



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

The Learner: Who am I teaching?

Supporting MAT learners

ECAD5011



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Yr Athrofa Professional Learning Partnership

AIMS:

- To consider and define what a More Able and Talented (MAT) learner term means
- Investigate methods and strategies to support MAT learners.

**HOW WOULD
YOU DEFINE
MAT?**

WHY?



TASK

- This may be attempted individually but is best done in pairs. The task is to note down (and agree) brief definitions for each of the following words/phrases:

• Giftedness • Talent • Exceptional performance • Creativity • Intellectual • Intellectual capacity • High ability • High attainment • High achievement • High flyer • Exceptionally gifted • Great potential • Exceptional ability • Intelligence • Above-average ability • Skill • Aptitude • Marked-aptitude • Outstanding • Excellent • Prodigy • Academic • Genius

Can you group them into Synonyms?

MARLAND

Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differential educational programs and/or services beyond those provided by the regular school program in order to realize their contribution to self and the society.

Children who are G&T are those capable of high performance include those with demonstrated achievement and/or potential ability in a specific academic discipline.

Can you name one?



OK Tom...time to share the BEST Graph
in the world!
(Prezi)

MARLAND

- Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differential educational programs and/or services beyond those provided by the regular school program in order to realize their contribution to self and the society. Children capable of high performance include those with demonstrated achievement and/or potential ability in....**TOM LIED!**

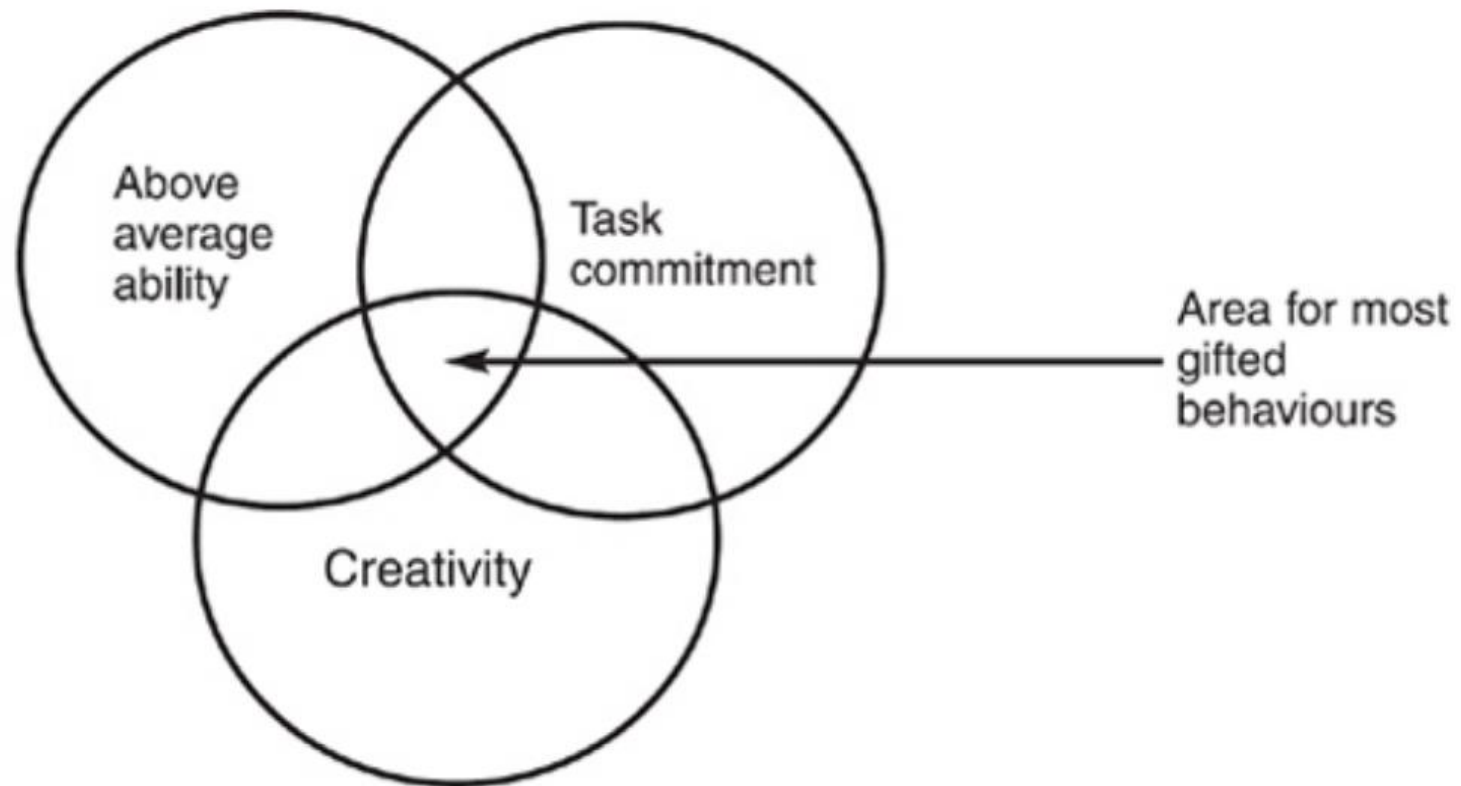
(Marland, 1972)

Do we only look for MAT children in Maths and Literacy? What other aspects can a child be MAT?

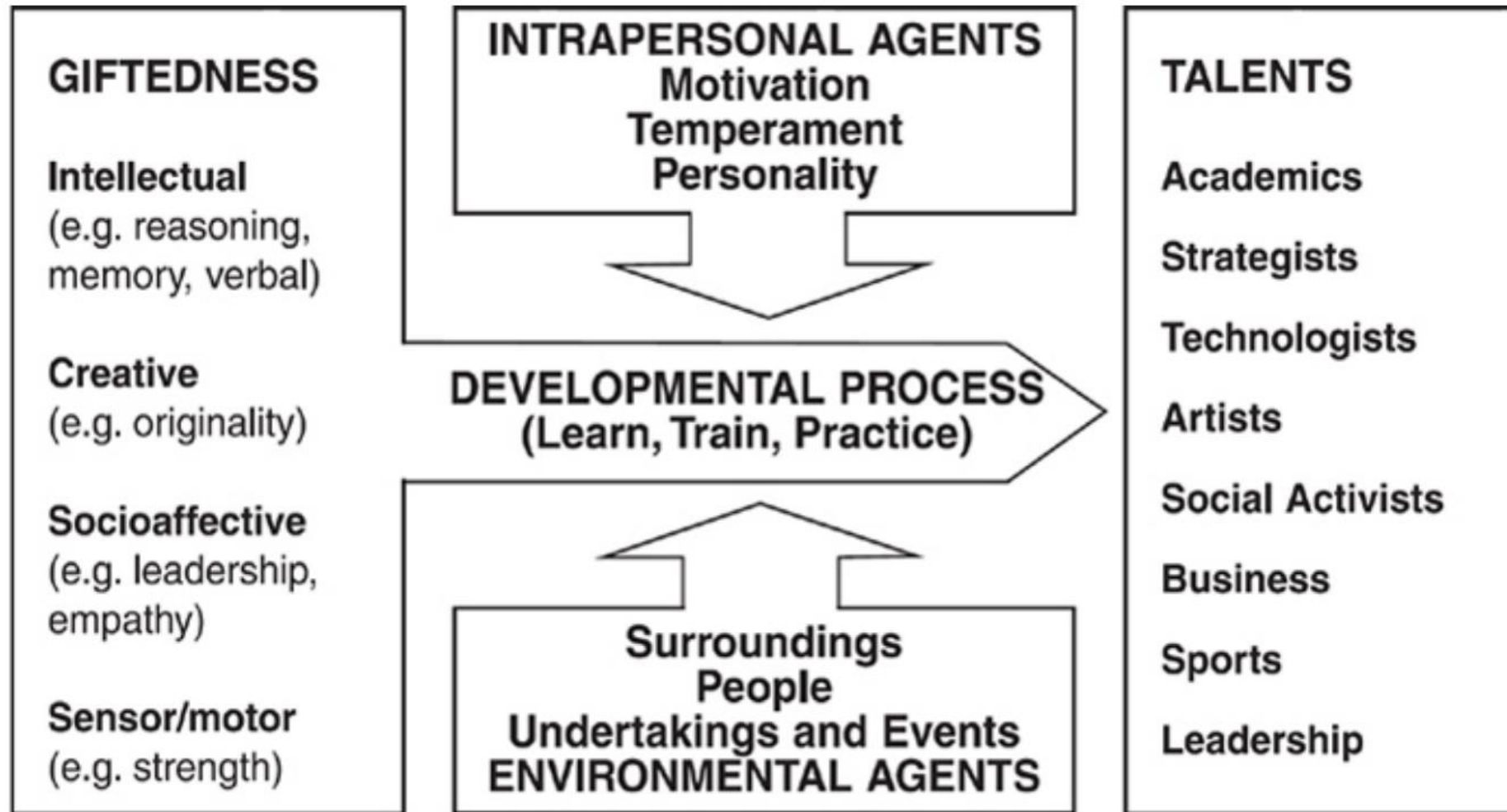
MARLAND

- Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differential educational programs and/or services beyond those provided by the regular school program in order to realize their contribution to self and the society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination –
 - • General intellectual ability;
 - • Specific academic aptitude;
 - • Creative or productive thinking;
 - • Leadership ability;
 - • Visual and performing arts;
 - • Psychomotor ability.

Figure 2.1 Renzulli's tripartite model of giftedness



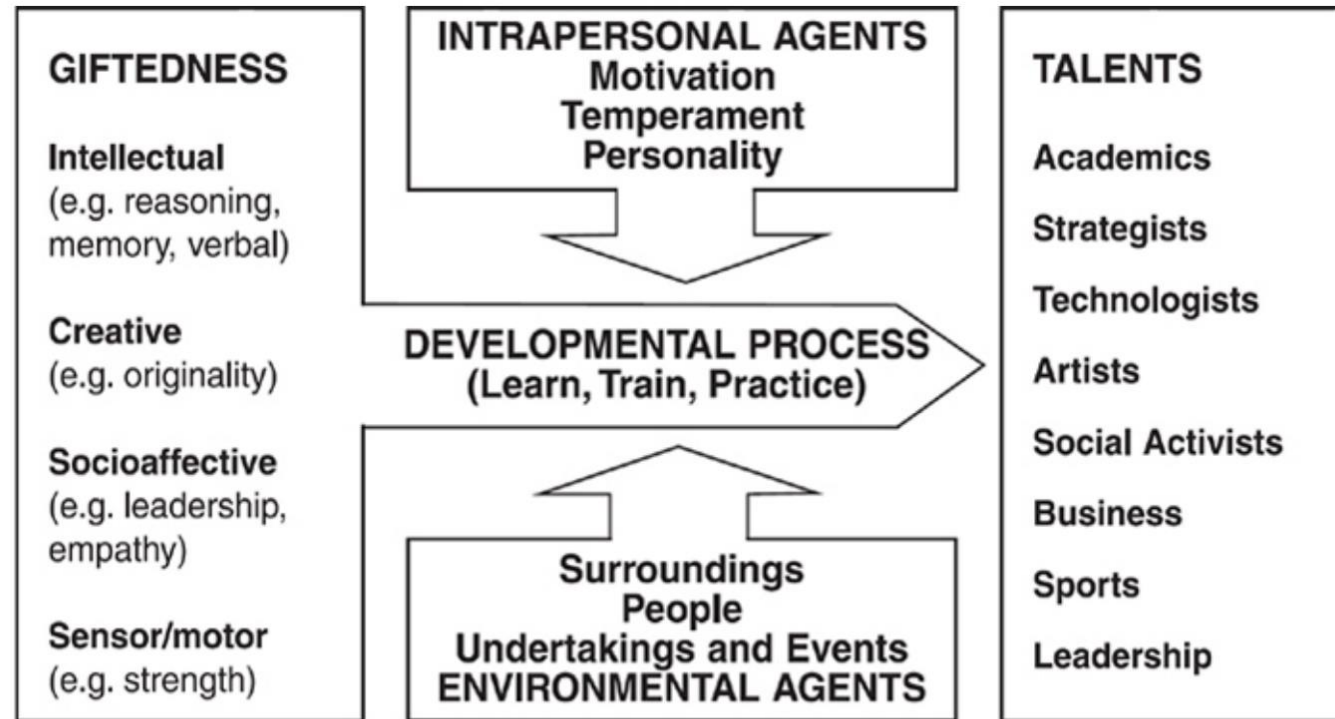
Renzulli, J.S. (1994) 'New directions for the schoolwide enrichment model', *Gifted Education International*, 10(1): 33–6



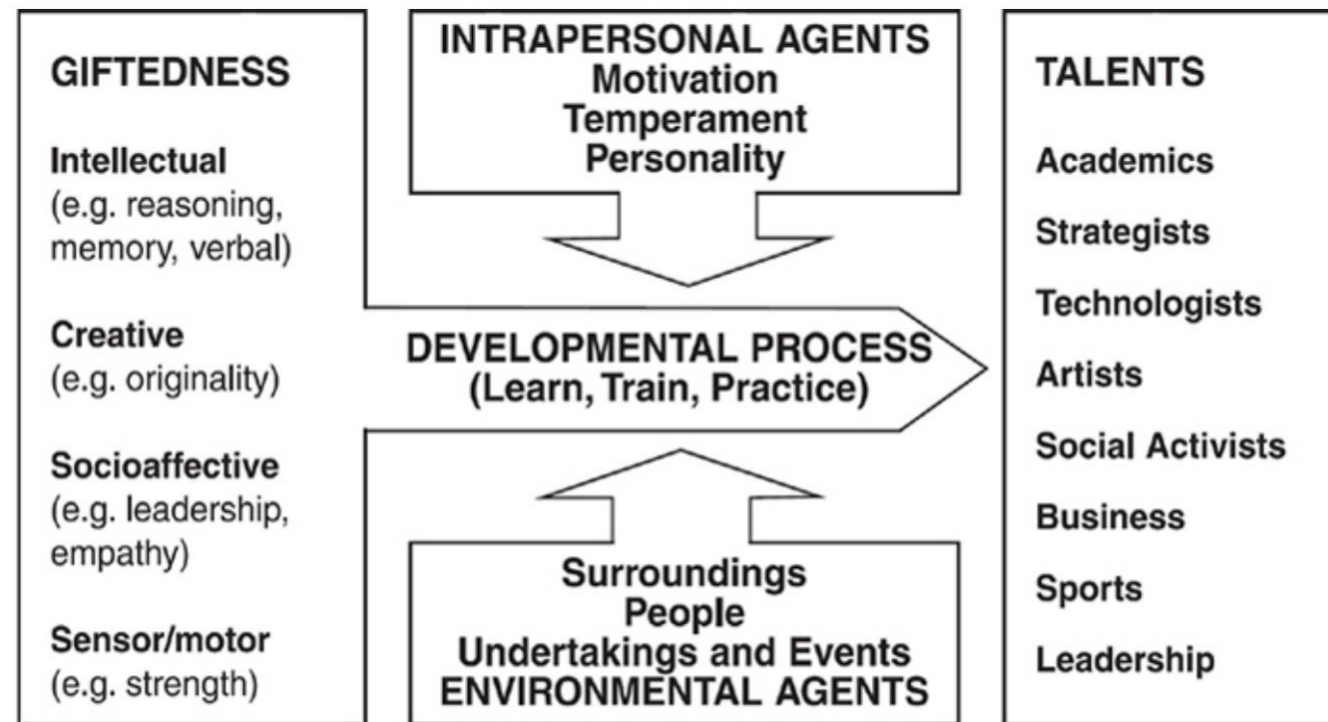
Adapted from Gagné, F. (2004) 'Transforming gifts into talents: the DMGT as a developmental theory', *High Ability Studies*, 15(2): 119–47. Reprinted by kind permission of the publisher (Taylor & Francis Group, www.informaworld.com)

Key points for this model are:

- Gifts that are not developed remain as raw materials and represent under-achievement.
- The highest levels of talent require the most intensive development.



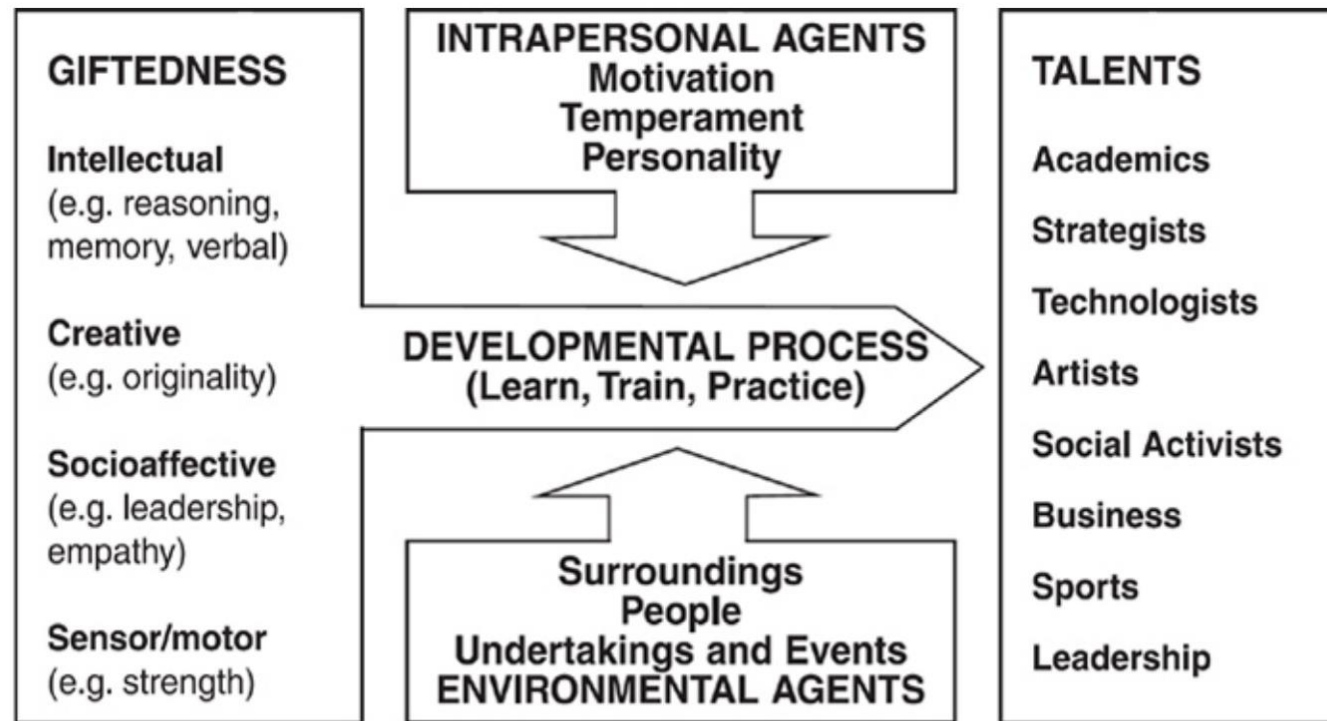
Adapted from Gagné, F. (2004) 'Transforming gifts into talents: the DMGT as a developmental theory', *High Ability Studies*, 15(2): 119–47. Reprinted by kind permission of the publisher (Taylor & Francis Group, www.informaworld.com)



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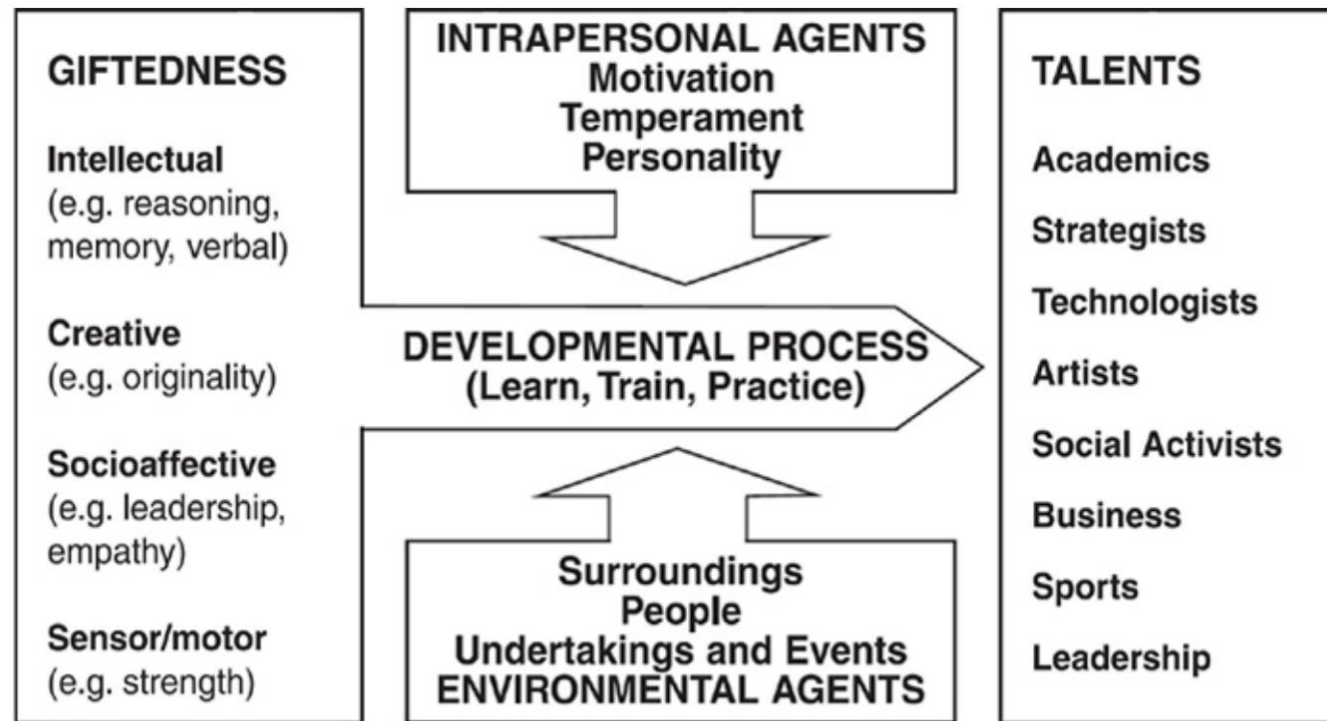
The quality of the developmental process from gift to talent is shaped by school programmes and other formal agents and environmental influences which establish the 'nature of the nurture', but also by a more fluid and unpredictable variety of motivational characteristics, inherited predispositions or traits and acquired attitudes towards learning.

What might some of these motivational characteristics, inherited predispositions or traits and acquired attitudes towards learning be?



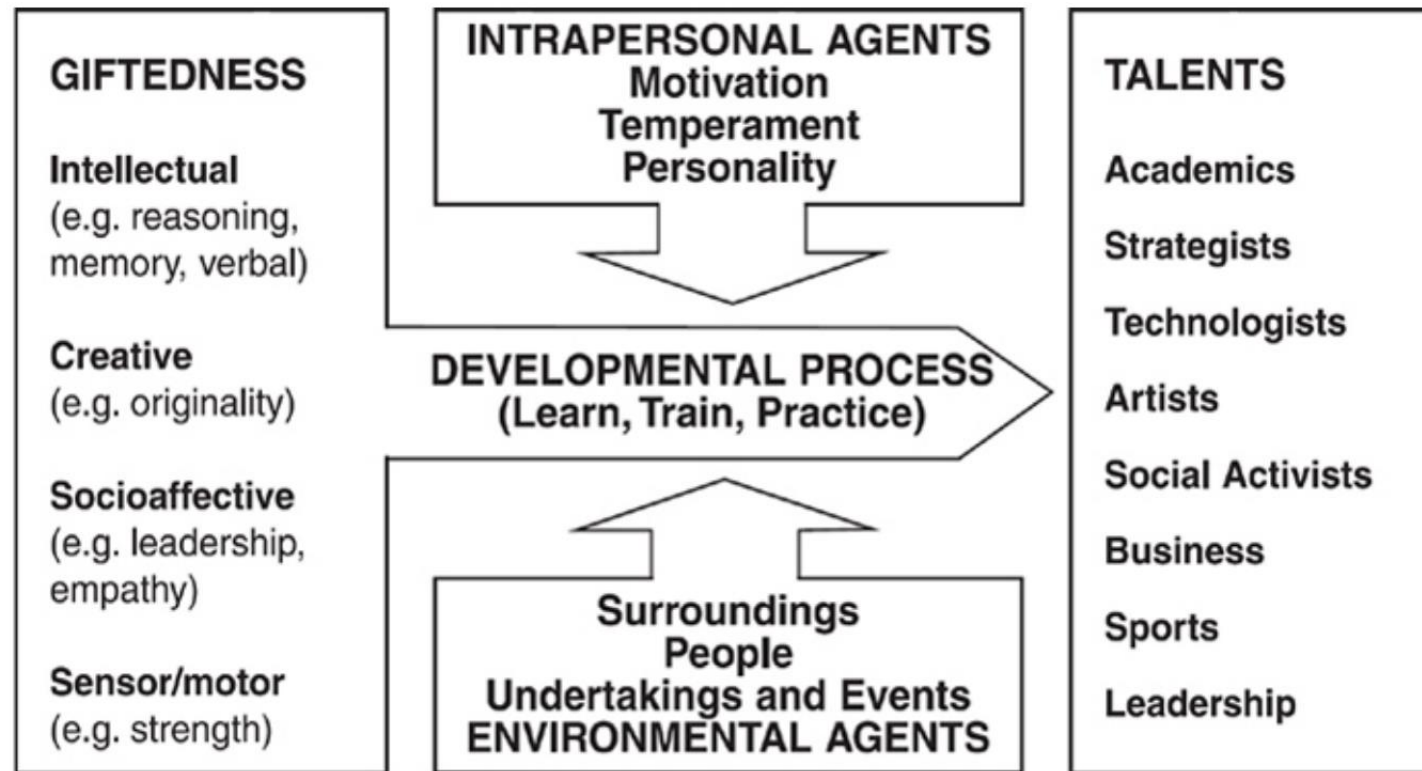
Adapted from Gagné, F. (2004) 'Transforming gifts into talents: the DMGT as a developmental theory', *High Ability Studies*, 15(2): 119–47. Reprinted by kind permission of the publisher (Taylor & Francis Group, www.informaworld.com)

Personal qualities such as determination, courage, cooperativeness and enthusiasm are as important as latent ability in securing the transition from potential to talented performance.



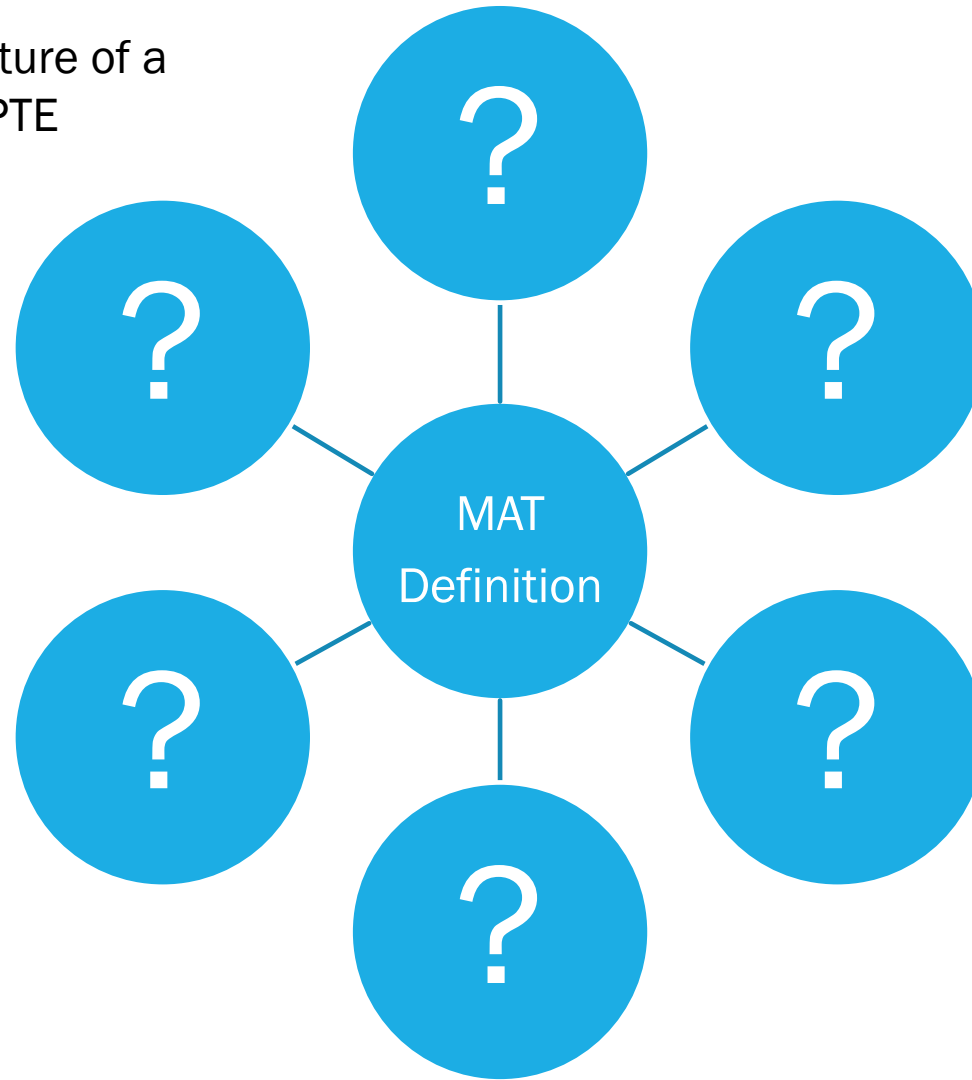
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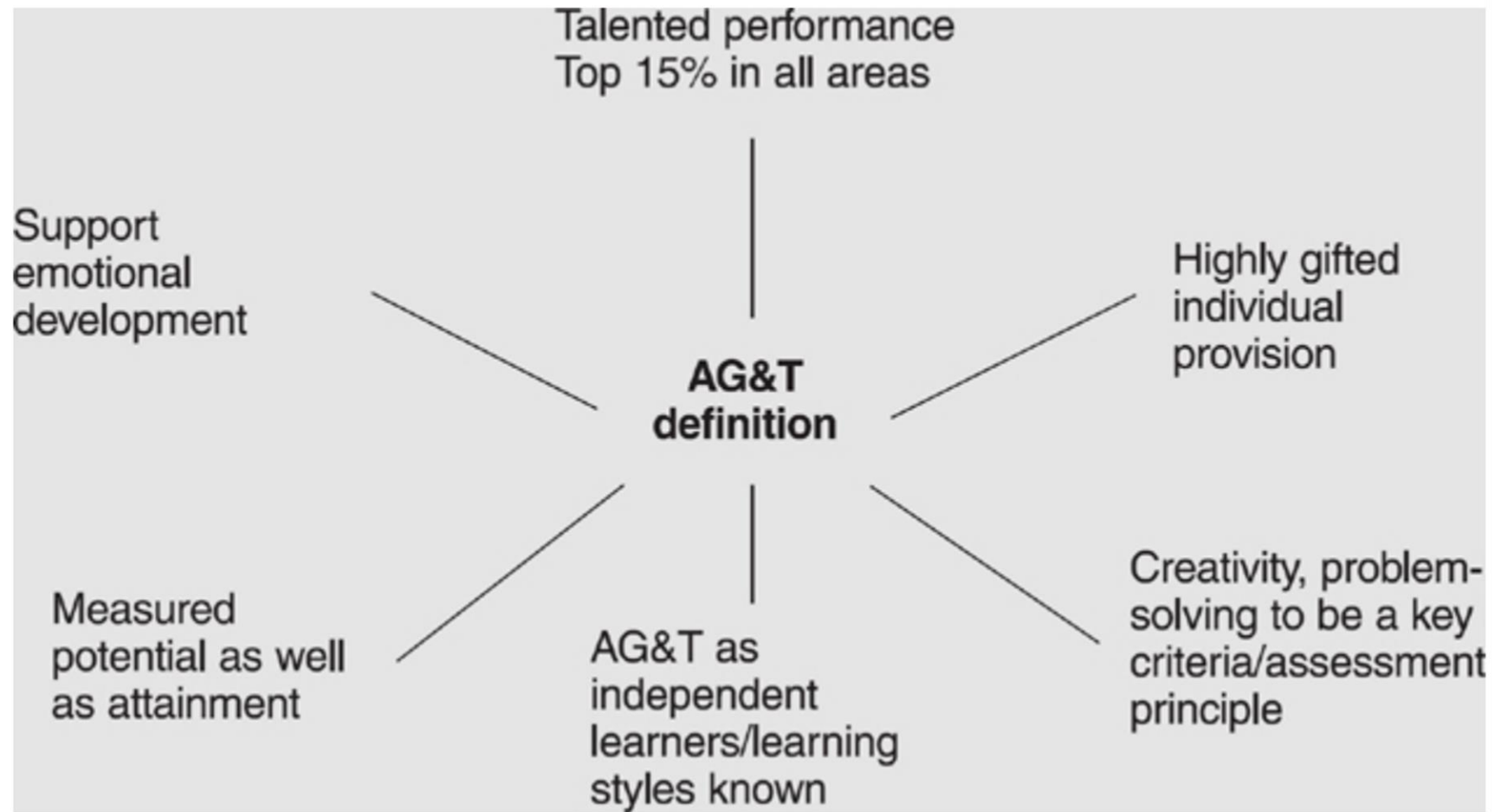
High achievement requires positive attitudes. For schools to foster the individual curiosity, motivation, strength of purpose and simple joy in learning necessary to facilitate the journey towards talented performance may well be the most powerful way in which any intervention programme can support gifted young people.



Adapted from Gagné, F. (2004) 'Transforming gifts into talents: the DMGT as a developmental theory', *High Ability Studies*, 15(2): 119–47. Reprinted by kind permission of the publisher (Taylor & Francis Group, www.informaworld.com)

In pairs agree on and label a picture of a composite MAT pupil from your PTE schools.





SAGE © Clive Tunnicliffe 2010 SAGE Books Page 11 of 12 SAGE Books - Defining Able, Gifted and Talented • multiple intelligences

PRINCIPLES OF GOOD PRACTICE

A Framework of Support for Teachers and Children

If inclusionary classrooms are committed to serving all students they must choose to include, both physically and philosophically, even the more extremely gifted children as well as children with the most severe disabilities. This means more for both groups than simply being in attendance in the regular classroom, it means respecting and teaching one's students to respect the unique developmental paths of each individual, no matter how unusual; providing access to a developmentally appropriate curriculum; and providing related support services.

The greatest concerns about educational provision for gifted and talented pupils has related to the coherence and progression of learning. A large amount of provision is inappropriate.

We provide a pullout programme, an accelerated course, an honours class, a special class or some other program with a clever acronym and consider that we have provided adequately for the gifted.

A lot of provision is *ad hoc*:

... fragmentary learning experiences, lacking in complex form, long-range purpose, or clear directionality.

Providing an appropriate, coherent and planned programme for upwards of 30 pupils in a class can be a daunting task and we cannot be expected to do it on our own.

Smith, C. (2005). *Teaching gifted and talented pupils in the primary school: A practical guide*. SAGE Publications Ltd,

CASE STUDIES – HOW DO WE SUPPORT MAT LEARNERS?

Our communication with children is not merely the things we say, although these are vitally important, it is also about other silent messages that are transmitted.

Case Study

One class I observed were studying the Scottish Wars of Independence. Robert dearly knew a great deal about the topic and was keen to let the teacher see this. However, he soon got the message that it was not helpful to the teacher for him to know too much because he was never asked to contribute to the class or to answer a question. In fact this was confirmed in a Lesson early on when the teacher said 'You seem to know all this Robert so put your hand down and give the rest a chance'. He spent the next six weeks studying a topic he already knew and understood well. He no doubt Learned a valuable Lesson in the disadvantages of being ahead of the class.

How we respond to children's choices and attempts is important. Some feedback is more positive than others. To be positive it should be:

- **Honest.** This can be a really tricky. I remember a student coming to me and saying 'I want to be positive Chris, but this work is very poor and needs a lot of work.' We had a long conversation about how we provide feedback that can be both honest and positive. Much of our conversation was about helping the child to make their own judgements about the work.
- **Specific and clear so that the pupils know exactly what to do to improve the work.** One pupil I supported in an after-school club came to me with a story she had written in class. 'The teacher has told me to go away and think about how I can make it better but I don't know how.' Vague feedback is worse than no feedback at all.
- **Private rather than public and avoid comparison with others.** It can prove embarrassing to have one's successes or indeed failures made public. The worst, of course, is when the feedback is both public and a comparison. I remember vividly when I myself was at school one poor girl in the class constantly being compared to her sister who was two years above. More recently I was in a class where the teacher remarked to Shakil that he should try to be more like Darren. My heart went out to both of them. Both had just been put in an impossible situation. Some public recognition for significant achievements can be very helpful and motivate children to further achievements but these should be carefully managed according to individual preferences.
- **Related to work or behaviour rather than the person.** Rather than comment that David is a 'really nice boy' it is more positive and helpful to offer examples of behaviour, such as 'David did a really nice thing the other day, he helped Sally in the playground after she fell.' Rather than comment that Andrew is 'very clever' it is much more helpful to identify what he has achieved, such as 'Andrew did three problems yesterday in maths that were really difficult and he got all of them correct.'

WHAT SORTS OF QUESTIONS CAN WE ASK AND ENCOURAGE CHILDREN TO POSE IN ORDER TO RAISE THE LEVEL OF DIFFICULTY FOR THOSE CHILDREN WHO REQUIRE MORE CHALLENGING ACTIVITIES.

WHAT DO WE KNOW ABOUT QUESTIONS?

The best questions are ones which:

- stimulate children to want to answer them;
 - do not require restricted, correct responses;
 - encourage deep thinking and engagement with the problem
-
- It is all too easy, in the busy primary classroom, to find ourselves falling back on a narrow range of question types. In general, we want to try to use the right kind of question at the right time. Whilst it is possible to categorise question types in a variety of different ways, I am going to stick to two broad categories: **closed** and **open**.
-
- It is important that children understand the nature of questions and how different types of questions will require different types of answers. Encourage learners to ask more in-depth and probing questions by discussing what makes a good question.



What are **CLOSED** questions good for?

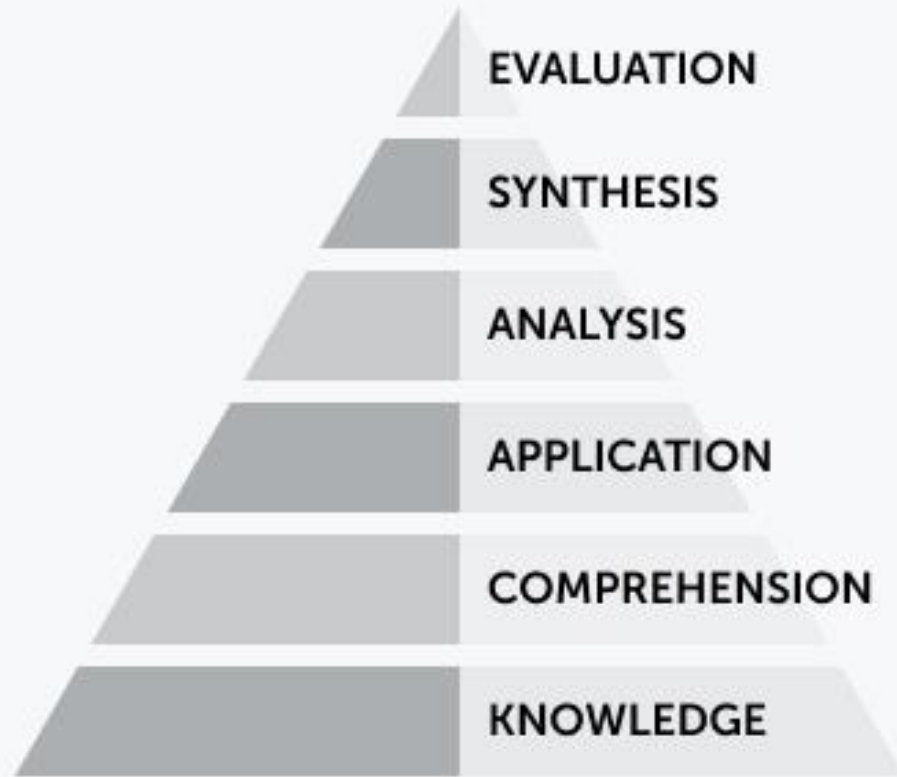
What are **OPEN** questions good for?

CLOSED questions tend to be good for checking and encouraging the recall of knowledge:

- finding out what facts are already known;
- finding out which facts have been remembered from teaching;
- directing children to specific information in a text;
- highlighting key points in a passage or presentation;
- helping children to make notes and summarise lessons;
- identifying gaps and difficulties in knowledge and understanding;
- leading into new learning.

OPEN questions are necessary if we want to help children think about ideas and topics by:

- stimulating ideas;
- focusing attention;
- stimulating curiosity and interest;
- stimulating discussion;
- eliciting views;
- identifying previous experiences and knowledge;
- recognising feelings;
- encouraging hard thinking;
- extending and deepening a topic.



1956



2001

BLOOM'S TAXONOMY

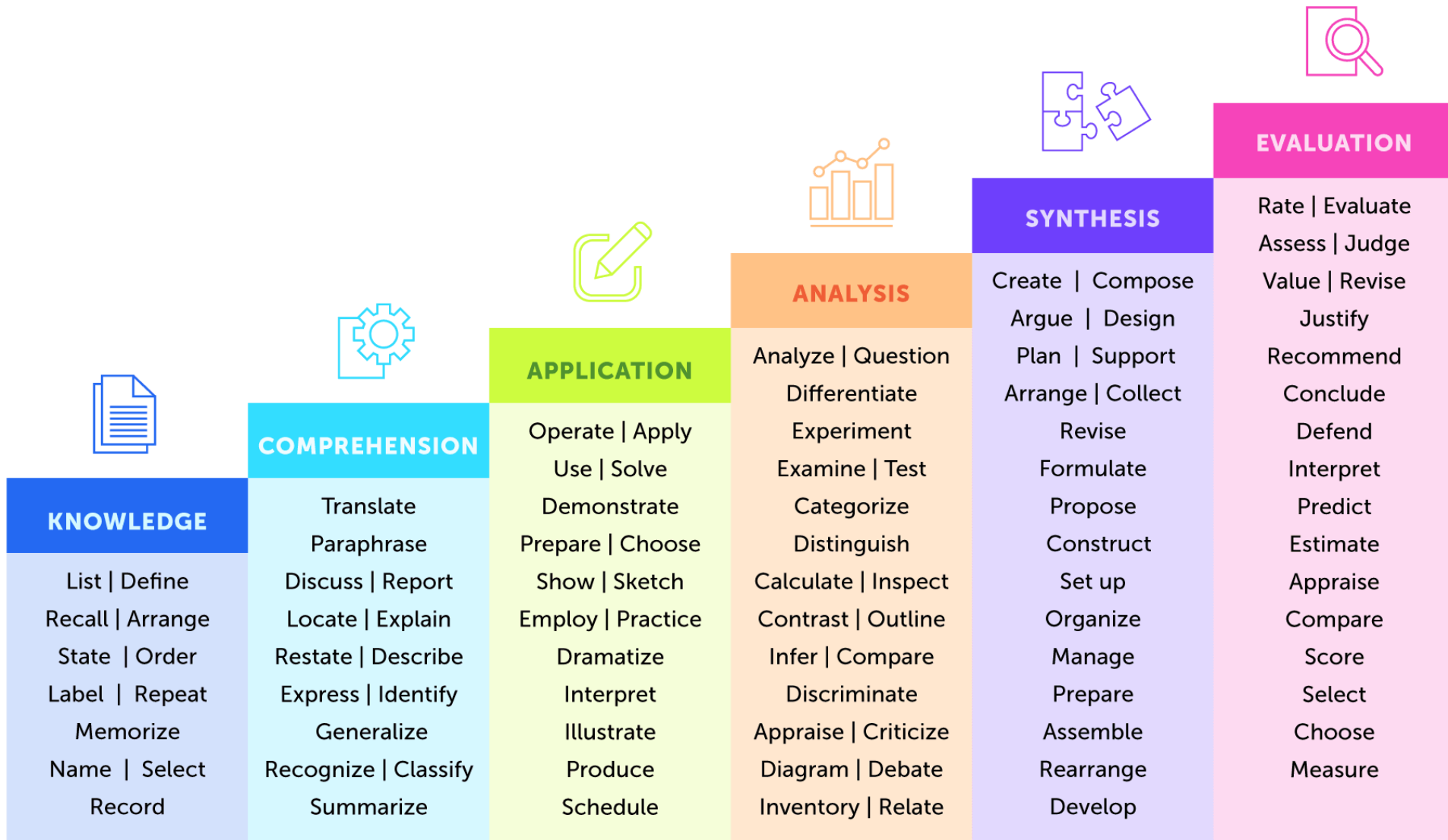
Bloom's taxonomy classifies thinking into a hierarchical order according to level of difficulty. Bloom suggested that the first three, knowledge, understanding and comprehension, constituted lower order skills and that more challenge was involved if learners were asked to engage with the last three: analysis, synthesis and evaluation.

The advantage that Bloom's taxonomy has over the other frameworks is that it offers a hierarchy of activities rather than a range of activities all at the same level.

[Bloom's Taxonomy Task.docx](#)

Example: Jack and the Beanstalk

Knowledge	(remembering and retaining) What did Jack swap the cow for?
Comprehension	(interpreting and understanding) Why did Jack get into trouble from his mum for swapping the cow for the beans?
Application	(making use of) What would your mum say if you went for the shopping with £20 and came home with magic beans instead?
Analysis	(taking apart) List each of the characters in the story and what they do in the story
Synthesis	(putting together) If there had been a dragon living at the top of the beanstalk instead of a giant how might things have been different?
Evaluation	(judging and assessing) Was Jack a hero or a thief?

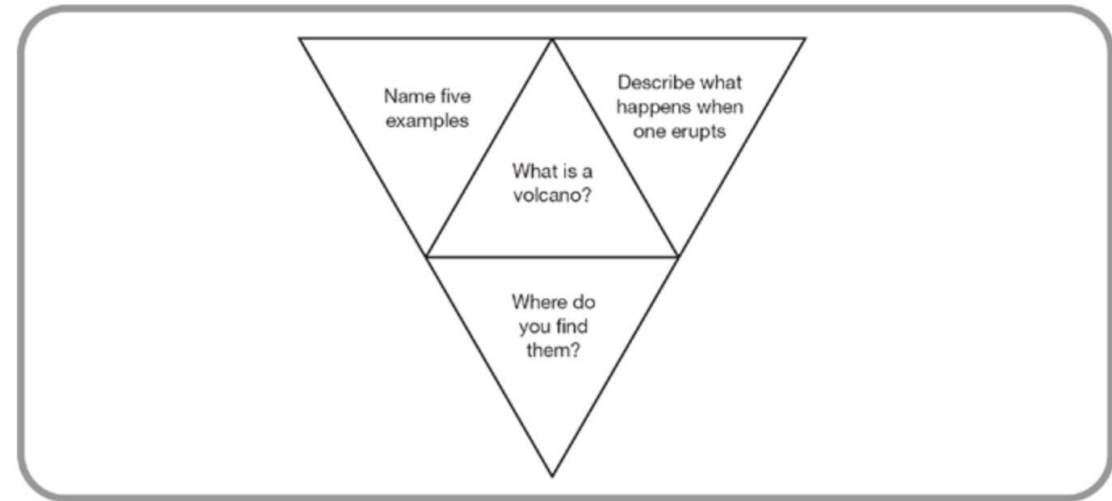


Thinking Triangles

Using Bloom's taxonomy, we can also create thinking triangles for each level in the taxonomy. A triangle can be at any of the six levels.

Thinking triangles can be useful frameworks to help pupils when they encounter new concepts, ideas or topics. Each triangle involves the same teacher input until the pupils are used to the approach.

Diagram 3.1 Example of a knowledge triangle



Triangles can also be created for any level of Bloom's taxonomy (see an example for the topic of volcanoes in [Diagram 3.2](#)). Once pupils have completed their answers they can bring them together to form a thinking hexagon. A completed hexagon provides the whole class with a useful summary of a topic.

WHAT HELPS ME TO BECOME A GOOD LEARNER?

- If the topic is interesting.
- If I am learning new things, not just repeating what I can already do and already know.
- If I get a chance to have some say about what activities I do and how I do them.
- If my opinions and knowledge are valued.
- If I get a chance to show what I already know about the topic before we start.
- If the teacher asks me to help with preparing the topic.
- If I get to take chances and get things wrong.
- If I get the chance to learn from people in my class and at home and use this in my work.
- If I get the chance to sometimes work on my own and sometimes in groups. I like both ways of working.
- If I can work at my own pace and at things that are not too hard but also are not too easy.

A GOOD TEACHER IS ONE WHO...

REFERENCES/RESOURCES

Enrichment Activities for More Able and Talented Learners

A set of resources and ideas for targeting / challenging more able and talented pupils.

[Repository - Hwb \(gov.wales\)](#)

[More able and talented thematic survey report \(gov.wales\)](#)

[meeting-the-challenge-quality-standards-in-education-for-more-able-and-talented-pupils_0.pdf \(gov.wales\)](#)

Smith, C. (2005). *Teaching gifted and talented pupils in the primary school: A practical guide*. SAGE Publications Ltd, <https://sk-sagepub-com.ezproxy.uwtsd.ac.uk/books/teaching-gifted-and-talented-pupils-in-the-primary-school/n2.xml>

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