Was Willy Wonka a Genius?
*Gifted and Talented Project in Miss Rudansky’s Year 3 Class*

Term one saw students in 3G complete a novel study on Roald Dahl’s novel, Charlie and the Chocolate Factory. G&T students were given the opportunity to complete a range of activities modelled around Bloom’s Taxonomy, which required higher order thinking and the application of their prior knowledge to the task at hand. Activities included the creation of machines to be included in the Chocolate Factory, a speech delivered to the class about whether or not Willy Wonka was a genius, as well as the construction of a Charlie and the Chocolate Factory board game, which was enjoyed by the class.

**Passion Projects**
*Passionate Scientists Develop Inquiry with Mrs Robertson*

Term two at Kesser Torah College has seen the introduction of the Primary Science Passion Project Group. This is an initiative being facilitated and supported by Mrs Robertson, aimed at students who have demonstrated a healthy appetite for science, led by an inquiry-focused approach to their understanding. These students have consistently conveyed these attributes in the weekly in-lab science lessons during term one. Students have proffered their science passion, and how they may best utilise their time in a group such as this. Based on their interests, students will be guided in research and hands-on development of experiments and design projects. I look forward to guiding and watching these students in their scientific endeavours, and sharing their learning with you.
Music Superstars

*Jamming to Excellence in Mr Mallitt's Class*

It has been an absolute joy to see the growth in some very talented KTC superstars! In our 3B cohort we have weekly jam sessions. The band are playing 'One Day' by Matisyahu and have recently began learning 'Sunshine'. We also had an outstanding performance by our primary boy's choir for the year K 2017 information morning. Their next performance will be at the Montefiore nursing home, lead by JJ, Kovi and Ariel on Sunday the 29th of May 2016.

(Binyamin Schwarz, Ariel Moss, Levi Gescheit and Zevi Litzman)

Mind the Gap

*Feedback to Challenge the Most Able in Miss Westwood’s Science Classes*

Feedback has been shown to have huge effects on the outcomes for students. Hattie goes so far as to say that *the most powerful single moderator that enhances achievement is feedback*. This is supported by the work of Black and Wiliam (1998) who also concluded that formative feedback methods have some of the highest effect sizes in education.

If our feedback is to have this huge impact on achievement and progress, the students need to engage with the feedback and act on the information it contains. In order to do this in Science lessons, written feedback has been given using a method that allows students to 'close the gap'. In all work that students complete there is a gap between what they have achieved and what they could achieve.

The written comments given to students are in the form of a WWW (what went well) and IOTI (in order to improve). The WWW celebrates the student’s current performance, highlighting the successful parts of their work that they should recreate in the next piece. The IOTI explains to students how they can develop their knowledge, improve their understanding or reach the next level with their work. ‘Closing the gap’ refers to students acting on this IOTI comment and reaching that next level.

Students are given time to do this in a lesson or this can be set as homework. ‘Closing the gap’ could refer to simply adding in some missing ideas or making some corrections, or it could be more advanced such as redrafting a section, researching a new concept or applying the IOTI comments to a subsequent piece of work.

This is particularly useful as it sets personal targets for all students and each student has their own individually challenging task to complete. Gifted and talented students can be set work that pushes them to achieve to the very best of their ability, to extend them beyond the syllabus and to reflect on their work in a different way.
Teasers & Riddles  
*Extension Maths with Mrs Novy's Class*

This term in Year 8 Extension Maths, we are challenging each other with brain teasers and maths riddles. Every week a new student will get the chance to present a puzzle to the class, support the others with hints and ideas on how to start solving the problem, and then ultimately explain the solution to the class. Last week Mrs Novy presented a puzzle involving survey results with percentages that didn’t quite add to 100%. Rafi Franklin and Yehuda Eisenberg came up with a brilliant solution and explained it to the class... but we noticed that it wasn’t the only way to solve the problem. Sometimes in maths the challenge is not simply getting the right answer, but finding different, clever ways of answering the same question. As famous mathematician George Polya once said, "It's better to solve one problem five different ways than to solve five different problems."

Art Outside of the Box  
*Jessica Lobel Goes a Step Further in Miss Waugh’s Art Class*

I thought I'd let you know about a student in my year 9/10 art class last term who I thought may have been showing signs of being in the gifted and talented range. We had been studying Impressionism and I asked the class to create landscape paintings from a familiar environment using the Impressionist style. Which everyone did very well! However Jessica Lobel (yr 9) took the task a step further without my asking and created a composition that showed her interests in ficticious scenery and what I would describe as an imaginary land. I thought it was interesting because I didn't actually ask her to do anything more than paint a picture of a landscape, most students painted a place where they had visited before and so I thought her painting showed great creativity and that she was thinking 'outside of the box'.
G&T NEWS

KTC Radio Coming Soon!
Each term we will be producing a radio show providing the most able students with the opportunity to express their genius, just let us know if you’d like to be involved.

G&T Professional Development

- All teaching staff please email marc.tidd@ktc.nsw.edu.au the best time for you to plan a lesson together to help you feel confident differentiating for the most able in your class. Primary school teachers please bring a HSIE lesson you’re teaching soon and high school teachers a Year 11/12 lesson.

- Bite-size training will be provided as part of staff meetings. If you have an idea you can share of how you’re developing G&T students, we’d love to hear it.

- 18th July ’G&T Differentiation & Teaching Mixed Ability Classes’ Workshop.

G&T EASY WIN

Questions, Questions, Questions

- Ask the most able questions in pairs, with the second question taking them deeper, e.g. “What the opposite side of that opinion?” “How can you link that with…X?” “What would be a new or different way of solving that problem?”

- Rather than answer questions students present to you, ask the most able students, “How would you answer that question…X?”

TED TALK OF THE TERM

Do schools kill creativity? By Ken Robinson

Creative analysis is the most important skill to develop in the most able students. You’re encouraged to have a quick watch and discuss with a colleague how far you agree or disagree with Ken Robinson.

Simply click on the image below & give it a moment for the talk to load...