

Gifted-and-Talented Provision

'The Big Picture'

Teachers' & Parents' Guide

Discover

Ability for Achievement
Talent for Targets
Potential for Performance

The idea of *Gifted-and-Talented* students has recently been widened. 'Gifted-and-talented' is no longer simply a recognition of excellence—although this is still an important factor. *Gifted-and-Talented* provision now considers potential as well as performance.

'Gifted-and-Talented' provision, therefore, includes any student who has ability—particularly those students who have ability but often don't realise/apply it. New *Gifted-and-Talented* provision encourages schools to have a more considered attitude to 'talent', and include those students who have ability which has not been recognised in the traditional classroom setting.

What can I do as a teacher/parent...?

As a teacher/parent, you can:

1. use 'The 6 Types of Learner' to help you recognise your students' type(s)
2. read the pages on 'How to recognise the 6 types in lessons' to help you students in lessons/at home with potential gifts and talents
3. read the pages on 'How to help the 6 types'. These pages give simple strategies to support students in lessons and at home

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Gifted & Talented Pupils.

The 6 Types.

'The 'natural'

Gift: Intuition

This type of student just 'gets it'.

The Student that asks "How"?

Talent: problem-solving

This type of student likes 'steps' to follow.

'The Dreamer'

Talent: creative thinking

This type of student needs 'space' to think.

The Silent Worker

Gift: internal motivation

This type of student has natural desire.

The Talker

Talent: verbal communication

This type of students needs conversation.

The Students who asks 'Why?'

Gift: maturity

This type of students needs to know "why?".

How to recognise 'The Natural'

Gift: intuition

1. The Natural often sits in the centre of the classroom. Why...? It puts them 'in line' with the teacher and 'out-of-line' of talkers who distract them
2. The Natural is often quiet in lessons and doesn't offer to answer questions. Why...? They can be naturally shy and quietly confident and don't rely on teacher-approval because they 'get it'. So...? So don't insist that they 'get more involved in lessons'. This will only frustrate them.
3. The Natural will write/say/think things that you haven't thought of. Why...? Unlike the majority of students, they go beyond guidelines given to them. They 're-work' things because they know they learn most effectively by following their intuition. So...? So don't insist they do it 'your way'. This will only demotivate them.

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Possible Points of Conflict with 'The Natural'

1. The Natural often finish tasks quickly. Solution: "Colour-code your work so you can see what success criteria you've included. If you've missed any, add them"
2. The Natural often recreates lessons/tasks to create a greater challenge. Solution: "Do the task *and* add your twist to it—not just your twist.
3. The Natural can become arrogant about others, and you. Solution: "You're very good at this, John but people who aren't are good at this are good at something else. Ability requires *humility* as well."

How to help 'The 'Natural' in lessons

Gift: intuition

1: allow to start when *they're* ready

Why...? Because this type of learner is often self-guided.

What do you say/do...?

Example:

"If you're clear about what you need to do, off you go."

"When you're clear what the success criteria is, start."

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2: encourage them to explain *how* they've done something

Why...? This improves their awareness of *how* they learn.

What do you say/do...?

Example:

"Brilliant work, Scott. What skills have you used to plan...? See if you can work out two of the thinking skills you've used when I come back in five minutes. For example, you've used **association** to plan. What other skills did you use in the planning stage...?"

"Remember, Amy, if you know how you've done it, you'll know what to use if you ever get stuck. Even 'naturals' get stuck sometimes!"

How to recognize the 'How...?' personality

Talent: problem-solving

1. The 'How...?' personality often sits near the front of the class. Why...? The 'how...?' personality needs to listen to *their own 'steps'* in their head. They need quiet to do this. Sitting at the front keeps away from the noise of the talkers (sitting at the back and the side of the class). It also gives them space to think through their system because the teacher's attention will often be spent managing the 'talkers'.

2. The 'How...?' personality will rarely ask for help. Why...? The 'how...?' personality can obsess over how something 'works' and would rather struggle to work out the 'each part' because they know they're much more likely to learn and remember this way.

3. The 'How...?' personality can get frustrated with external noise because it disturbs their thought-process. Why...? Unlike 'The Dreamer', they don't get completely lost in their own internal world so are still sensitive to other forces in the classroom. So...? So 'talkers' and 'how personalities' can clash. Keeping them apart can help both types to learn more effectively.

4. The 'How...?' personality often benefits from colour-coding their work because it shows them each part of the process/stages they had to go through to 'get it'. This colour-coding technique can be really helpful for revision.

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Possible Points of Conflict with The 'How...?' personality

1. The 'How...?' personality will often struggle to start a task if the 'steps' they need to go through aren't explained to them. Solution: If possible, write up a step-by-step guide for them to follow. This very often helps them.

How to help the 'How...?' personality in lessons

Talent: problem-solving

1: encourage to use colour to assess their work

Why...? This helps them to see the 'stages/steps' in their learning-process.

What do you say/do...?

Example:

"Brilliant. Now get some colours and colour-code each 'learning-step' you've gone through. For example, if you look here, the first thing you did was look for **repeated/similar words**. That's one 'learning-step'—color this and try and work out how many other 'steps' you've used."

"Excellent. Now create a colour-key of the success criteria. This will help to remind you of the 'ingredients' you need to use."

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2: encourage them to use *association* in their planning

Why...? This will improve their ability to generate ideas.

What do you say/do...?

Example:

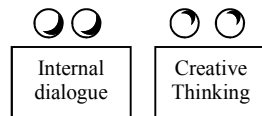
"Remember, **association** helps you to get ideas and recall 'old' knowledge. So before you say 'I can't do it', **associate** to 'drag up' what you already know and get new ideas."

How to recognise 'The Dreamer'

Talent: creative thinking

1. The Dreamer often sits in the centre of the classroom near the front. Why? External noise frustrates them and they feel *safe* near the teacher.

2. The Dreamer can seem 'in their own world' in lessons. Their eye aren't focused on anyone or anything in the room. Instead, they're locking in to their *internal world*. How can I tell this...? Their eyes will be in two positions.



So...? So they look unfocused but they're not. If you give them space to think, you'll be surprised!

4. The Dreamer can live 'in their own world'. This need to create their own world comes from feeling like an outsider. Dreamers often have a personality trait which makes them feel different to others. Other students reinforce this. So...? So they 'unplug' from the world because they don't feel safe in it. Dreamers can also 'unplug' from anything which causes stress/anxiety: i.e. conflict, deadlines, sudden changes etc.

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Possible Points of Conflict with 'The Dreamer'

1. The Dreamer often misses deadlines and the lies about why. Solution: If possible, ask them to give you the work in stages. This takes the anxiety away, probably the reason they didn't do it in the first place.
2. The Dreamer often works more slowly than others. Solution: give them 'space' to think but give also give them a *reasonable limit* you expect.

How to help 'The Dreamer' in lessons

Talent: creative thinking

1: get them to organize their ideas into clear 'steps'

Why...? This will develop the logical side of their brains.

What do you say/do...?

Example:

T: " You've got loads of brilliant ideas, John. Which one are you going to start with?"

S: "Ummm...don't know. I never know where to start..."

T: "What if you numbered your ideas...?"

S: "Which one do I number first...?"

T: "Any one you want. As long as you've got an order, you've got 'steps' to follow."

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2: give them to 'space' to think.

Why...? 'Dreamers' often work things out *in their heads*--*on their own*

What do you say/do...?

Example:

To spot a 'dreamer', look around the class for the quiet student who can be easily missed. Now, when you set a task, watch what they do. If they don't start to work straight away but seem to be 'looking off into space' silently they're probably generating ideas. Give 'space'.

How to recognise 'The Silent Worker'

Gift: internal motivation

1. The Silent Worker will often sit 'in opposition' to 'The Talker'. Meaning...? If the 'talkers' are sat at the front of the room, 'The Silent Worker' will sit at the back. If the 'talkers' are sat at the back of the room, 'The Silent Worker' will sit at the front. Why...? 'The Silent Worker' is affected by the slightest sound but they're also often non-confrontational because they respond to calm.

2. The Silent Worker often hopes for praise in lessons. Why...? 'The Silent Worker's' personality (quiet, polite, hard-working) means they often get 'forgotten' when a teacher is managing the 'talkers' whose need for reassurance from their friends and the teacher mean they dominate. So...? So 'The Silent Worker' has the same need for reassurance but it isn't made obvious because they're not talkers. Meaning...? They often produce more work than the other 5 types in lessons as a secret way of drawing the teacher's attention. Go on... Because 'The Silent Worker' always produces a lot of good work and behaves well, teachers can see this as 'what they always do'. So...? So 'what they always do' is outstanding but what they often don't get is the teacher saying "outstanding!".

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Possible Points of Conflict with the Silent Worker

1. 'The Silent Worker' can become de-motivated if they're criticized for minor things. E.g. the rare times when they talk or aren't focused in lessons. So, I ignore the minor off-task behaviour. It helps to, because if a teacher generally doesn't comment on their regular, outstanding achievement but then jumps on the first thing they do wrong, they can think: "What's the point of trying to please them...?"

How to help 'The Silent Worker' in lessons

Gift: internal motivation

1: praise one-to-one to raise their personal profile

Why...? This builds self-esteem and confidence which is often low.

What do you say/do...?

Example (Science, Maths, D.T.):

" Brilliant diagrams to explain your process, Joe. Keep shining...!"

"You always give a hundred per-cent, Steph and I'm always impressed.

Well done!"

"Your desire and talent doesn't go unnoticed, Tony! Keep shining.. "

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2: use their work as an example of good practice

Why...? This builds their classroom-profile and, again, their confidence.

What do you say/do...?

Example (Science, Maths...):

T: "Have a look at this one by Joe. What's he done that makes his work *stand out...?*"

Class: "He's used diagrams to show his workings-out."

T: " And why does that make a difference...?"

Class: " coz it helps you to 'see' it more clearly ... "it helps you to 'get it' easier."

How to recognise 'The Talker'

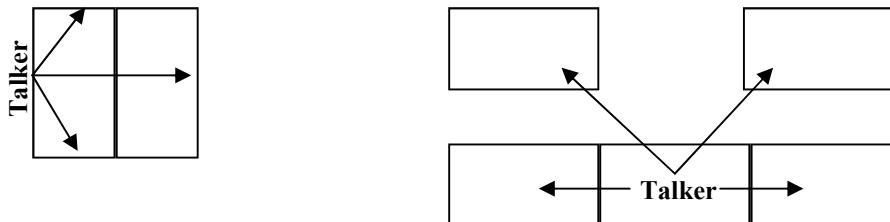
Talent: verbal communication

1. The Talker often sits at the back or side of the room. Why...? They often have deep insecurities and need continual reassurance from their friends *and you*. So...? Try not to insist on long periods of silence because The Talker has a core emotional need to interact. Meaning...? Meaning The Talker's need for reassurance overrides *your* need for them to shut up!

2. The Talker finds sitting still and working quietly very difficult. They turn around and look up a lot in lessons. Why...? Sitting quietly makes The Talker feel alone and isolated. This feeling of isolation and loneliness is at the core of The Talker's insecurity. So...? So silence makes The Talker feel *vulnerable*.

3. The Talker will ask you endless questions about the lessons *and your life*. Why...? The Talker needs to form *relationships* with authority figures because often their immediate authority figures (parents/guardians) don't openly value them.

4. The Talker likes to sit within a group. Why...? This acts as their *security blanket*, making them feel *safe* and *valued*



Possible Points of Conflict with 'The Talker'

1. Talkers often insist that they "need to talk to learn" Solution: "I know you need to talk to learn because it makes you feel secure *but* not over me and not when we're *listening as a class*."

How to help 'The Talker' in lessons

Talent: verbal communication

1: expect conversation and humour

Why...? Talkers often need to build personal relationships.

What do they say/do...?

Example:

S: "How's it going, Sir? Have a good weekend with the family...?"

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2: expect numerous questions (of you and others)

Why...? Talkers often use conversation to feel secure in themselves, their environment and their learning..

What do you/they say/do...?

Example (D.T.):

S: "Miss, what do I do here again,,,"?"

T: "You need to check the scale of your design before you start actually making it."

S: " Okay. (20 seconds later...) John, let me have a look at yours. What's wrong with my scale...?"

S: " I dunno... maybe it's gonna be too heavy when you actually build it."

T: "Okay, Tony...? Think about the eventual *size and weight*... Off you go."

How to recognise the 'Why...?' personality

Gift: maturity

1. The 'Why...?' personality is emotionally and psychologically very mature. So...? So they don't accept authority unquestioningly. Why...? Their maturity means they see teachers (irregardless of age or position) as *people—equals*. So...? So they won't do something just because someone in authority has told them to. Why...? Fairness and mutual respect are a core part of the 'why?' personality's make-up. So...? Treat them like adults because they think and respond like one.
2. The 'Why...?' personality needs to see the *personal relevance* (the 'point') of something, including lessons. Why...? Their maturity means they are able to 'project': i.e. *think beyond school*. So...? So 'why' personalities will often put lessons into a 'life' context. Meaning...? They need to see 'the point' of lessons *beyond school*.
3. The 'Why...?' personality can refuse to do something, particularly if they think they've been disrespected or ignored. Why...? Unlike other students, the 'why' personality sees school as a place full of people *not* an institution with rules that must be followed. They won't follow rules unless they personally value them. So...? So try to speak to them like adults. Try to make the 'why' personality see the 'personal value' of lessons.

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Possible Points of Conflict with the 'Why...?' personality

1. 'Why...?' personalities often question the simplest instructions. Solution: always give them an explanation. Replying: "because I said so" won't work!
2. 'Why...?' personalities can comment on lessons inappropriately. Solution: speak to them one-to-one. "I know you don't see the point, Sarah and if you'd asked me *politely* I would have explained it. *Tone, Sarah—tone.*"

How to help the 'Why...?' personality in lessons

Gift: maturity

1: expect to be asked "Why...?" a lot

Why...? "Why...?" personalities often need to see the *personal (life) relevance* of things to value them.

What do you say/do...?

Example (Maths):

S: "Why are we doing this...?"

T: "It's on your GCSE paper..."

S: "No. I mean *why* are we doing it...? When am I gonna use Algebra...?"

T: "Algebra's problem-solving, James and life's about solving problems. So Algebra's going to show you how *you* solve problems and how you can solve *any problem* better."

2: try to answer "Why...?" by giving a 'life' example

Why...? This is how "Why...?" personalities value things. They think *beyond school*.

What do you/they say/do...?

Example (Art):

T: "Texture is *like layering a cake*—the more layers, the sweeter the cake! Get it...?"