

# The Second Eastern Region Gifted and Talented Conference

"Providing for all.....including those at the margins"

**Tuesday 20<sup>th</sup> March 2007**  
**9.30-3.30**

**Newmarket Racecourse Conference Centre**  
Rowley Mile Racecourse, Newmarket, Suffolk, CB8 0TF

**"Model Learning"**  
**Ian Harris**

Followed by a Variety Workshops/Discussion Forums  
[See over]

Exhibitions, Trade Stands, Networking

**Delegate Rate £120.00**  
Including full lunch in Champions Restaurant

Booking form attached, places will be allocated on a first come, first serve  
basis.

**BOOK EARLY TO AVOID DISAPPOINTMENT!**

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## Programme

9.00	Coffee/Registration
9.30	Welcome
9.45	Keynote Speaker – Ian Harris, Model Learning
10.45	National Strategy Update – Ian McNiff, Primary Lead
11.00	Coffee
11.30	Workshop 1
12.45	LUNCH <i>With time for networking and viewing exhibitions/trade stands</i>
2.00	Workshop 2
3.15	Tea/Coffee and Evaluation

## Eastern Region Gifted and Talented Partnership

Second Regional Conference Booking Form – Tuesday 20<sup>th</sup> March 2007  
Newmarket Racecourse, Suffolk

Return to: **Priti Tailor**  
**Regional Administrator**  
**Children and Learning, Luton LA**  
**LLRC, Strangers Way** **Tel: 01582 531100**  
**Luton, Bedfordshire, LU4 9ND** **Fax: 01582 531112**

**From:**  
 Name.....  
 School/Organisation.....  
 Address:.....  
 .....LA.....  
 Tel:..... Email:.....  
 [please fill the email address]  
 Authorised by:..... Title:.....

**Delegate Details:**

	Title	Forename	Surname[Block Capitals please]	Cost	<b>WORKSHOP CHOICES</b> SELECT 4			
1				£120				
2*				£120				
3*				£120				
*Delete/add as required			<b>TOTAL</b>					

**METHOD OF PAYMENT:** Tick as applicable

Cheque enclosed  Invoice required

It is our policy to ensure that we provide equal access for all people. Meat and vegetarian meals come as standard. If you have any other special requirements of any kind, please state below so that we can try to help you.

Confirmation of booking acceptance will be issued to the named delegate{s}  
 Cancellation/Refunds: For cancellations made more than 28 working days prior to the course date, a £10 administration fee will be charged. The full fee will be charged for cancellations made within 28 working days of the course date.

**CLOSING DATE FOR APPLICATIONS – FRIDAY 2<sup>ND</sup> MARCH 2007**

ONLY RETURN THIS FORM – FLYER AND WORKSHOP DETAILS ARE FOR YOUR REFERENCE

	<b>Workshop Title</b>	<b>By the end of this workshop you will.....</b>	<b>Presenter/s</b>	<b>Choices [1-4]</b>
1	Able Underachievers Intervention Programme  <b>SECONDARY</b>	<ul style="list-style-type: none"> <li>Be more confident in identifying and monitoring underachieving students.</li> <li>Have been shown specific intervention strategies from Stopsley High School that are used to raise attainment and improve student's self esteem and confidence.</li> </ul>	Russell George & Angela Peck Luton	
2	Managing the Unmanageable in the Classroom  <b>PRIMARY</b>	<ul style="list-style-type: none"> <li>Have seen and discussed training materials which have helped teachers and assistants in Peterborough schools to manage behaviour more effectively in their classroom</li> <li>Have undertaken the case study of Albert, the cleverest boy in the class (or is he?)</li> </ul>	Toby Wood, Peterborough	
3	Motivating and Challenging KS4 and KS5 students in the everyday classroom  <b>SECONDARY</b>	Villiers Park Educational Trust has over 40 years' experience of working with able students and we use their feedback about what works to inform teachers of appropriate pedagogy in providing for G&T at KS4/5. <ul style="list-style-type: none"> <li>Have had the opportunity to share some of these ideas for personalised learning</li> </ul>	Villiers Park	
4	Using a Learning platform to Support Creative Thought and Imaginative Writing <b>PRIMARY</b>	<ul style="list-style-type: none"> <li>Be familiar with a virtual learning environment</li> <li>See how e-mail can be used to encourage pupils to write</li> <li>Be able to prepare your own materials for use in personalised learning environment</li> <li>Have the opportunity to start planning your own project</li> </ul>	Alan Drew, Essex	
5	Blocked Curriculum <b>PRIMARY</b>	<ul style="list-style-type: none"> <li>Have practical suggestions on how utilising a blocked curriculum can develop and support the learning of able students in the Primary Phase</li> </ul>	Pippa Clarke, Luton	
6	Dynamic Assessment for LAC  <b>BOTH</b>	<ul style="list-style-type: none"> <li>Have a good understanding of the dynamic assessment approach to profiling children's abilities and</li> <li>Be able to apply this in your work with LAC either as a teacher, social worker or carer</li> </ul> There will be a display of sample assessment materials	Alan Jensen, Indrani Choudhury - The Psychological Partnership, London	
7	The impact of trauma on learning with particular regard to Gifted and Talented children  <b>BOTH</b>	<ul style="list-style-type: none"> <li>Have a greater understanding of how trauma can affect the process of learning, and how teachers can help mitigate its' effects.</li> </ul> Trauma, from the Greek for 'injury' may be a part of the experience of any child. Developmental or emotional trauma causes damage to the developing brain significantly impacting on the ability to learn. For Gifted and Talented children this may inhibit an individual's chance to reach potential.	Chris Stanway	
8	Dyslexia  <b>BOTH</b>		Gwen Trapp	
9	Engaging Parents in the Education of their Gifted Child: guidelines for	<ul style="list-style-type: none"> <li>Understand why parental engagement can raise standards in school</li> <li>Have been introduced to guidelines for improving parental engagement and to NAGC's Quality Standard available to schools</li> </ul>	NAGC	

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	<b>SUCCESS BOTH</b>	<ul style="list-style-type: none"> <li>Have access to the toolkits and practical resources that you can use</li> </ul>		
10	<b>Identification in Early Years</b>  <b>PRIMARY</b>	<ul style="list-style-type: none"> <li>Have knowledge of an observation protocol developed in the early years which looks for potential and ability in children, and does not rely on measuring achievement or discrimination against EAL children</li> <li>Have considered how this system integrates into the Early Learning goals and how it can be used to meet the needs of children and how they are taught in the first term of year 1</li> </ul>	Beth Smith, AST Bedfordshire	
11	<b>IQS/CQS</b>  <b>BOTH</b>	<ul style="list-style-type: none"> <li>Gain a clearer understanding of the IQS and relevance to school self-evaluation</li> <li>Have discussed and learnt more about the issues surrounding implementation, impact and evidence for schools</li> <li>Understand the links to the Challenge Award [NACE]</li> </ul>	Linda Prestidge Chair ERGTP	
12	<b>Autism</b>  <b>BOTH</b>	<ul style="list-style-type: none"> <li>Be able to identify more of the links between autism and Gifted and Talented students and</li> <li>Have a greater understanding of the needs of G&amp;T autistic students in relation to classroom practice</li> </ul>	Val Burgess, Bedfordshire	
13	<b>Model Learning</b>  <b>BOTH</b>	<ul style="list-style-type: none"> <li>Have gained a greater understanding of the strategies outlined in the Keynote Address for use within the classroom</li> </ul>	Ian Harris	
14	<b>Developing inclusive provision for underachieving learners who are Gifted and Talented</b>	<ul style="list-style-type: none"> <li>Look at who falls into the underachieving G&amp;T group</li> <li>Provision mapping as an approach to addressing need looking at examples from Hertfordshire</li> <li>Looking at case studies</li> <li>Implications</li> </ul>	Ahmed Arif, Hertfordshire	
15	Tbc	Tbc	NACE	
16	<b>Getting A and A* in Year 9? How can we keep them challenged and motivated?</b>  <b>SECONDARY</b>	<ul style="list-style-type: none"> <li>Have heard how RE students at Castle Manor completed the RE course in one year and went on to study AS Philosophy in Year 10.</li> </ul> <p>Students will attend the workshop to talk about their experiences of learning in this way.</p>	Naomi Lake, Suffolk	
17	<b>Building a G&amp;T Squad</b>  <b>SECONDARY</b>	<ul style="list-style-type: none"> <li>Have some ideas of ways to support your G&amp;T students and combat the 'boffin factor'</li> </ul>	Debby Horsman, AST, Bedfordshire	
18	<b>Inspiring our Multi-Literate Learners to enjoy and achieve</b>  <b>PRIMARY</b>	<ul style="list-style-type: none"> <li>Have explored the potential of DVD to improve standards in writing;</li> <li>Have experienced a range of approaches to using DVD</li> <li>Identified specific methods for inspiring writers</li> </ul>	Marilyn Miners, Essex	
19	<b>Philosophy for children</b>	<ul style="list-style-type: none"> <li>tbc</li> </ul>	Norfolk	

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20	Setting or mixed ability: what's best for gifted and talented children? <b>PRIMARY</b>	<ul style="list-style-type: none"> <li>Know about recent research and start to answer this question yourself</li> </ul>	Peter Leyland Bedfordshire	
21	Using 'Thinking Skills' in science to stretch G&T pupils <b>SECONDARY</b>	<ul style="list-style-type: none"> <li>be familiar with the use of thinking skills/the CASE (cognitive acceleration through science education) approaches to challenging more able pupils</li> </ul>	Terry Horsman Bedfordshire	
22	G&T Provision: how pupils see it <b>SECONDARY</b>	<ul style="list-style-type: none"> <li>know how a group of Year 8 G&amp;T pupils used a 'Student Voice' approach to analyse how they feel about the school's provision</li> </ul>	Terry Horsman Bedfordshire	