The Eureka Project was launched in December 2016 in the UK by the Lead organisation The Titan Partnership.

Titan Partnership has been awarded funding from Erasmus+ for the EUREKA project, which aims to upskill teachers in early identification of the most able students and deliver a curriculum which enables them to reach their potential. This project builds on the best practice shared between three countries in the Erasmus Plus Talented Children project in relation to the development of face-face training programmes and additional electronic resources.

In the first place our Czech partner The Pedagogical and Psychological Counselling Centre in Zlin (KPPP), Czech Republic will deliver a 5-day training programme to build the skills and knowledge of staff in education to identify most able learners at an early stage. It will include observation/shadowing at schools and the assessment centre in Zlin as well as workshops and seminars with teachers and educational psychologists. This will take place in June 2017.

Following this training programme, our partners Galway and Roscommon Education & Training Board (Ireland) and Ellinogermaniki Agogi (Greece) will prepare additional resources including a guide to support the identification training and a resource directory of best practice ideas and materials from across the partner countries.

In 2018, a further training programme will be delivered by partners Birmingham City University that aims to support teaching practice and curriculum adaptation to ensure the most able students are sufficiently challenged.
Hosted at BCU, this 5 day programme for primary and secondary schools will be free of charge for Titan member schools. It will also be attended by teachers from Greece, Ireland and Czech Republic offering excellent networking opportunities for schools wishing to develop links to international schools.

The Story so far.....
Transnational Partnership Meeting 25th - 27th April 2017 Athens

Introduction

Transnational Partnership Meetings
There are 6 project steering group meetings. On average 2 persons from each partner institution will attend all project steering group meetings. The host partner organises programmes for hosting meetings and training events. Additional staff will attend transnational project meetings dependent on their organisation size/expertise to contribute to resource and training development through a series of interactive workshops and activities with partners”.

The second transnational partnership meeting took place in Athens in April 2017 hosted by the Greek partner Ellinogermaniki Agogi in Athens. This included meetings, workshops, some training, and a visit to an exhibition.

The Transnational meeting was evaluated by the project co-ordinator. Here is the feedback.

The Overall Evaluation

Delegates completed a detailed Final Report covering evaluation at the end of the meeting.

● What impressed you?
Clarity of Presentations.
Good examples of activities with advanced learners.

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The EA tour and their involvement in STEM activities.
Stephanos’s organisational skills.
Thought provoking discussions.
The School Director did a nice presentation on work with Gifted and Talented.
The discussion around existing practice in the partner countries.
Exhibition in the school regarding STEM and its practical application.
Differentiated learning.
Excellent organisation and discussion.
Open Discovery Space.
The collaboration of the project partners.
The Science Expo.
Partners were all keen to influence, discuss and shape the project.
Very nice hospitality.
Impressive venue.
Good clarity around the project delivery.
The discussion around partners roles.
The organisation and the input from the director on advanced learner teaching.

- Where your expectations fulfilled?

Expectations on website, training plans and information sharing all fulfilled.
All issues were dealt with appropriately.
Yes.
Yes, the programme fulfilled all expectations with regards to project status, updates and training events.
All expectations achieved.
A great forming session for partners to develop their ideas. It was very successful.
Yes, our partners hosted us with great kindness. We have a clear rationale and next steps.
Yes, I feel on track.
Yes, I have a clearer understanding of the aims and objectives of the project.

- What will you do next?

Use Basecamp it is really good.
I would like to support schools on some strategy in the STEM field to increase students interests in STEM careers based on enquiry orientated learning.
We will have meetings around our learning and promote activity on our website.
Try and replicate some of the methodology and exhibition.
We could implement the enquiry based education strategies at Galway Technical Institute.
Encourage all staff at GRETB to register, use and share practice on the Open Discovery Space.
Develop the STEM activity demonstrated to us where the opportunity arises.

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Brief colleagues for the training event in the Czech Rep.
I would like to pursue Open Space and the Science exhibition further as I liked how it motivated students.
Some interesting examples for the teaching of science I would like to pursue.

Summary

From the analysis of the evaluation there is no doubt that delegates enjoyed and learnt a significant amount. All the feedback was positive. The actual management meeting achieved a tremendous amount in terms of planning and shaping ideas. The key players all seem satisfied with their role. The elements added to the agenda such as the Science Exhibition, the input from the Director, the input from Stephanos the host on Open Discovery Space and the school tour were all well received and valued.

All delegates felt the visit was very well organised and the agenda pertinent.

The model has been set for future Transnational Partnership Meetings. This approach and style of agenda worked well and there are no amendments or improvements to make.

Eureka Training 4th - 9th June 2017 KPPP Zlín Czech Rep. - External Evaluation

The Eureka Projects first training course was delivered from the 4-9th June 2017 in Kroměříž in the Czech Republic by KPPP Zlín. The course was fully attended by a minimum of 5 delegates from each partner country. The external assessor attended 3 days of the training and undertook a number of evaluation activities whilst present.

KPPP Zlín were tasked with delivering a 5-day course in June 2017. They have significant experience in the teaching of teachers and multi-disciplinary training. Miroslav Orel led the training delivery. Planning and content was planned by Martina Nemcova alongside Miroslav.

The aim of the course as described in the project submission was to give professionals working in schools including teachers and other staff such as educational psychologists and careers counsellors, the skills and knowledge to identify most able learners at an early stage. Whilst it is recognised that early identification is ideal the course should also acknowledge and provide tools for the identification at the secondary education stage of students who have fallen through the net.

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The course aimed to provide 30-hours of delivery including the following topics:

- Complexity of most able students – academic and non-academic types of giftedness and talent.
- Biological, psychological, social, and spiritual factors of the most able.
- Background and stimuli as essential and supporting elements (in context of family and school).
- Most able and psychopathology – possible impacts of combination of giftedness, talent, and mental disorders.
- Most able in psychological diagnostics, main characteristics, key competences, problems.
- Most able in pedagogical and special-pedagogical diagnostics, main characteristics, key competences, problems.
- Education and behavioural issues in school/at home.
- Use of the Intervention manual
- Good practice examples – diagnostics in context of primary school.
- Good practice examples – diagnostics in context of secondary school.
- Good practice examples – diagnostics in context of an arts school.

Conclusions

The training certainly met all its aims and objectives. It was fully attended by delegates from partner countries who all received certificates. All delegates were suitable and provided a range of expertise to enhance networking and stretch discussions.

The feedback from delegates through discussion, observation by the external evaluator and questionnaire as well as the feedback from the course directors would support this judgement. What was most remarkable was what an impact the training had on so many of the delegates by increasing their knowledge and expertise and providing them with confidence and tools to implement changes in their individual teaching and in their institutions, all to benefit gifted and talented students.

The training of course raised questions and has set the benchmark for the rest of the project. The resources to be produced within the project have taken on significance, the topic of special needs has arisen and the action plans produced by delegates may give some new and interesting developments in such settings in the UK and Ireland.

In the overall evaluation of the project the external evaluator has set 5 topics and it is useful to address these in relation to this training

1. - Exchange of practice - are the products genuinely good practice;

The content and delivery of the training was genuinely good practice. Delegates with a range of experience including research backgrounds endorsed this. Some superb practice was experienced.
2. - Transnationality - the success of transnational working and the effectiveness of partners’ contributions; 
This was strong. Delegates learned from each other and shared practice. All however were generally impressed by the strength of what was in place in the host country.

3. - Partnership - the overall management and administration of partnership working;
Everything ran like clockwork. The management and administration of the week was outstanding.

4. - Dissemination - whether partners have reached a wide audience;
Plans are in place to do this in every country. The tracking of action plans by partner leads and sampling of these by the external evaluator will evidence if intention becomes reality.

5. - Valorisation - whether partnerships have achieved multiplier effects through mainstreaming activity.
At least 2 institutions committed to mainstreaming identification models in their work.
The Future

Transnational Partnership Meeting Ireland 28th-29th November 2017

In November 2017, we have an opportunity for a number of teaching staff and other professionals to take part in a Transnational Partnership Meeting in the West of Ireland to visit 2 schools, to find out about their practice and the approach to work with the Most Able in secondary education in Ireland. Delegates will also get the opportunity to visit Galway Technical Institute the largest Further Education College in the West of Ireland.

The two schools included in the visit are: Colaiste Baile Chlair, Claregalway. The school actively uses digital technologies in Teaching and Learning. Most notably there are no textbooks or e-books but rather the teacher and student generate teaching and learning resources.

Coláiste Baile Chláir is committed to the highest standards of teaching and learning and in all instances, will place the student at the centre of everything.

Coláiste Baile Chláir was selected by Microsoft as a 2014-2015 Microsoft Showcase School for its excellence in transforming its learning environment to deliver more personalized education to students, using mobile and cloud technology to better prepare students for success in the workplace. Their advanced teaching methodologies and range of support to students make them an ideal partner for this project.

Coláiste na Coiribe, Knocknacarra, Galway

This is an Irish speaking school with 330 students.

It has significant experience dealing with Most Able students and has some of the highest achievers in leaving certificate subjects in the country.

The curriculum is designed to meet the challenges of a rapidly changing society in the West of Ireland. Coláiste na Coiribe students have consistently outperformed their counterparts in English medium schools in state examinations.

This CPD opportunity will include Senior Leader perspectives in Ireland, lesson observations and opportunities to meet and talk to teachers as well as networking.

Latest News

- The website will be launched in September 2017.
- Eleni at BCU has established a group to plan the March 2018 training. Planning is well advanced with accommodation, speakers, schools to visit and training venue identified.
- Stephanos at Ellinogermaniki Agogi (Greece) will issue the template for partners for the identification directory being produced as part of the project imminently.

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Some interesting links:

Take the Silverman test to see if you are gifted – Shared by Alan Mongey GRETB
Characteristics of giftedness scale
  - [http://www.gifteddevelopment.com/quiz/is-your-child-gifted](http://www.gifteddevelopment.com/quiz/is-your-child-gifted)

**External Evaluation News**

Ian Crawford from SES13-19 Ltd will undertake the external evaluation of the Eureka Project replacing Brian Martin who has taken up a new position at Titan as Funded Projects Co-ordinator.
Ian is a Senior Examiner working for AQA, a Trustee of the Chartered Institute of Educational Assessors and also leads on a Business programme at Keele University.
Ian has vast experience of European Projects and will attend the next Transnational Partnership meeting in Galway Ireland in November 2017.