



The Eureka Project

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.

The Eureka Project has 5 partners, 2 in the UK: The Titan Partnership and Birmingham City University, The Pedagogical and Psychological Counselling Centre in Zlin (KPPP) in the East of the Czech Republic, Galway and Roscommon Education & Training Board (Ireland) and Ellinogermaniki Agogi (Greece). The project aims to provide training and develop resources for identification techniques and interventions which support more able students in education.



Eureka Logo

The Eureka Project logo was designed by Sean Bates at The Titan Partnership. Sean says "The Eureka Project is about More Able Students. The name Eureka made me think of a Eureka moment that is often depicted with a light bulb. The logo text was chosen due to its style of script and seemed to compliment the overall educational theme.

I was really pleased to produce an image which would be used across a range of international partners. I am very happy to help the partnership with any future needs".



Developments in the UK

NACE- The National Association for Able Children in Education.



Founded in 1983, NACE a UK based organisation is recognised both nationally and internationally as a leading charity in the field of education for able learners. They provide guidance, support and training, enabling teachers to attain the best from able learners in the classroom, whilst enabling all learners to flourish and achieve. They run regional and national events and conferences. Alongside this

they offer bespoke Continuous Professional Development, and develop resources specifically for its members.

NACE recently announced the launch of the [NACE Challenge Development Programme](#) – a suite of resources and support for schools focusing on improving provision for more able learners. The programme builds on the strong foundations of the [NACE Challenge Framework](#), a tool for whole-school self-evaluation and improvement in provision for the more able students.

The revised NACE Challenge Framework is now offered as part of a wider programme of support – including online resources, consultancy and bespoke CPD in the UK. It also offers the opportunity to apply for formal accreditation available to schools from the start of October 2017,

The NACE Chief Executive Officer Sue Riley said: “Drawn from the extensive database of best practice NACE holds, the resources have been compiled by specialists in school improvement, practicing teachers and our team of educational consultants – they are focused on a whole-school model, and will help senior and middle leaders with policy, and departments with provision and practice.”

The NACE Challenge Development Programme is designed to support schools across all phases and at all stages of development.

For more information refer to <http://www.nace.co.uk/>



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. The host organization is called GRETB (Galway and Roscommon Education & Training Board). Delegates will attend from all partner countries – United Kingdom, Czech Republic and Greece.

The transnational meeting will take place at two secondary schools – Coláiste na Coiribe (<http://www.colaistenacoiribe.ie/>) and Coláiste Bhaile Chláir (<http://www.colaistebhailechlair.com/>). Delegates will have an opportunity to meet with teaching staff and management at both schools to learn about local approaches to helping those most able and will receive a Leadership viewpoint on national guidelines on dealing with most able students which will include Identification techniques and resources used. The project team will deliver updates on the EUREKA website and the intervention resource directory.

John McLoughlin (Deputy Principal & EUREKA Project Manager) stated ‘This is an excellent opportunity to showcase all that GRETB offers in terms of supporting the most able in our schools, offering delegates a chance to observe classes and to exchange best practice. We have really enjoyed working on this innovative strategic partnership project and look forward to welcoming our international colleagues’.



The Intervention Resource Directory – GRETB (Ireland)

GRETB has issued the template for the resource directory to all partners. Each project partner is required to outline the methods used to identify the most able in schools and the intervention used to support these learners. Partners will share best practice by offering details of case studies, curriculum materials, strategic reports and scientific articles. Work will be on going until the next training event which will be hosted by Birmingham City University in March 2018.



External Evaluation News- Ian Crawford an update on plans

Brief Personal Reflections

My own experience of working and living with gifted and children has been a little mixed. Therefore, being a part of a coordinated programme which offers international perspectives is very exciting.

As a senior pastoral leader in a large Sixth Form College in Stoke we had a really good programme of activities for those students identified as more able (or G&T in our day). However, there were real issues about identification and the programme although rich and varied was often also 'hit and miss' and tended to offer 'one-hit opportunities' rather than a coordinated programme which made a difference.

My own son at his school was identified as G&T. Unfortunately, this became a mechanism for streaming and little else apart from university visits to Oxford. In my view the programme although well-meaning offered very little to help the development of the children identified. I also felt that the labelling of my own son was a hindrance – he gradually switched himself off from education and the hard work needed to succeed.

I am looking forward to seeing the further development of both the **Resource Directory and Manual** – I also think that the educational communities we work with will greatly appreciate the development of a coherent strategy and tactics for use with our future learners. In particular I work closely with the Education Department at Keele University and this is an area of great interest for them.

Ian Crawford, SES 13-19 (November 17)





Vocational Education and Gifted and Talented Young People



All 3 struggled at school ...

Gifted and talented learners are often seen as academically gifted and therefore framed in an academic educational setting.

However, students can excel in a wide range of vocational settings.

This realisation can help us start to look again at students who we might otherwise overlook and enable us to support an even wider group of learners.

This is seen in high profile entrepreneurs: “More recently a number of studies have considered the issue of giftedness in vocational and world-of-work domains more explicitly. Shavinina has analysed the attitudes and attributes of high-achieving entrepreneurs such as Bill Gates, Michael Dell and Richard Branson. She concludes that individuals demonstrating entrepreneurial giftedness often show scant regard for traditional academic learning as children, do not perform particularly well in school, and have a marked preference for applied, real-world types of learning.”

In the UK vocational excellence is now being researched by DuVE (Developing and Understanding Vocational Excellence). The Project funded by the DfE is looking at vocational skills set linked to Apprenticeships. It is linked to the World Skills projects and competitions.

Thinking point – when developing our Action Plans and Strategies for our more able learners stop and also think about how we can adapt these to cater for students who are gifted in non-academic settings. Surely they deserve the same effort and care too?

Additional Reading

Vocational giftedness: A helpful concept? (2010) Annie Haight Oxford Brookes University
<http://www.leeds.ac.uk/educol/documents/197840.pdf>

DuVE <http://vocationalexcellence.education.ox.ac.uk/>

World Skills <https://www.worldskills.org/what/competitions/wsc2017/>



In the news (UK)

Institute of Teaching established in the UK – part of a £75 m investment

Director of the Institute of Teaching, Matt Hood said:

Having an expert teacher in every classroom is the best way to make sure that every pupil, regardless of their background, gets a great education. But teaching is complex – becoming an expert isn't easy. To improve teaching, we have to improve the training teachers get because most of what's out there isn't helping them to get better. Working with our partners, we're trying to change that.

More information is here: <https://www.gov.uk/government/news/justine-greening-launches-new-institute-for-teaching>



Brunel University

Beyond the 'gifted' label: how to boost your child's potential - research indicates the potential issues with labelling learners: <http://tinyurl.com/ycepovys>



What is 100 Women? An initiative by the BBC in the UK



BBC 100 Women names 100 influential and inspirational women around the world every year. In 2017, we're challenging them to tackle four of the biggest problems facing women today - the glass ceiling, female illiteracy, harassment in public spaces and sexism in sport.

Here is an article as part of the BBC Campaign

Seven trailblazing women in science

More than half of people in the UK can't name a famous woman in science, a survey suggests. This week, BBC 100 Women aims to change that number.

A 2014 YouGov survey of almost 3,000 people, conducted on behalf of UK grassroots group ScienceGrrl, found that only 47% of those asked could name a famous woman scientist.

Many identified Marie Curie. Others simply named a male scientist.

Tuesday 7 November marks the 150th anniversary of Curie's birth.

More than a century seems long enough for her to have carried the burden of being the most famous woman in science - so read on to learn more about other trailblazing women who have changed the world.



Marie Tharp: Mapping the ocean floor

In 1953, Marie Tharp became the first scientist to map the floor of the Atlantic Ocean.

A geologist and oceanographic cartographer, Tharp's discovery of a rift valley running down the centre of the ocean floor was revolutionary in proving the controversial theory of plate tectonics. Initially, her discovery was dismissed as "girl talk" by her research partner Bruce Heezen.

As women were not allowed on research vessels, Tharp would painstakingly draw maps from data that Heezen brought back from expeditions.

Despite her groundbreaking contributions, Tharp remains almost unknown, with Heezen credited for much of their joint work. Tharp knew she worked in the background throughout her career, but she ruled out any resentment and recognised the importance of documenting mid-Atlantic Ridge.

"You could only do that once. You can't find anything bigger than that, at least on this planet."

Wanda Diaz-Merced: Making astronomy accessible

Astrophysicist Wanda Diaz-Merced began to see spots when she was an undergraduate student at the University of Puerto Rico.

Diabetic retinopathy would soon deprive her of vision altogether, but she was determined not to change her chosen career.

A Nasa internship gave Diaz-Merced the opportunity to work with a method called data sonification. This translated the satellite information from stars that she was studying into sound waves, instead of visual graphs - on which astronomers usually rely heavily.

She would go on to develop this software further, making it possible for astrophysicists to more accurately interpret their data, and making the field accessible to a range of researchers who had previously been excluded.

Diaz-Merced currently works with the South African Office of Astronomy for Development, opening up the world of astronomy to a generation of blind students.

"For my field of astronomy which I really love I want no segregation," she told 100 Women. "I want people to have equal opportunities to display their talents."



Soyeon Yi: First South Korean astronaut

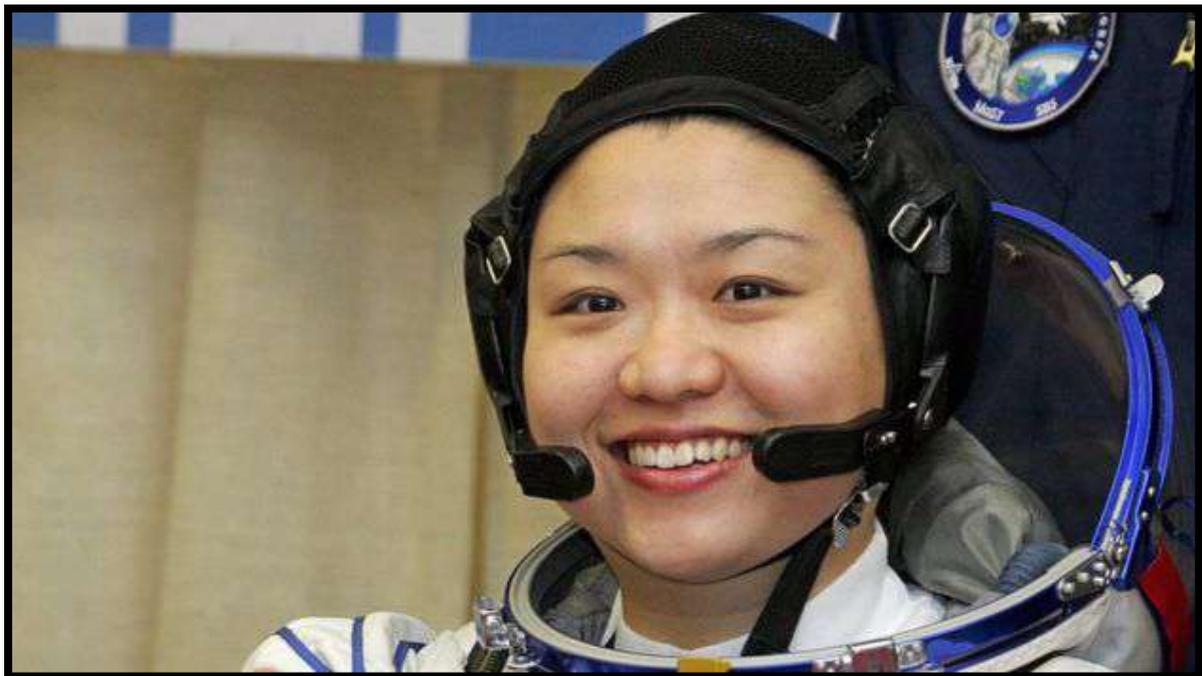
In 2008, Soyeon Yi made history by being the first astronaut from South Korea, having competed against 36,000 other candidates to win her spot.

"It's not typical to be the first in history for females," said Yi, confident her success would inspire more women to enter the world of science.

When Yi looked down at Earth from space, she said she felt grateful the opportunities she got in life and for the "beautiful gift" of our planet.

The full article and others are available on-

<http://www.bbc.co.uk/news/topics/875e94b8-021d-4411-93f4-a8d5e09d6adb/100-women>





Mensa Czech Rep. runs NTC Project for Kindergartens



Mensa Czech Republic has been implementing a project called “Mensa NTC Learning System” in the Czech Republic. This project is aimed at the development of the intellectual powers of all preschool children (not just the gifted ones), and was developed by an expert team from Mensa Serbia, led by Dr Ranko Rajović.

Dr. Ranko Rajovic, is a long term member of the four-member committee of the International Mensa for gifted children. As he was positioned at the very source of pertinent information available today and its world wide application, he assembled a team of eminent experts in the fields of pedagogy, neurophysiology, special education, psychology and genetics.

Together, they designed an efficient and simple program with built in capabilities for continuous tracking and assessment, evaluation and infometrics. Some of the advantages of this kind of concept are in its suitability for application to preschool children (aged between 3 and 7), as well as stimulation of the development of intellectual abilities of each child.

The fact is that the human brain develops in children of seven years (over 75%) and in children of twelve years (over 95%) is a strong and valid reason to start with the application of specialized programs as early as possible. It is the responsibility of the society, local community and each parent not to miss this extremely important period in life and to support the development of biological potentials of each child to its maximum.

The Program is characterized by three implementation phases. Integral part of the first phase are evolutionary accordant activities characterized by the complex motor activities, including fine motor skills, dynamic eye accommodation, rotation, balance, and movement. The second phase of the NTC Program is characterized by abstract classifications, abstract seriations, and association, while the goal of the third phase is the development of divergent and convergent thinking, and functional knowledge. Those three phases encompass sensory-motor and cognitive development of children.

Mensa Czech Republic has obtained accreditation from the Czech Ministry of Education, Youth, and Sports for a specialized training programme aimed at preschool teachers.

The NTC Program is currently being conducted in 15 European countries, while in 7 of them it has also been accredited by the Ministry of Education. Several projects (IPA CBC, ERASMUS PLUS, UNICEF) have been done in Europe (Croatia, Montenegro, Slovenia, Slovakia, Austria and England).

For more info please visit <http://ntclearning.com/>

Article supplied by Martina Nemcova



Some dates for your Diversity Calendar

February 2018

LGBT History Month, 2018

Lesbian, Gay, Bisexual, Trans History Month celebrates the lives and achievements of the LGBT community.

The Rainbow Flag is a worldwide symbol of LGBT equality.



Other dates in February

- 1st Interfaith Harmony Week Dignity Action Day
- 4th World Cancer Day
- 6th Safer Internet Day
- 16th Chinese New Year – ‘Year of the dog’
- 20th World Day of Social Justice
- 21st International Mother Language Day

World Autism Awareness Day

Monday 2nd April, 2018

Autism is a developmental disability that remains with a person for his or her whole life.

World Health Day

Saturday 7th April, 2018

Marks the founding of the World Health Organisation. The WHO Institution says, “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”.

Earth Day

Sunday 22nd April, 2018

Marks the anniversary of what many consider the birth of the modern environmental movement in 1970. Do something nice for the Earth.