

LEAP Action Learning Report 2012

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| Topic area  (The What) | Disengagement of students in the middle years of schooling particularly those who are gifted or talented. |
| Context  (The Where and When) | I spoke to the Principal, Deputy Principal and teachers from years 5-7 at Erin Public School, Upper Grand district, Ontario, Canada. |
| Research methods  (The How) | Discussion was based on the following three questions –   1. Is the curriculum challenging enough for your middle year students? 2. How important is the teacher/student relationship? 3. How do we extend gifted and talented students in the middle years of schooling? |
| Initial major findings  (preferably in dot-point form) | The information gained from my discussions with the teachers –   * The Curriculum consists of too much consolidation and not enough challenging and stimulating content. The over emphasis on revision of already learnt concepts and the lack of authenticity of the content is a factor in disengagement. * Good relationships are essential. These need to be built on mutual respect or trust. Middle year students do not respond to teachers who aren’t authentic, fair and honest. * Gifted and talented students need to be excited by their learning. They need to be able to question and explore to learn.\* * If parents value education and consider it important for future success their children will also value education.   \*When analysing the value-added results from the testing of year 3 and 6 students at Erin PS I observed that the top group/band of students did not show expected growth. I have noticed this trend in my own schools. |
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