

# The National Strategies

## Leading teacher for gifted and talented education: Accreditation pilot – September 2007 to July 2008

As part of the National Gifted and Talented programme we are exploring ways of enhancing the role of the leading teacher for gifted and talented education.

Working with key partners at the Department for Children, Schools and Families (DCSF), the Qualifications and Curriculum Authority (QCA) and Oxford Brookes University (OBU) we are piloting a systematic approach to professional development and support leading to accreditation through the award of the **Post-graduate Certificate in Advanced Educational Practice**. This pilot is taking place during the autumn term of 2007 and the spring term of 2008. We plan to disseminate the outcomes during the summer term of 2008 and will use these outcomes to inform more widespread accreditation opportunities for leading teachers from September 2008.

The key components of this professional development for leading teachers are:

- a QCA curriculum co-development network for leading teachers for gifted and talented;

*Curriculum co-development involves schools developing their curriculum to better meet the needs and interests of their learners, in partnership with others who challenge, offer support, listen, learn and help make connections. This new network will encourage disciplined curriculum innovation to improve outcomes for gifted and talented learners.*

- continuous reflection on and analysis of practice, and the impact of this on gifted and talented pupils;
- assessment for accreditation through:
  - attendance at network events;
  - submission of a reflective journal and a professional development portfolio which captures leading teachers' evaluations and reflections on the impact of curriculum innovation linked to gifted and talented provision in schools.

Participating local authorities are providing training for their leading teachers for gifted and talented and are working with school senior leadership teams to support leading teachers

throughout the pilot. Local authority training promotes the use of the gifted and talented Institutional Quality Standard (IQS) and Classroom Quality Standard (CQS) to support leadership, management and exemplification of effective practice in schools. Participating local authorities will be using the outcomes of the pilot to inform local decisions about development, support and accreditation for leading teachers for gifted and talented.

Participating leading teachers will apply the outcomes of their local authority training (including use of the gifted and talented IQS/ CQS), attend and engage with the QCA co-development network, and participate fully with the assessment requirements for accreditation. In return, they will gain enhanced support for their leading teacher work and for improving the outcomes for gifted and talented learners, as well as a recognised award for their leading teacher skills and experiences.

## Scale of accreditation pilot and timeline

**1. Scale** – 24 leading teachers for gifted and talented selected from 12 local authorities, representing a spread across the three national territories (north, central and south) and across the primary and secondary phases.

## 2. Timeline

Date	Activities
Autumn term 2007	<p>Proposal documentation and invitations to express an interest sent to local authorities.</p> <p>Participating local authorities identified.</p> <p>Launch meeting on 6 November 2007.</p>
Spring term 2008	<p>Leading teacher accreditation co-development network support meeting 2.</p> <p>Gap task relating to ongoing gifted and talented curriculum innovation in participating schools, leading teachers for gifted and talented education reflecting on outcomes and evaluating impact on pupil learning.</p> <p>National Strategies Regional Advisers support pilot local authorities and their leading teachers for gifted and talented education.</p> <p>OBU provides support for pilot leading teachers. Design and communicate outcomes for accreditation (autumn/spring).</p>
Summer term 2008	<p>Leading teacher accreditation co-development network support meeting 3.</p> <p>Evaluation of impact on pupil learning and lessons learned from the accreditation process.</p> <p>Dissemination of outcomes to all local authorities.</p>

## Funding

QCA is meeting the costs of running the three co-development pilot meetings. Participating schools and local authorities are meeting other tutorial and support costs, including the cost of final accreditation assessment.

## Outcomes so far

- Following the successful launch on 6 November 2007 all participating leading teachers are using the outcomes of their local authority training and the Quality Standards to plan gifted and talented curriculum innovation in their schools. Implementation will be during December 2007 and spring term 2008. Evaluations from the launch indicated that it provided:

*'Excellent opportunities to discuss ideas and to meet with colleagues.'*

(Leading teacher)

*'Good practical discussion tools which enabled us to network with others.'*

(Leading teacher)

*'Useful opportunities to develop concrete ideas for curriculum innovation.'*

(Local authorities Teaching and Learning Adviser)

- Participating local authorities are working with school senior leadership teams and leading teachers for gifted and talented to support curriculum innovations.
- At the co-development network meeting in January 2008, leading teachers will share current experiences of curriculum innovation, reflecting on the impact on pupils' learning and planning next steps to consolidate this impact.
- Leading teachers for gifted and talented will be recording critical reflections in a professional development portfolio which will form the basis of their submission for accreditation, together with any additional outcomes such as presentations and resources for governors and parents, and website information.