

Potential Plus UK Position Statements 2024

Potential Plus UK is an independent charity that works with families and schools for the benefit of young people with High Learning Potential.

Potential Plus UK is also a non-profit organisation dedicated to supporting and empowering children with high learning potential. Founded in 1967, the organisation has been at the forefront of advocating for the needs of gifted and talented children, recognising that they require unique educational and emotional support to thrive. Potential Plus UK offers a range of services, including assessment tools, resources for parents and educators, and specialised workshops to help identify and nurture the potential of exceptional learners. By fostering a community that understands the challenges and opportunities associated with high learning potential, Potential Plus UK strives to create an inclusive and enriching environment where every child can achieve their full intellectual and creative potential.

The position statements presented have been created to act as guidance for its members, interested parties, teachers, researchers, and visitors to the website. They represent the organisation's position and views on many of the relevant issues and topics related to giftedness, and young people with high learning potential. They have been created by leading experts in the field of giftedness and high learning potential, which includes a thorough literature review, supported by an extensive reference list. The references have been provided as a starting point and go into a lot more detail, if you want to explore further. Some of the references may require a subscription and require payment; however, many others are free and open access. They have been included after many of the position statements, so you can explore them further.

There is also a glossary section provided, to further explain several key words used in the field of giftedness and high learning potential. The statements used in the following sections have also been reviewed extensively, by experts in the field, and will be updated annually.

To further contextualise the statements provided, it is important to outline the vision and strategic objectives of the charity, which are listed below. The position statements are then presented.

Vision: every young person with high learning potential, aged 18 and under, receives appropriate support and challenge to secure wellbeing and high attainment with the skills, resilience and confidence to succeed at every stage of their development.

Mission: Discover, Nurture, Succeed

Our mission is to discover young people's potential, nurture their gifts and talents, and support them to succeed and thrive with confidence.

Motivation: to secure a challenging, engaging education for all high potential learners, including those with an asynchronous or spikey learning profile. To nurture their interests and expand their horizons.

“Social and emotional needs are at the heart of well-being and the foundation for achievement for all children.” (Neihart)

1. **Empower** young people with high learning potential to develop the self-understanding, wellbeing and skills necessary to lead change.
2. **Empower** parents to advocate effectively for improved support, provision, and wellbeing for young people with high learning potential.
3. **Advocate** for the needs and rights of young people with high learning potential, and for improvements to policy and practice in education and society.
4. **Community** – Create and encourage mutual support within our community of families.

Underpinning priority: Sustain: strengthen the sustainability and effectiveness of the organisation to empower Potential Plus UK to carry out its important work.



Acceleration

Acceleration is an educational strategy designed to accommodate the rapid intellectual development of gifted and talented young people by enabling them to progress through educational content at an accelerated pace. Extensive research supports the adoption of acceleration, which can lead to positive outcomes for high potential learners, both academically and socially (Colangelo & Assouline, 2009). Various forms of acceleration, such as grade skipping, subject acceleration, or early college entrance, have been recognised as effective interventions for addressing the unique needs of intellectually advanced students (Gross, 2011). Those that support acceleration suggest that it can protect learners with high learning potential against the risk of academic underachievement and provide a more personalised and challenging educational experience (Colangelo & Assouline, 2009). However, the use of acceleration strategies requires careful consideration of individual differences and a thorough assessment of students' abilities and requirements (VanTassel-Baska et al., 2015).

After reflecting on much of the evidence presented for acceleration, Potential Plus UK acknowledges the benefits both academically and socially; however, due consideration needs to be given to the whole child and their circumstances in order to find the best possible fit: each child is unique.

References

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Adaptive Learning

Adaptive learning in the United Kingdom has emerged as an important educational strategy, aiming to cater to the diverse needs and learning styles of students, which should include young people with high learning potential. This approach leverages technology to personalise the learning experience, providing students with tailored content and activities based on their individual strengths and weaknesses. In the UK, educational institutions have increasingly integrated adaptive learning platforms and tools into their curricula to enhance student engagement and improve learning outcomes. These platforms utilise data analytics and artificial intelligence algorithms to assess a student's progress, identify areas of difficulty, and dynamically adjust the learning materials to address specific learning gaps. This personalised approach not only fosters a more efficient and effective learning experience but also promotes a sense of autonomy and self-directed learning among students. These approaches are becoming increasingly common across primary, secondary and further/higher educational settings.

Several initiatives and research studies in the UK have explored the impact and potential of adaptive learning. Researchers have investigated the effectiveness of adaptive learning technologies in various educational settings, examining their influence on student achievement, motivation, and overall satisfaction. Educational institutions and policymakers have recognised the importance of adaptive learning in addressing the diverse needs of learners in a rapidly evolving educational landscape. The integration of adaptive learning tools has become a key component of educational strategies aimed at preparing students for the challenges of the 21st century.

In these contexts, Potential Plus UK recognises the value of adaptive learning and how, when combined with acceleration, it can be extremely beneficial for high potential learners.

References

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Moltudal, S.H., Krumvik, R, J, Hoydal, K, L,. Adaptive learning technology in primary education: Implications for professional teacher knowledge and classroom management. Frontiers in Education. Available from: <https://www.frontiersin.org/articles/10.3389/feduc.2022.830536>.

Alternative Education Provision

Alternative education encompasses a diverse range of educational philosophies, approaches, and settings that diverge from conventional schooling. Providing alternative educational pathways for people with high learning potential can be designed to meet the diverse needs of students who face challenges in mainstream schooling. These challenges may include academic difficulties, behavioural issues, mental health concerns, or personal circumstances that hinder their engagement and progress in traditional educational settings.

Examples of Alternative Education Provision:

1. Home Education:

- Independent Home Education: Families may choose to home educate independently, developing their own curriculum and learning plans tailored to their children's interests and needs.
- Online Home Education Programmes: Virtual home education programmes offer access to curriculum materials, instructional resources, and educational support through online platforms and distance learning technologies.

2. Democratic Schools:

- Sudbury Schools: Sudbury schools operate on the principles of self-directed learning and democratic governance, where students have autonomy over their education and participate in decision-making processes.
- Free Schools: Free schools provide non-coercive learning environments where students are free to pursue their interests, engage in collaborative projects, and learn through experiential activities.

3. Montessori Education:

- Montessori Schools: Montessori schools follow the educational approach developed by Maria Montessori, emphasising hands-on learning, mixed-age classrooms, and individualised instruction to foster independence and holistic development.

4. Waldorf Education:

- Waldorf Schools: Waldorf schools offer a holistic education that integrates arts, music, movement, and practical skills into the curriculum, nurturing students' creativity, imagination, and social-emotional wellbeing.

Whilst alternative education encompasses diverse approaches, several underlying principles often unite these various models. These include a focus on student-centred learning, personalised instruction, experiential and hands-on learning opportunities, holistic development, community engagement, flexibility, and autonomy. Alternative education seeks to empower learners, nurture their passions and interests, and cultivate critical thinking, creativity, and self-directed learning skills.

Research suggests that alternative education approaches can offer numerous benefits for learners. These may include increased engagement and motivation, enhanced academic achievement, improved social-emotional wellbeing, greater autonomy and self-confidence, and a deeper sense of purpose and fulfilment. Alternative education settings often provide more flexibility and individualised support, allowing students to pursue their interests, talents, and goals in ways that may be challenging within traditional school environments.

Despite its potential benefits, alternative education also faces various challenges. Funding constraints, regulatory barriers, lack of recognition and accreditation, social stigma, and concerns about accountability and quality assurance are among the challenges that alternative education initiatives may encounter. Additionally, ensuring equity and access to alternative education opportunities for all students, regardless of socioeconomic background or geographic location, remains a significant challenge.

Alternative education offers a rich tapestry of educational approaches and opportunities that challenge traditional schooling paradigms and inspire innovation, creativity, and personal growth. From home education and democratic schools to Montessori and Waldorf education, alternative education initiatives reflect diverse philosophies and values that prioritise student-centred learning, holistic development, and community engagement.

Potential Plus UK supports families who may wish to consider alternative education provision for their children, and can see the value for individuals with high learning potential in choosing alternatives to mainstream schooling.

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Asynchrony

The cognitive, emotional, and physical development of gifted individuals is a multifaceted and complex phenomenon, which can sometimes be associated with asynchrony – a condition where certain aspects of development occur at uneven rates. In terms of cognitive development, gifted individuals typically display advanced intellectual abilities and demonstrate high learning potential. However, this cognitive advancement may not always align with emotional and physical development, leading to asynchrony. Emotionally, gifted individuals may experience heightened sensitivity, perfectionism, and a deep sense of empathy. Asynchronous development in this realm can result in emotional challenges, such as heightened levels of stress and existential concerns. Understanding and addressing these asynchronies is crucial for providing appropriate support and nurturing the holistic development of gifted individuals.

Potential Plus UK recognises the difficulties of asynchrony for young people with high learning potential and their families, and provides relevant support, advice and guidance to help in these areas.

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Dual or Multiple Exceptionality (DME)

An individual experiences Dual or Multiple Exceptionality when they have high learning potential alongside another condition (or conditions) that can have an impact on their learning (otherwise known as a special educational need or disability or SEND). Young people with DME need support and guidance to enable them to flourish, focussing on their abilities and strengths. Recognition of their DME is important in terms of enabling the child to excel by providing the right support to meet both their cognitive and creative strengths, as well as any conditions identified that make them different (e.g. autism), which can have an impact on their learning.

References

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Dual or Multiple Exceptionality (DME) Masking

Dual or Multiple Exceptionality (DME) refers to individuals who demonstrate both exceptional abilities or giftedness and some form of learning or developmental challenge. The concept of masking in DME highlights the phenomenon where the exceptional abilities of a person may camouflage or conceal the challenges they face, leading to an underestimation of their needs. This masking effect can result in the delayed identification and intervention for both the gifted and special needs aspects, hindering appropriate support. Research by Baum et al. (1991) emphasises the importance of recognising and addressing the unique needs of DME learners to ensure their optimal development. Other studies stress the necessity for educators and clinicians to adopt comprehensive assessment approaches that consider both strengths and challenges, avoiding the oversight that masking can create.

References

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Equality and Equity of Opportunity

Potential Plus UK is fully committed to equality in terms of removing barriers for learning, and equity in terms of providing learning that matches individual needs, even when they are beyond age expectations, for young people with high learning potential. All young people have the right to the support and opportunities needed to discover and nurture their abilities, whether these are academic, sports related, musical, artistic, leadership related etc. They also need opportunities to develop and hone new skills.

To secure academic and creative success and wellbeing, all children should be treated as individuals and nurtured from their starting points. For high potential learners, this includes appropriate levels of challenge. Equal opportunity does not mean that every learner has to have the same tasks, reading, questioning, pace, and so on.

Essential Skills

Potential Plus UK subscribes to the Universal Skills Framework as defined by the Skills Builder Partnership.

Essential skills are those highly transferable skills that everyone needs to do almost any job, which make specific knowledge and technical skills fully productive. These are therefore distinct from basic skills (literacy, numeracy and digital skills) and technical skills (specific to a particular sector or role, sometimes drawing off a particular body of knowledge). There are, however, significant overlaps in the skills mentioned above, that therefore make them supportive and complementary to each other. For example, you need good problem-solving skills to carry out a significant number of basic and technical skills.

Essential skills are often referred to as “transversal” or “higher order cognitive” skills and are also known by many other terms outside of research.

The Skills Builder Universal Framework defines the essential skills as:

- **Listening:** The receiving, retaining and processing of information or ideas.
- **Speaking:** The oral transmission of information or ideas.
- **Problem solving:** The ability to find a solution to a situation or challenge.
- **Creativity:** The use of imagination and the generation of new ideas.
- **Staying positive:** The ability to use tactics and strategies to overcome setbacks and achieve goals.
- **Aiming high:** The ability to set clear, tangible goals and devise a robust route to achieving them.
- **Leadership:** Supporting, encouraging and developing others to achieve a shared goal.
- **Teamwork:** Working cooperatively with others towards achieving a shared goal.

Reference

Skills Builder Partnership (2024). Available from: <https://www.skillsbuilder.org/universal-framework>.

High Learning Potential

Potential Plus UK subscribes to [Pfeiffer’s Tripartite Model of Giftedness](#) in our recommendation that an individual has high learning potential. We consider high learning potential through the lenses of high intelligence, outstanding accomplishments and/or the potential to excel. We recognise that children have varying levels of opportunity and support to enable them to demonstrate their potential. The wider context of this ‘plus’ in their potential is explored in a more theoretical model than we follow, and can be explored in more detail by clicking on this link: [Gagné’s Expanded Model of Talent Development](#).

We also believe that the term high learning potential aligns better with a growth mindset and the possibility of developing capability, than the term gifted, which is often associated with the idea of a fixed capability. In line with our understanding of high learning potential we do not have any prerequisites for membership or support.

Reference

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Home Education

Potential Plus UK supports young people in all settings, including those who are home educated. We work with parents and carers to help them ensure that the young people receive an appropriate and valuable experience of learning.

Mastery

Mastery learning in education is a pedagogical approach that emphasises students achieving a deep understanding of a subject before progressing to more advanced material. This method prioritises individualised, self-paced learning, allowing students to master one concept before moving on to the next. Proponents argue that mastery learning fosters a more solid foundation of knowledge and helps address learning gaps. Researchers such as Benjamin Bloom and his colleagues have significantly contributed to the development and understanding of mastery learning. In Bloom's seminal work, "Mastery Learning: Theory and Practice" (1971), the authors delve into the theoretical underpinnings and practical applications of mastery learning in the educational context. The principles of mastery learning have continued to evolve, with subsequent research and publications contributing to its implementation across various educational levels and disciplines.

Other researchers such as Guskey and Gates (1986), have explored the practical implementation of mastery learning in their influential work, examining its impact on student achievement. Recent research by Kulik, Kulik, and Bangert-Drowns (1990) and Guskey (2010) has further investigated the effectiveness of mastery learning in diverse educational settings, shedding light on its potential benefits for students' cognitive development. The continued evolution of mastery learning as a dynamic educational strategy is evident in the works of Kulik, Kulik, and Cohen (1979), who conducted a meta-analysis examining the long-term effects of mastery learning. These references represent a sample of the rich literature contributing to our understanding of mastery learning, its theoretical underpinnings, and its practical implications in various educational contexts.

Critics argue that the implementation of mastery-based approaches can face obstacles in various educational settings. Hattie and Timperley (2007) highlight the potential pitfalls of excessive focus on surface-level learning outcomes, arguing that a preoccupation with mastering specific content may overshadow the development of critical thinking skills. Additionally, Guskey and Gates (1986) note concerns about the time-intensive nature of mastery learning, with worries that it may not align with the practical constraints of school schedules and curricular demands. The potential for student frustration and disengagement when faced with repeated attempts at mastery has been explored by researchers such as Niedermeier (1978) and Kulik, Kulik, and Bangert-Drowns (1990), highlighting the importance of balancing mastery goals with students' emotional wellbeing. These critical perspectives contribute to an ongoing discourse on the challenges and limitations associated with the implementation of mastery learning in diverse educational contexts.

Potential Plus UK cannot determine whether the mastery curriculum is the right approach in individual schools, as decisions have to be made based on the school context and the needs of

individuals. However, the term mastery is now used widely and with a variety of definitions and implications which can make a singular stance on 'mastery' a particularly problematic one. Regardless of any 'mastery' approach used by a school for the whole curriculum or individual subjects, students with high learning potential require the teacher to adapt the learning to meet individual needs to avoid negative effects.

One common misconception in practice is that mastery means that no young person can go beyond the current curriculum under any circumstances, even when they have 'mastered' the topic by proving they can fully apply concepts in different contexts. It is also worth remembering that no student should have to wait in lessons for others to catch up, but instead be provided with extension activities or curricular adaptations that provide challenge and enable them to progress their learning and understanding, and this includes students with high learning potential.

References

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Mixed Ability Teaching, Setting and Streaming

Potential Plus UK does not have a view on the appropriateness of mixed ability teaching, setting or streaming. Schools need to decide on the most effective groupings for their context. Our focus is on supporting the academic achievement of young people, along with nurturing wellbeing, emotional regulation and social skills. We are committed to supporting schools to ensure the best possible outcomes for high potential learners in all ability groupings. In most cases, setting or streaming will not be sufficient to accommodate the learning needs of a child with high learning potential and further personalised learning will be required on which we are able to advise.

Neurodivergence

Neurodivergence refers to the natural variation in neurological functioning, encompassing individuals with diverse cognitive styles, processing methods, and neurological conditions. The concept challenges the traditional notion of a neurotypical standard and embraces the idea that neurological differences, such as autism, ADHD, dyslexia, and other conditions, should be recognised and valued. Neurodivergent individuals, who can include gifted and high learning potential individuals, contribute unique perspectives and strengths to society. Promoting neurodiversity fosters inclusivity and challenges stigmas associated with neurodevelopmental differences. Notable works on the topic include Grandin's "Thinking in Pictures" (1995), which provides insight into the experiences of an autistic individual, and Armstrong's "Neurodiversity in the Classroom" (2012), offering strategies for educators to support neurodivergent learners. Other work includes Lovecky's "Different Minds" (2023), which provides an insight into the challenges and benefits specific to gifted children with attention difficulties. Supporters of the term neurodiversity, encourage a shift from pathologising differences to celebrating neurodivergent individuals for their distinctive abilities and contributions.

Neurodivergence encompasses a wide spectrum of cognitive styles, sensory perceptions, and processing differences that contribute to individuality and uniqueness. While neurotypicality refers to the typical or majority neurological profile, neurodivergence acknowledges the validity and value of diverse neurocognitive experiences. Neurodivergent individuals may exhibit strengths and challenges in areas such as communication, social interaction, sensory processing, executive function, emotion and attention regulation, reflecting the complexity and variability of neurodevelopmental differences.

Implications of Neurodivergence:

1. **Identity and Self-Acceptance:** For many neurodivergent individuals, recognising and embracing their neurodivergent identity can be empowering, fostering self-acceptance, pride, and resilience in the face of societal stigma and misconceptions.
2. **Diversity and Representation:** Embracing neurodiversity promotes inclusivity and representation in society, challenging stereotypes and promoting a more accurate and nuanced understanding of neurodivergent experiences.
3. **Accommodations and Accessibility:** Recognising neurodiversity necessitates the provision of accommodations and support services that address the unique needs and preferences of neurodivergent individuals in various settings, including education, employment, healthcare, and public spaces.

Challenges Faced by Neurodivergent Individuals:

1. **Stigma and Discrimination:** Neurodivergent individuals may encounter stigma, prejudice, and discrimination due to societal misconceptions, and lack of awareness or understanding of neurodiversity.
2. **Access Barriers:** Limited access to appropriate support services, accommodations, and resources can hinder the full participation and inclusion of neurodivergent individuals in various aspects of society.

3. **Social and Communication Difficulties:** Challenges with social interaction, communication, and sensory processing may impact relationships, social integration, and everyday functioning for neurodivergent individuals.

Strategies for Fostering Understanding, Acceptance, and Support:

1. **Education and Awareness:** Promoting education and awareness about neurodiversity can challenge stereotypes, reduce stigma, and foster greater understanding and acceptance of neurodivergent experiences and perspectives.
2. **Advocacy and Representation:** Amplifying the voices and perspectives of neurodivergent individuals through advocacy, representation, and leadership roles can promote social change, policy reform, and greater inclusion in decision-making processes.
3. **Universal Design and Accessibility:** Implementing universal design principles and accessibility measures in various environments can enhance inclusion and accommodate diverse needs, preferences, and sensory sensitivities.
4. **Strengths-Based Approaches:** Recognising and harnessing the strengths, talents, and unique perspectives of neurodivergent individuals can foster their personal growth, success, and wellbeing.
5. **Peer Support and Community Building:** Creating supportive communities, peer networks, and safe spaces for neurodivergent individuals can provide social connection, validation, and mutual support in navigating shared experiences and challenges.

Neurodiversity is a fundamental aspect of human variation that encompasses a rich tapestry of cognitive styles, abilities, and experiences. Embracing neurodiversity requires understanding, acceptance, and support for the unique strengths and challenges of neurodivergent individuals. By challenging stigma, promoting awareness, and advocating for inclusive policies and practices, we can create a more equitable, accessible, and supportive society that values the diversity of human neurocognition and fosters the full participation and flourishing of all individuals, regardless of neurotype.

Neurodivergence is Potential Plus UK's preferred term to describe how some people think and behave differently from the neurotypical population. 'Neurodivergence' celebrates the significant advantages and skills some people offer society, because of the way they are able to think and approach problems differently. At the same time, we recognise that society does not always have the understanding to cater effectively for difference. Our aim is to champion equal opportunities that will remove barriers for learning, achievement and wellbeing, now and in the future.

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Parental Modelling

Parental modelling, a concept rooted in social learning theory, plays a pivotal role in shaping children's behaviours, attitudes, and values. Bandura's seminal work on social learning theory (1977) explains that children observe, imitate, and internalise behaviours exhibited by their parents, influencing their cognitive and social development. The idea of parental modelling has been extensively explored in the literature. Research by Darling and Steinberg (1993) has emphasised the significance of parental modelling in adolescents' development of social behaviours and moral values. Dallaire and Weinraub (2005) have investigated the impact of parental modelling on the development of empathy in young children. Furthermore, Fletcher et al. (1999) examined the role of parental modelling in shaping children's attitudes toward gender roles. As the literature on parental modelling is large, the references provided below, give a snapshot of the diverse research exploring the profound influence of parental behaviours on various aspects of children's development.

Potential Plus UK recognises the importance of parents and carers modelling the behaviours and skills that are useful for their children to learn and use. We endeavour to help parents and carers recognise their importance and model appropriately.

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Selective and Independent Schools

Potential Plus UK is committed to supporting high potential learners in all schools, regardless of their designation.

Special Educational Needs and Disability (SEND)

Special Educational Needs and Disability (SEND) represent a diverse range of learning difficulties or disabilities that can impact an individual's ability to access education on par with their peers. The term encompasses a broad spectrum, including specific learning disabilities, emotional or behavioural difficulties, physical disabilities, and sensory impairments. Inclusive education, a fundamental principle, seeks to address the unique needs of learners with SEND by providing tailored support, accommodations, and interventions. Legislation such as the Education Act 1996 (in the UK) ensures that children with SEND receive appropriate education, aiming for equality of opportunity. The provision of Individual Education Plans (IEPs), collaboration with parents and specialised professionals, and fostering a supportive and accessible learning environment are crucial components in addressing the diverse challenges associated with SEND. A person-first approach, emphasising abilities rather than disabilities, guides efforts toward promoting inclusivity, fostering a positive learning experience and empowering individuals with SEND to reach their full potential.

The Westminster Government states that SEND can affect a child's or young person's ability to learn. Examples given include behaviour, making friends, reading and writing, ability to understand, concentration, physical abilities. Currently, high learning potential is not included in this list and is therefore not eligible for support to enable gifted children to flourish in their education, or to get the help they may need with their social development and wellbeing. However, in Scotland, students with special needs are defined as those who require additional support for learning and specifically includes those who are particularly able or talented. Potential Plus UK welcomes high learning potential being viewed as an inclusion issue, so appropriate provision can be allocated, that meets their developmental stages, instead of an issue of needs that inevitably leads to unhelpful ranking, which excludes the needs of high learning potential children.

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Underserved Groups

These are populations who are disadvantaged because they are experiencing disparities for reasons of race, religion, language group, sexual orientation, gender identity, medical issue, perceived disability or social/economic status. They face barriers to accessing or engaging in services.

Potential Plus UK is committed to supporting underserved groups.

Young People

In all written communication our preferred terms are young person or children and young people. In written materials specifically referring to a school setting, the term student or learner (rather than pupil or child) may be used.

Glossary

This glossary section has been provided to further explain and give examples of some of the position statements provided by Potential Plus UK. There may be many other examples that can be used to explain the words included in this glossary, so think of these as being for illustrative purposes.

Acceleration - moving a child into an older class in school. This may be for all subjects (for example, a Year 2 child moving to a Year 4 class) or just for specific areas of the curriculum (for example, a Year 9 child joining Year 12 Maths and Physics classes).

Adaptive learning - Ofsted now uses the term 'adaptive learning' to replace 'differentiation' or 'personalised learning'. This means that learners must have levels of challenge and support that match their learning needs. The tasks, questioning, pace, reading materials, etc. must be adapted to achieve this.

Assessment for Learning (AfL) - is an educational approach that focuses on using ongoing assessment practices to inform and enhance the learning process. Rather than being solely evaluative, AfL aims to provide timely and constructive feedback that guides students in understanding their strengths and areas for improvement. The emphasis is on formative assessment techniques, such as quizzes, peer evaluations, and teacher feedback, which are integrated into the learning experience. Black and Wiliam's seminal work (1998) on formative assessment highlights the transformative impact of AfL on student achievement, emphasising the importance of ongoing feedback in promoting deeper understanding. By actively involving students in their own assessment and encouraging a growth mindset, AfL not only supports academic progress but also fosters a positive and reflective learning environment. The implementation of AfL requires a collaborative approach, where teachers and students work together to continuously enhance the learning process and promote a culture of continuous improvement.

Reference

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.

Dual and Multiple Exceptionalities

An individual experiences Dual or Multiple Exceptionality when they have high learning potential alongside another condition (or conditions) that can affect their learning (otherwise known as a special educational need or disability or SEND). This term is known as Twice Exceptional (2e) in USA.

Gagné's Expanded Model of Talent Development

Gagné's Expanded Model of Talent Development, proposed by Robert Gagné, builds upon the traditional view of talent development by incorporating the concept of giftedness as an interaction between innate abilities and environmental factors. This model expands beyond the notion of innate talent, acknowledging the crucial role of environmental catalysts and instructional processes in nurturing and developing exceptional abilities. Gagné's model comprises different domains of talent, including intellectual, creative, socio-affective, sensorimotor, and perceptual-motor domains. It emphasises the importance of differentiated educational experiences to support individuals with diverse talents. Gagné's model underscores the need for specific learning environments, appropriate curriculum modifications, and personalised instructional strategies to maximise the development of talents across various domains. This holistic approach provides a framework for understanding and fostering talent development that goes beyond a narrow focus on inherent abilities, recognising the dynamic interplay between nature and nurture.

Reference

Gagné, F. (2004). Transforming gifts into talents: The DMGT as a developmental theory. In R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of Giftedness* (2nd ed., pp. 60–75). Guilford Press.

Mastery - this is a term used in education in a number of ways. Mastery means that all children should work in depth of learning once they have grasped the basics. Mastery of a topic means the child has a deep understanding and can apply the learning in different contexts. Mastery is sometimes interpreted to mean that those who grasp the concept quickly need to wait for others to catch up or that children cannot move beyond the curriculum regardless of how well they have mastered the content, because they need to keep working to achieve a greater depth of learning, even when achieving beyond expectations. Maths Mastery is a discrete programme, and an example of mastery not used well in the UK. From Potential Plus UK's experience, a misinterpretation of maths mastery tends to be an issue mostly in KS1 and KS2, because the curriculum is very limited, and teachers are frequently not confident in teaching KS2 or KS3. For example, high learning potential students who are working years ahead in maths are not being allowed to develop their learning and instead are required to keep doing work they have mastered. This can damage their development, and result in high learning potential students becoming disengaged and unsupported.

Mixed ability - Mixed-ability classrooms refer to educational settings where students with diverse learning abilities, strengths, and needs are grouped together in the same class. This approach contrasts with tracking or streaming, where students are grouped based on perceived academic abilities. In mixed-ability classrooms, the aim is to create an inclusive environment that values diversity and recognises the individualised nature of learning. Advocates argue that this model promotes peer collaboration, fosters a sense of community, and allows for differentiated instruction tailored to various learning styles. However, challenges may arise in meeting the diverse needs of

students, as teachers navigate the spectrum of abilities within a single class. Effective implementation of mixed-ability classrooms requires skilful pedagogy, ongoing professional development, and a commitment to providing support for students at all levels to ensure an equitable and enriching learning experience.

References

- Tomlinson, C. A., & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. Association for Supervision and Curriculum Development.
- Westwood, P. (2008). *What Teachers Need to Know about Students with Disabilities*. Australian Council for Educational Research (ACER).

Setting - learners are re-grouped for some subjects but are taught in mixed ability classes for most of the time.

Streaming - Streaming in schools refers to the practice of grouping students based on perceived academic abilities into separate classes or academic tracks. This system aims to tailor instruction to the presumed learning pace of students within each group. While proponents argue that streaming allows for targeted teaching strategies and more personalised instruction, critics highlight potential negative consequences. One major concern is the risk of perpetuating educational inequalities, as students in lower streams may face reduced access to challenging coursework and opportunities for advancement. Streaming has been criticised for potentially affecting students' self-esteem and limiting their future educational and career options. The debate surrounding streaming continues, with educators and policymakers considering alternative approaches, such as mixed-ability classrooms, to promote inclusivity and address the diverse needs of students.

References:

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- Hallam, S., & Toutounji, I. (1996). Setting and streaming: A research review. *British Educational Research Journal*, 22(3), 305–327. doi:10.1080/0141192960220304.
- Oakes, J. (1985). *Keeping Track: How Schools Structure Inequality*. Yale University Press.