

Developing Inclusive Gifted & Talented Educational Theory, Practice & Provision by



Implementing Passion-led Learning & A Living Personal(ised) Curriculum

**Bath & North East
Somerset Council**

NHS
*Bath and
North East Somerset*

Tuesday, 15 June 2010

I am concerned with developing INCLUSIVE gifted and talented educational theory, practice and provision. By inclusive I am saying we recognise and value everyone as able to develop and enhance talents to create, offer and thoughtfully value gifts, which make a life-enhancing difference to the world. Gifts and talents are values laden words and are particularly appropriate to add to the lexicon of educators, education being a values-driven activity.

Researchers such as Ericsson (2006) are indicating deliberate practice in the order of 10,000 hours spread over 10 years is needed to reach high levels of talent competence. What motivates anyone to commit so much time and energy? Sometimes it is extrinsic rewards, such as money, power... but so often that leads to someone living a possibly productive life but one that is not satisfying. How sad that so many get to retirement with glee saying, 'now I can do what I really want to do'. As an educator I am concerned to help children and young people recognise, value and work with their intrinsic drives; their passions for learning, the values that give meaning and purpose to their lives, the talents they need to develop to live their values and create and offer gifts as valued contributions to enhancing their own life and that of others. One of the challenges to an educator is to enable the learner to develop their living personal(ised) curriculum – it is living, changing in response to the knowledge the learner creates of themselves – where learning is passion-led, fuelled by the energy of those intrinsic drives.

How do you find those passions?



APEX Workshops



TASC Days at Camerton



Collaborative, creative artists at St Mary's Bathwick



Discovery at Swainswick

Everyone Starts With A General Passion For Learning & Can Develop Particular Passions For Learning.

Collaborative, creative researchers at Wellsway



Researching passions at St Keyna's



Tuesday, 15 June 2010

I believe everyone is born with a passion for learning and one of the challenge in education is to enable children and young people to find their particular passions where they want to devote the time and energy to developing talents to the highest level they can.

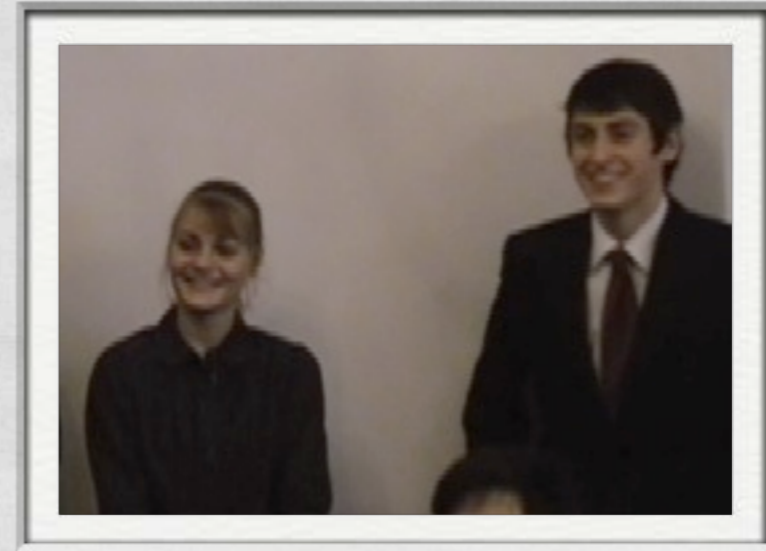
We have been developing opportunities to play – play with ideas, personas – how do I know what I might want to do until I have done it. APEX Saturday workshops are one example of these sort of learning opportunities where children and young people can work with peers and adults who share their passions and cognitively, socially, emotionally, personally, physically ‘go’ somewhere different. Check out <http://bathnes.gov.uk/apex> for some details.

Schools have been developing opportunities for acquiring and mastering the skills, knowledge and understandings for enquiry and an area of passion as you can see in the example of TASC (Thinking Actively in a Social Context) Days run by Camerton, download an account by Rob Sandal on <http://www.spanglefish.com/yourlivingresearchstories/educationalpractice.asp> and the collaborative, creative researchers at Wellsway school, which you can also find on <http://www.spanglefish.com/yourlivingresearchstories> and the collaborative, creative artists working with Andrew Henon (a socially engaged artist) described in CreativityWORKS, download from <http://www.nesacreativechange.org.uk/creativity.php>

Others such as St Keyna's and Swainswick have been developing opportunities for children to research their passions over time. You can download accounts of their work on <http://www.spanglefish.com/yourlivingresearchstories>

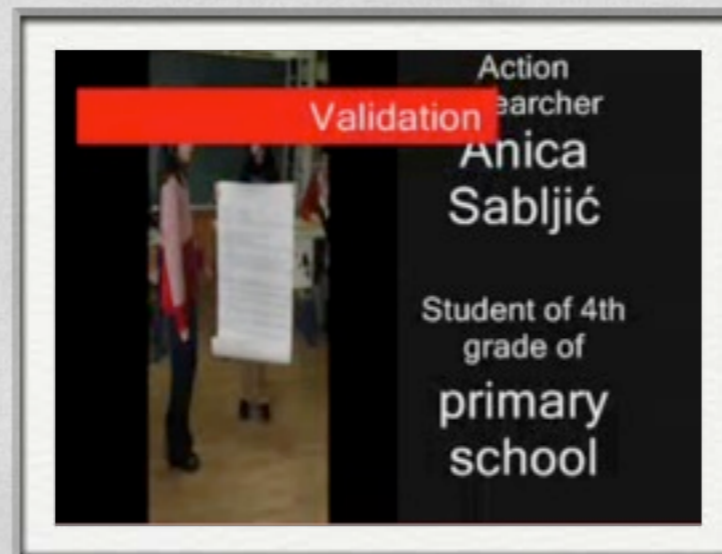


Learning at Chew Stoke



Research communities at Wellsway

As We Create, Offer & Thoughtfully Value Gifts
We Enhance Our Own Learning & Life & That Of Others.



Action researchers in Croatia

Tuesday, 15 June 2010

As children and young people create and offer knowledge they also learn something of themselves, the person they are and want to be, their values (what is important to them) and beliefs (what they believe to be true). In the process of making their knowledge public they enhance their own learning and that of others. You can access the video of the 6/7 year olds making public their knowledge of their own learning in the account by Joy Mounter (now Head of St Aldhelms) which you can download from <http://actionresearch.net/writings/tuesdayma/joymounterull.htm> You can access video of the young people at Wellsway sharing the knowledge they have created about their learning and themselves as they work in a research community supporting their work for their AS Extended Projects. There are four videos of the 40 minute presentation to a group of strategy managers - this is one of them <http://www.youtube.com/watch?v=tMpaltNH7kg> An account of this work developed by Sally Cartwright on <http://www.actionresearch.net/writings/mastermod.shtml>. This is not just happening in UK. An inspirational account is offered by a 10 year old Croatian student and can be accessed through the account by Branko Bogнар and Marika Zovko on <http://ejolts.net/node/82>

An Educator's Challenge Is To Enable Each Learner:



• To recognise, value & work with their unique constellation of passions

&

• To develop & enhance talents for creating, offering & thoughtfully valuing gifts, throughout their life

Tuesday, 15 June 2010

Our challenge as educators is not to recognise qualities we value in learners but rather to enable learners to recognise them for themselves.

Developing Inclusive Gifted & Talented Educational Theory, Practice & Provision

Educators create & enhance educational space, opportunities & relationships to support all learners:

- ⑥ Developing and enhancing their talents through knowledge creating research
- ⑥ Creating & offering, as gifts, accounts of the knowledge generated through their passion-led learning
- ⑥ Coming to know themselves living loving, satisfying & productive lives

Tuesday, 15 June 2010

Our challenge as educators is not just to create learning opportunities but to develop educational relationships and space where the learner can open channels for respectful connectivity with others and come to extend themselves and others a loving recognition; recognising and valuing themselves and their unique constellation of passions which offer a focus for the creation, offering and thoughtful valuing of gifts throughout their lives.

Educators Walking Their Own Talk!



Creativity|WORKS

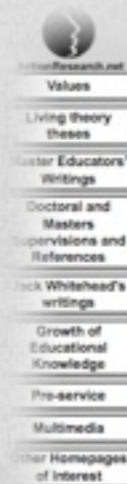
Published by nesa Publications
Edited by Andrew Henon

An educators gift in a publication download from <http://www.nesacreativechange.org.uk/creativity.php>

An individual educator's evolving gift on <http://www.fullonlearning.com>

Developing & enhancing their talents through researching to improve their values-based practice

Creating & offering, as gifts to the profession, accounts of their learning



Action Research: What is a Living Educational Theory Approach to Action Research and a Human Existence?

In a living educational theory approach to action research and a human existence, individuals hold their lives to account by producing explanations of their educational influences in their own learning in enquires of the kind, "How am I improving what I am doing?" They do this in contexts where they are seeking to live the values they use to give life meaning and purpose as fully as they can. The living educational theories of professional educators and other practitioner-researchers usually explain their educational influences in the learning of their students and can also explain their educational influences in the learning of social formations. See www.actionresearch.net/what-is-a-living-educational-theory-approach-to-action-research-and-a-human-existence/

For beginning action researchers interested in action methods see Jean McWhitty's [Action research for professional development: Concise advice for new action researchers](#) a celebration of 21 years of collaboration with Jack Whitehead.

For tutors and action researchers on masters degree programmes interested in classroom research and action reflection with units on Educational Enquiries, Research Methods in Education, Understanding Learners and Learning and Gifts and Talents in Education, see [Action planning in improving practice and in generating educational knowledge](#) See also the [Master's Writings](#).

For supervisors and action researchers on doctoral programmes interested in research methodologies see [Doctoral Writings](#) and the doctoral and masters supervisions and references at <http://www.actionresearch.net/links.shtml>.

For other Action Research see [these writings](#)

PLEASE NOTE - the site is currently being updated with a search engine and if you experience any problems connecting with the server please contact me at the e-mail address below.

Search this site:



What's new

The Educational Journal of Living Theories

The Eighth World Conference on Educational Research Association Melbourne on "Participatory Learning, Approaches, Presentations, Prefiguring Education and Learning: Jack Whitehead's Educational Enquiries and Praxis" [click here](#)

Call for Abstracts for Transformative Praxis: Jack Whitehead's Educational Enquiries and Praxis [click here](#)

The Seventh Annual 2010 presented by the Leadership and Educational Research, Policy and Social Change in Education [click here](#)

Jack's notes for the 2010

Jack Whitehead's 2010: A Year of Learning and Growth [click here](#)

Resources for Jack Whitehead's Educational Enquiries and Praxis [click here](#)



EJOLTS is committed to publishing the accounts of practitioner-researchers from a wide range of global, social, cultural and professional contexts who explain their educational influences in their own learning, in the learning of others and in the learning of social formations. The journal's international journeys and collaborative pathways that explore educational influences in learning in terms of values, skills and understandings of educational influences carries hope for the future of humanity and their own.

EJOLTS

Commitment and scope

The values we are thinking of are ontological in the sense that they are used to give meaning and purpose to individuals. We are particularly interested in publishing explanations that connect a flow of life-affirming enquiries such as love, freedom, justice, compassion, courage, care and democratic evaluation. We invite you to submit articles for publication in Educational Journal of Living Theories, a web-based international journal. Journal articles will be published two times a year. We welcome submissions from all living theorists who explain their living theories as their explanations for their educational influences in their own learning, the learning of others and in the learning of social formations.



Educator's accredited Masters accounts offered as gifts on <http://www.actionresearch.net>

Educators gifts of knowledge offered in an International journal <http://ejolts.net>

Tuesday, 15 June 2010

Developing talents and creating, freely offering and thoughtfully valuing knowledge as life-enhancing gifts is not just for children – it is for everyone. These are a few examples of educators being prepared to take the risk of making their knowledge public and offering it freely as a gift. Andrew Henon's (socially engaged artist) edited publication CreativityWORKS can be downloaded from <http://www.nesacreativechange.org.uk/creativity.php>. Zoe Elder's (Adviser North Somerset) evolving contribution can be seen on her blog at <http://www.fullonlearning.com>. Masters and doctoral accounts are offered on Jack Whitehead's website <http://www.actionresearch.net> and educators are making their knowledge freely available through an international refereed journal on <http://ejolts.net>

Evolving Space & Communities
Supporting Educators & Learners
Developing Talents & Creating & Offering Gifts

<http://www.bathnes.gov.uk/apex>

<http://www.actionresearch.net>

Contributions please to
apex@bathnes.gov.uk or
marie_huxtable@yahoo.co.uk
or jack@actionresearch.net



Tuesday, 15 June 2010

We can learn from each other if we are each prepared to be as generous as the children, young people and educators cited in this 'presentation'. If you would be willing to contribute send me a file or a url and I will revise this 'presentation' and put a refreshed version to be accessed from <http://www.bathnes.gov.uk/apex> and Prof. Jack Whitehead's website <http://www.actionresearch.net>