

Turn around limiting traits of scattergun thinking, poor communication and the fear of making mistakes.



GIFTEDWISE

A TWO DAY PROGRAMME DESIGNED TO ADD INTELLECTUAL RIGOUR AND PERSONAL DEVELOPMENT

What you'll cover

You'll learn why and how Graphic Organisers:

- Are the highest-ranking strategy in Evidence Based Teaching. And why they work best for gifted students.
- Need to be systematically taught, and how to apply them pervasively across all your lessons and subjects
- Can transform habits found in gifted students that limit effective learning and damage potential
- Used the Model Learning way matches the new Ofsted requirements for outstanding lessons, as well as those for Quality Classroom Standards for G&T Education
- Raise the quality of dialogue and are not simply tools for so-called visual learners
- Build on improved dialogue for more organised and coherent writing
- Ensure near-perfect memory through guided dialogue
- Create more inclusive and collaborative classrooms

How you'll benefit

You will know how to:

- Employ a range of Graphic Organisers to cover all key subject questions
- Integrate Graphic Organisers into your daily classroom practice
- Challenge your gifted students and encourage intellectual maturity
- Create more inclusive classrooms and increase opportunities for collaboration across the ability range
- Optimise your practice of Formative Assessment by assessing students' thinking 'further upstream'.

Why Graphic Organisers?

Graphic Organisers, not surprisingly, organise ideas and facts... graphically. And over thirty five years of research into what works best in classrooms to raise achievement has identified them as the top-ranking strategy. This warrants our serious attention.

They work so well for students because they act like a mirror of the mind by externalising thoughts. Making thoughts objective in this way trains gifted students to be less impulsive and more thorough in their understanding. By being organised and public, so to speak, they help gifted students explain their thinking to others. And crucially, they help students accept and respond to feedback without taking it personally. Fear of mistakes is artfully overcome.

