities.

We are aware that:

- unnecessary repetition of work is demotivating and demotivated students will not always demonstrate potential;
- there is sometimes peer pressure to under-achieve.

The School Register

The Responsible Teacher is to maintain a register for Gifted and Talented and to ensure that appropriate records are being kept. All students who have been identified as Gifted and Talented are entered onto the School Register. A copy of the register is made available to all staff in paper and electronic form. The area of ability is recorded with reference to the aspect or aspects in which they have a talent. The parent or carer is consulted before the student's name is put on the register. The register is reviewed twice a year at a meeting of the staff concerned and the progress of each student towards their individual targets evaluated. If a student is not reaching his or her full potential, or has achieved the set targets, new arrangements, and where necessary, new targets will be set.

Provision for the Gifted and Talented

Opportunities for extension and enrichment are built into all our schemes of work. During policy review in Month/Year we shall ensure that every curriculum area will have a reference to Gifted and Talented. This should state what the identification procedure will be and what provision is in place.

We aim to:

- maintain an ethos where it is acceptable to be bright;
- encourage all students to be independent students;
- recognise achievement;
- be aware of the effects of ethnicity, bilingualism, gender, religion and social circumstances on learning and high achievement;
- provide a wide range of extra-curricular activities and clubs;
- always provide work at an appropriate level; and
- provide opportunities for all students to work with like minded peers.

Types of Provision

Classroom Differentiation

Teachers have high expectations.

Tasks are designed to take account of levels of existing knowledge, skills and understanding.

There are planned extension opportunities or open-ended tasks.

There is access to higher tier exam entries.

School Based Provision

This varies according to subject area and is covered using a variety of methods:

- School based clubs
- School societies/councils
- Fast tracking groups
- Enrichment opportunities
- Opportunities for performance
- Artists in residence
- Specialist teaching
- Partnerships with other schools/further education institutions/higher education institutions

Out of School Provision

Clarendon School will explore and develop community links to provide opportunities for Gifted and Talented students to develop. Students will be encouraged to fulfil their potential in those areas in which they are Gifted and Talented without reducing the breadth of their curriculum and personal experience.

Personal Development

Classwork and work outside the classroom include a number of opportunities for students to participate in small and large groups, which will help develop their personal and social skills. We recognise that the way students operate in teams and support each other when discussing ideas or collecting resources and materials, supports their social, personal and emotional development.

Some Gifted and Talented students find performing in teams easy, others show excellent social and leadership skills but some find 'team work' more difficult. The school aims to develop all the abilities of students, including their personal and social skills, especially if these are not strengths. We aim to create a climate in which students are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

Leadership and Management Roles

The Responsible Teacher for Gifted and Talented is to decide on targets for the School Development Plan, to co-ordinate an audit programme to monitor School Development and to monitor the school's provision for students. The principal is responsible overall for the implementation of the Gifted and Talented policy. All subject areas have a named teacher who is responsible for subject provision for Gifted and Talented students. A named governor takes specific interest in the school's arrangements for Gifted and Talented students and works with the Responsible Teacher, on review and development.

Process for Review and Development

This policy will be reviewed annually. Next review: (month and year)

Useful Publications in the School Library

Appendix IV

Useful Forms

The following forms may be downloaded from
www.nicurriculum.org.uk

Parental Questionnaire

Name of student:
Date of completion:
What does your son/daughter do really well?
What single achievement do you think your son/daughter is proudest?
What sort of people does your son/daughter most like to be?
What do your friends most admire in you son/daughter?
What does your son/daughter most enjoy about school?
What does your son/daughter most like doing at home?
What seems most important to your son/daughter at this time in his/her life?
Is there anything else which might help us identify your son's/daughter's particular gifts and talents?

General Checklist

Characteristic	Yes/No
Possess extensive general knowledge, often knows more than the teacher and find the usual reference books superficial.	
Show good insight into cause-effect relationships.	
Easily grasp underlying principles and need the minimum of explanation.	
Quickly make generalisations and extract the relevant points from complex material.	
Have mental speeds faster than physical capabilities and so be often reluctant to write at length.	
Prefer to talk rather than write and often talk at speed with fluency and expression.	
Reluctant to practise skills already mastered, finding such practice futile.	
Have exceptional curiosity and constantly want to know why.	
Are inventive and original when interested.	
Ask searching questions, which tend to be unlike other students' questions.	
Often see the unusual rather than the conventional relationships.	
Are able to pose problems and solve ingeniously.	
Display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas.	
Read rapidly and retain what is read and can recall detail.	
Listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on.	
Jump stages in learning and be often frustrated by having to fill in the stages missed.	
Leap from concrete examples to abstract rules and general principles.	
Have quick absorption and recall of information, seem to need no revision and be impatient with repetition.	
Keen and alert observers, note detail and be quick to see similarities and differences.	
See greater significance in a story or film and continue the story.	
See problems quickly and take the initiative.	

Have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word.	
Become absorbed for long periods when interested and may be impatient with interference or abrupt change.	
Persists in completing activities when motivated.	
Often set very high personal standards – are perfectionists.	
More than usually interested in ‘adult’ problems such as important issues in current affairs (local and world), evolution, justice, the universe etc.	
Concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school).	
Philosophical about everyday problems and common sense issues.	
Perceptive in discussion about people’s motives, needs and frailties.	
Daydream and seem lost in another world.	
Show sensitivity and react strongly to things causing distress or injustice.	
Often take a leadership role.	
Empathise with others and be very understanding and sympathetic.	
Confident and competent.	
Express their own feelings.	
Attribute ideas to others.	
Self-effacing.	
Reflect on their own performance.	
Give inventive responses to open-ended questions	
Have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings.	
Appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire & irony.	
Criticise constructively, even if sometimes argumentatively.	
Unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore.	

Exemplar Gifted and Talented Audit Form

Audit	Yes	No	Sometimes
The school has identified a teacher who leads Gifted and Talented.			
The policy is written and shared with all staff and governors.			
All staff, including classroom assistants, are aware of the school policy and practice for Gifted and Talented students.			
Teachers know who the able students are in their class or classes and are aware of the range of their abilities.			
Subject policies or departmental handbooks include guidance for staff working with Gifted and Talented students.			
Lesson content is differentiated to take account of the needs of Gifted and Talented.			
Teachers use a variety of forms of differentiation in their teaching.			
High expectations are set for the Gifted and Talented students.			
Gifted and Talented students are grouped together for specific subjects (e.g. maths) or activities as appropriate.			
Lesson pace geared to take account of the rapid progress of Gifted and Talented students.			
Gifted and Talented students are given extra time to extend or complete work when required.			
The teacher liaises with the subject co-ordinator or Head of Department in instances where the student is providing a curriculum challenge in terms of their educational requirements.			
Gifted and Talented students are moved into another class (of older students) for some or all work if their needs cannot be met in their normal class.			
Homework is challenging for Gifted and Talented students.			
Specific homework is set for Gifted and Talented students.			
Gifted and Talented students' progress is monitored and recorded by staff.			

Audit	Yes	No	Sometimes
CPD includes a focus on the needs of the Gifted and Talented.			
Guidance is given to student teachers on approaches to the education of Gifted and Talented students.			
Additional extra-curricular opportunities are provided after school or during lunch-times in academic, creative and sporting activities.			
The school or departmental Gifted and Talented policy, practice and routines are kept up-to-date.			

Classroom Strategies Checklist

Audit	Part of Practice	Needs more work
Being aware of school policy and practice for Gifted and Talented students.		
Referring to subject policy guidance on working with Gifted and Talented students.		
Liaising with subject co-ordinators where necessary.		
Using a variety of forms of differentiation in their teaching.		
Planning for the use of higher order learning skills in their teaching.		
Considering and planning for different learning styles.		
Setting high expectations for the Gifted and Talented students.		
Considering early examination entry.		
Grouping Gifted and Talented students together for specific subjects or activities.		
Pacing lessons to take account of the rapid progress of some Gifted and Talented students.		
Giving time for Gifted and Talented students to extend or complete work if they need it.		
Moving Gifted and Talented students into another class (of older students) for some or all work, if their needs cannot be met in their normal class.		
Setting homework which is challenging for Gifted and Talented students.		
Monitoring and recording the progress of Gifted and Talented students.		
Undertaking lesson observations which monitor the progress and attainment of Gifted and Talented students.		

The School Register Exemplars

Exemplar 1: Individual Record Sheet

School name: Student name:			Date: Review dates: Date of birth:	
Name of person(s) referring the student:				
Recent assessments and results (please date)				
Ma:	En:	Other	Other	Other
Area of ability (please highlight): A: general intellectual ability or talent B: specific academic aptitude or talent C: visual and performing arts and sports D: leadership ability E: creative and productive thinking F: mechanical ingenuity G: special abilities in empathy, understanding and negotiation				
Details of specific abilities:				
Action to be taken:		Outcomes with date:		
Monitoring arrangements:				
Provision:				
Additional support: Grouping:		Extension work:		Out of school enrichment activity:
Copy to (please tick): Class teacher Co-ordinator Parent/guardian Principal Next school		Signed: Parent/guardian Teacher Date		

Exemplar 2: Gifted and Talented
 School or Year Group Record

School Name:					Date:				
Name	Class	Yr	DoB	Date	Person identifying	Area of ability	Review date	Parent/ Guardian	Ass.
Monitoring Arrangements:	Out of school enrichment activities:				Area of ability (<i>please highlight</i>): A. general intellectual ability or talent B. specific academic aptitude or talent C. visual and performing arts and sports D. leadership ability E. creative and productive thinking F. mechanical ingenuity G. special abilities in empathy, understanding and negotiation				
Assessments					Parents/Guardians informed (<i>please tick</i>) <input type="checkbox"/>				

Exemplar 3: Gifted and Talented School or Year Group Record

[illegible]

References

An extensive reference section is included in the Literature Review: *Gifted and Talented children in (and out of) the classroom* (2006) which is available on www.nicurriculum.org.uk

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Writer's Group

Treasa Farrell, CCEA (Friends School, Lisburn)
Sarah McElwee, Queen's University Belfast
James Maxwell, Ballyclare High School
Helen Miskelly, CCEA

Consultation Group

Jennifer Burch
Gary Connolly
Tanya Cummings
Brian Gingles
Anne Nixon
David Ryan, BELB
Arthur Webb, BELB
Catherine Wegwermer

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