



Know, understand,
take pride in, exploit
and enjoy your
greatest strengths.

Paul Torrance founder of Future Problem Solving,
from his *Manifesto for the Gifted* 1983.

Future Problem Solving (FPS) - has been an
internationally renowned programme for over 30 years
and has been pioneered in Europe by QE.

FPS mission: To develop the ability of young people
globally to design and promote positive futures using
critical, creative thinking. FPS combines the discipline
of future studies with a unique six-step problem solving
method. This enables boys to consider the effect
of situations by examining future scenarios across
three strands: science/technology, social/political and
business/commerce. The FPS programme benefits
all subject areas as well as enhancing skills highly valued
in universities and in the workplace.

Gifted & Talented Programme Staff

All teaching staff at QE contribute to the
identification, enrichment and extension of our gifted
boys. The following people have specific roles:

Granville Sykes Director of Studies

Mr Sykes, as Director of Studies, has overall responsibility
for the curriculum at QE and oversees the School's
academic policy and practice. He has been a significant
contributor to the mathematics department's proud
record of top university places, and is responsible for the
School's implementation of the MidYIS project which
provides vital data in the identification of gifted pupils.

Bronnie Kenchington

Head of Learning Enhancement, G&T Co-ordinator

Mrs Kenchington began her journey in education of the
gifted in Australia where she ran inset days for GATEway,
an initiative of the Queensland Education Department,
developing the skills of teachers to accommodate gifted
learners. She also worked with individual pupils in
Tournament of Minds, Future Problem Solving and with
individual sessions to address the social and emotional
needs of the gifted. Mrs Kenchington's Masters degree
major was in Gifted & Talented.

Mark Dutton Mentor Programme Leader

Dr Dutton took his doctorate degree in Canada on the
application of literary theory to the teaching of gifted
students in English. He put this into practice teaching for
several years at a special High School for students of very
high academic ability and, in addition, has developed a
specific curriculum in English to stretch the very gifted.



G&T
GIFTED AND
TALENTED
PROGRAMME

...A THREE TIER APPROACH

Tier One

1

QEH, by nature of its selective enrolment, has a large number of boys who are gifted and talented. A variety of opportunities is in place for these boys in Tier One.

These are available to **ALL** boys, while at the same time offering an opportunity for the gifted and talented to be further identified:

- Enriching tasks are provided in all subject areas through differentiation of the curriculum, providing activities to challenge those who are capable of working at a higher level
- Future Problem Solving is taught as a subject to all Year 7s
- Lunchtime clubs are offered to allow boys to follow a particular interest area
- Trips, local and overseas, provide opportunities to broaden and enrich subject knowledge
- Academic competitions are promoted in many subject areas, giving opportunities to compete within the School and also at local and national levels.

Tier Two

2

Boys are identified for Tier Two through a combination of:

- Entrance Exam scores
- MidYIS achievement potential test administered in Year 7
- Teacher recommendations.

Provision at this level includes:

- Recommendation for IGGY (International Gateway for Gifted Youth) or other suitable national initiatives
- Further selection for specific higher level academic competitions
- Small group pull-out sessions in Future Problem Solving/ Global Issues in addition to the Year 7 timetabled classes, and opportunity to compete internationally
- Notification of outside events that may challenge and enrich in a particular area e.g. GIFT workshop, lectures and summer camps.

These boys fit the national criteria for gifted and talented.

Tier Three

3

Tier Three, the QEH Academic Mentoring Programme, is intended to meet the particular needs of the highly gifted. These boys are identified using a very specific set of criteria. This identification is delayed until Year 8 to allow boys to settle into the Senior School environment and for staff to use the Tier One and Tier Two provisions to assist in identification via:

- Overall MidYIS score of 130+ combined with an individual area score of 140+
- Recommendations from several subject departments
- Sustained academic excellence.

These boys are invited to join the Mentor Programme where more rigour and accompanying support is offered, to ensure these highly gifted individuals are guided and monitored throughout their schooling at QEH.

Regular meetings with the Mentor Programme Leader, or identified mentors, agreed goals in chosen subject specialties, opportunities for extended study beyond School activities, day and overnight retreats and eventual links with universities are among the provisions offered at this level.