

More Able and Talented Learners

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| <p>'All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents' (JFK)</p> |
| <p>'How schools support our most able students is of vital interest to us all. Ensuring that the brightest pupils fulfil their potential goes straight to the heart of social mobility, of basic fairness and economic efficiency' <i>Sir Peter Lampl – The Sutton Trust</i></p> |
| <p>Research into school improvement suggests that a focus on the most able can help to raise achievement for all.</p> |
| <p>'We have to educate for what we can't imagine' Bill Gates</p> |
| <p>Importance of language:</p> <ul style="list-style-type: none"> ▶ Language plays a key role in the measurement of intelligence and in academic achievement ▶ The language gap is one of the biggest causes of underachievement for disadvantaged learners ▶ After the age of 7 the great majority of new words we learn come from the books what we read |
| <p>'You may have a first from Oxford but if you haven't developed as a person, you are not going to get the job' <i>Carl Gilleard, Chief Executive of the Association of Graduate Recruiters</i></p> |
| <p>Teachers matter more to pupil achievement than any other aspect of schooling</p> |
| <p>Current national picture in England...</p> <ul style="list-style-type: none"> ▶ 'Gifted and talented' replaced by 'higher attainers' 'more / most able' ▶ Recognition in Ofsted documentation/reports ▶ School centred ▶ Emphasis on disadvantaged more able ▶ Importance of research |
| <p>Key Findings 2015 / 2016 from School Inspections</p> <ul style="list-style-type: none"> ▶ Achievement of the most able remains a concern. ▶ Disadvantaged most able achieve less well than their peers ▶ More able boys do less well than more able girls ▶ Not enough guidance on subject choices ▶ Too many students fail to get into top universities |
| <p>Defining high ability:</p> <ul style="list-style-type: none"> ▶ There is no universally accepted definition of high ability ▶ The progression of definitions has ranged from 'conservative' which focused on high intelligence, measured by IQ tests to more 'inclusive' definitions which include problem solving and creativity ▶ The dominant view now is that there is a dynamic relation between nature and nurture. Each deeply affects the other' |
| <p>'One of the oldest debates in human development is about the relationship between nature and nurture. The dominant scientific and philosophical view now is that there is a dynamic relation between nature and nurture. Each deeply affects the other' Sir Ken Robinson</p> |
| <p>What we know so far ...</p> <ul style="list-style-type: none"> ▶ Ability is multi dimensional – only some aspects can be measured ▶ A mixture of innate predispositions, environment, personality and contextual factors ▶ Developmental ▶ Ability needs to be nurtured through opportunity, support and motivation |
| <p>"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)"</p> |
| <p>Identification:</p> <p>Qualitative</p> <ul style="list-style-type: none"> ▶ teacher assessment / observation ▶ work scrutiny ▶ general / subject specific checklists ▶ peer and self assessment ▶ discussion with children / pupil profile ▶ parental information <p>Quantative</p> <ul style="list-style-type: none"> ▶ baseline assessment ▶ various 'tests' eg CATs, |

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| <ul style="list-style-type: none"> ▶ Some are confident and cope very well ▶ Some are high achievers ▶ Some are underachievers ▶ Some are vulnerable ▶ Some are challenging ▶ Some are ready communicators | <ul style="list-style-type: none"> ▶ Some are more reserved ▶ Some are reluctant to display their abilities ▶ Some will need more support ▶ Some are late developers ▶ Some have 'dual exceptionalities' |
| <p>Identification:</p> <ul style="list-style-type: none"> ▶ It is not an end in itself nor is it an exact science ▶ Should uncover those with potential ▶ Use information from a variety of sources ▶ Most effective is provision that offers opportunities for all forms of ability to be demonstrated <p>Key question: <i>What opportunities are there in your school for pupils to reveal their abilities?</i></p> | |
| <p>Able learners:</p> <ul style="list-style-type: none"> ▶ excellent memory and use of information ▶ may spend longer on planning but then reach decisions more speedily ▶ they add to information, spot what is irrelevant and get to the essentials more quickly ▶ they can see and adapt alternative solutions to learning and problem solving ▶ ability to concentrate ▶ may speak, read and write very early | <p>Highly able learners:</p> <ul style="list-style-type: none"> ▶ are curious ▶ continually ask questions ▶ have a willingness to embrace ambiguity, paradox and uncertainty ▶ have a recognition of and an appreciation for the interconnectedness of things ▶ have passion, persistence and engagement |
| <p>Carol Dweck: 'It is about mindsets'</p> <p>Studies show that children who are praised for their intelligence learn to value performance, while children praised for their effort and hard work value opportunities to learn</p> | |
| <p>The Iceberg Effect:</p> <p>When we see extraordinary performance we do not notice that it is the product of a submerged process involving thousands of hours of practice</p> | |
| <p>'When people talk about my free kicks they focus on the goals. But when I think about free kicks I think about all those failures. It took tons of misses before I got it right' <i>David Beckham</i></p> | |
| <p>What do our most able need?</p> <ul style="list-style-type: none"> ▶ Acknowledgement and understanding ▶ High challenge – low stress ▶ Learning environment that invites enquiry to allow risk taking (mistakes are OK!) ▶ To be valued for who they are – not what they can do ▶ Challenge, high expectations, inspiration, culture of high expectations | |
| <p>A culture of high expectations:</p> <ul style="list-style-type: none"> ▶ Teach to the top – it benefits all learners ▶ Embrace the language of excellence ▶ Learning is challenging and aspirational ▶ Get the basics right ▶ Avoid soft rewards ▶ Banish the poverty of low expectations | |
| <p>Challenge is providing difficult work that causes learners to think deeply and engage in healthy struggle. When learners struggle just outside their comfort zone, that is likely when they will learn most</p> | |
| <p>What constitutes challenge?</p> <ul style="list-style-type: none"> ▶ Higher order thinking ▶ Questions, questions, questions ▶ Surprise, puzzle, mystery, ambiguity ▶ Open ended tasks ▶ Risk taking ▶ Demanding / precise vocabulary ▶ Cognitive conflict / struggle ▶ The unexpected | |