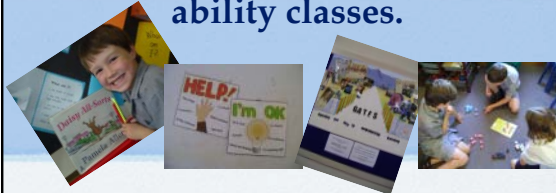


Practical Strategies - Differentiated learning for Gifted Students in mixed ability classes.



Presented by Sue Williams
and Toby Stokes

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Q: IS THE BOY ALONE?

Discuss with a
partner:

Is
the
boy
alone?



"Giacomond"
Artist: Quint
Buchholz

THE ROOF

3

MATRIX

Fendalton Open-air Enabling Skills

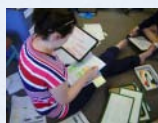
| | Brainstorming | Goal Setting | Site Mats | CoRT Thinking | Questioning | Bloom's Taxonomy | Multiple Intelligences | Creative Thinking | Critical Thinking | Cognitive Organizer |
|----------|---------------|--------------|------------------|--------------------|---------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Year 8-9 | Students | Reflections | Independent work | CPV, GPV, AGO, CAS | 12 Mats, 12 Mats, 12 Mats | Used widely by teachers and students | Used widely by teachers and students | Used widely by teachers and students | Used widely by teachers and students | Used widely by teachers and students |
| Year 8-9 | Students | Reflections | Independent work | CPV, GPV, AGO, CAS | 12 Mats, 12 Mats, 12 Mats | Used widely by teachers and students | Used widely by teachers and students | Used widely by teachers and students | Used widely by teachers and students | Used widely by teachers and students |
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More details on our GATE's blog - www.fendalton.school.nz

INDEPENDENT LEARNING



Learning about the brain



Communicating with students

- **Thinking about Independent Learning.**
- **Teachers use this time to observe -**
 - Group and individual dynamics
 - Interactions with the learning materials - Quality of the finished product
 - See the persistence and resilience students possess
 - Watch who gravitates where, to what/whom?

More details on our GATE's blog - www.fendalton.school.nz

MUST DO/CAN DO



More details on our GATE's blog - www.fendalton.school.nz

IN ACTION...



Teacher working with a spelling group, students working on maths and literacy.

THE ROPE



THE THREADS ARE MADE UP OF:

- Tools, models and strategies for differentiating
- Content that is worth 'walking for'.
- The GATES programme with its different facets
- A shared understanding that the GATES programme and differentiation in the classroom is "just how we do it"

9 More details on our GATE's blog - www.fendalton.school.nz

"HAPPY AND AT HOME"

Isabella "Everybody will do the same basic thing when we are learning eg. Geometry, but there will be different activities for our group. We feel normal because everybody has activities for *their* group."

Qn. In programmes beyond the classroom Does your 'difference' (giftedness) feel a positive thing there?

Isabella. "I like being challenged and in little groups you have more of a chance to say your thoughts on things. When we are in our classrooms the group is round about the same size as the GATES groups, so I feel at home when I come to extension activities and am challenged - its just in a different place."

Source: "The Uniformity of Difference: Fendalton School and its Gifted Programme" Tall Poppies Magazine 2010

10 More details on our GATE's blog - www.fendalton.school.nz

THE SPLIT Y CHART

One way of Splitting the Y sections is by IMAGINING from UNEXPECTED perspectives.

SIMPLE:

Looks like:
The concrete and obvious, what may be too easy too or imagine as a visual

Sounds Like:
Actual sounds related to the event

Feels Like:
Actual physical sensations

Smell and Taste:
Similar to above

Moves Like:
Similar to above

MORE COMPLEX:

Looks like:
What it might look like from an "unusual" OPV, in one minds eye, from the past, crucial memory etc

Sounds Like:
What could be IMAGINED as being said, internal dialogues

Feels Like:
Empathetic responses - How could people feel emotionally?

Smell and Taste:
To an "unusual" person, in another place etc.

Moves Like:
If ____ was ____ (different) how would this change how the movement was sensed?

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THE SPLIT Y CHART

A second way is splitting the sections of the Y using DIFFERENT CATEGORIES - thinking beyond the obvious.

Choose 3 senses, but then split each segment using a choice of categories...such as:

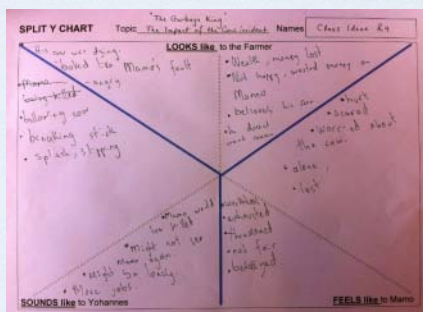
The concrete and obvious sense responses to the event, person, animal experience etc. (as on the previous slide)

Before and after
Positives and negatives
Successful or not successful
Healthy and unhealthy
Humorous and serious
Safe and unsafe
School and community
Self and others
Present and future
Natural and man-made (technological)
Sustainable and unsustainable
Fair and unfair
Ethical and unethical

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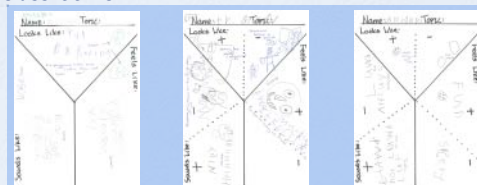
ANDRÉ'S EXAMPLES



13 More details on our GATE's blog - www.fendalton.school.nz

SPLIT "Y" - JUNIOR EXAMPLES

- Differentiation is the basis for any learning in classrooms.



More details on our GATE's blog - www.fendalton.school.nz

THE THOUGHT TREE AND RIGHT ANGLED THINKING

- A **Thought Tree** gets students thinking more widely through association of words/ideas.
- These are created using a hierarchy of boxes, through a stream of consciousness approach



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RIGHT ANGLE THINKING

- Working in 3's one gifted student explains the connection between their word combinations. The second student is actively listening and adds their own interpretation of the connection. The third student's priority is not so much to actively listen, but to listen to the often serendipitous conversation occurring in their own head, that the connection has triggered.
- Now all 3 gifted students have more complex material to work with. Especially if this process is repeated in the group.

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NOW, IT'S YOUR TURN!



Word Combination

Connection I hear explained

Other ideas that have come into my mind.

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THE CONTINUUM.

- The “trigger” for a continuum should always be material that puzzles, provokes and requires thoughtful consideration.
- It can teach argument and criticism - the respectful challenging of ideas. Students risk-take in placing, and in challenging ideas.
- It can develop an awareness of and tolerance for ambiguity.
- It can help develop caring and ethical thinking as well as critical thinking.
- Students can then construct Similes, Metaphors and Paradoxes to deepened meaning further.
- Students learn that changing ones mind can be wise and powerful, if there is a compelling reason for doing so.

18 More details on our GATE's blog - www.fandallton.school.nz

FROM WHAT YOU KNOW ABOUT GIFTED EDUCATION...

- What did you NOT hear the children ask for, that you would have expected?
- What would the students at your school ask for?

19 More details on our GATE's blog - www.fendalton.school.nz

STANFORD UNIVERSITY



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THE MOON



THE REFLECTED LIGHT

- I see my role as presenter, as standing with you but beside the screen, giving you strategies that will enable you to walk on your own, but now slightly different rope, for your gifted students at your school.
- Because the threads in our rope are; Differentiation in classrooms, the GATES programme, and Independent Learning across the school, we see a teacher's role as standing with, but beside, all students, giving them strategies to independently walk on their own rope.

22 More details on our GATE's blog - www.fendalton.school.nz

GOALS AND APPRAISAL

- At Fendalton we use a 3 step method to find and cater for our "boy":
- 1. School-wide focus on Effective Teacher Practice and Responsive Classrooms
- 2. Specific teacher goals based on classroom differentiation and knowledge of the students, which is part of the appraisal process.
- 3. GATES goals are to further and specifically differentiate for our most highly able or gifted students, across different areas, and the appraisal of this.

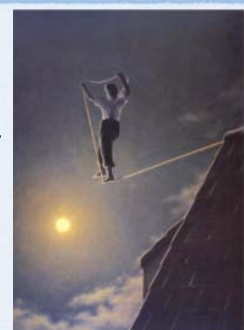


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AT YOUR SCHOOL...

- How is your roof structured?
- What are the threads in your rope?
- How are you the moon's reflected light?
- Who is the "boy"?



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