Equality of Challenge Initiative - Approach Framework
Developing Provision for Exceptionally Able Students in Post-primary Schools

**Knowledge and Principles**
- Specific knowledge and principles, underpinned by broader SEN principles: e.g.:
  - SESS
  - ICEPE Course
  - NCCA ‘Guidelines’
  - Literature

**Methodological Knowledge**
- Differentiation / instruction strategies; class management; observation, etc: e.g.:
  - SESS
  - Other CPD agencies
  - NCCA ‘Guidelines’
  - Practice-based CPD

**School Policy and Systems**
- As part of normal whole-school SEN policy and systems development: e.g.:
  - Identification
  - Planning
  - Monitoring
  - Co-ordination

**Practice-based CPD**
- Supported, context-based CPD, broadly via ‘community of practice’ principles: e.g.:
  - Sharing of practice
  - Peer mentoring and tutoring
  - Teacher leadership
  - Management leadership

**Learning and Teaching Environment – Issues to Consider**
- Enrichment Opportunities
- Ongoing CPD
- Home Involvement
- Instruction Planning
- Peer Acceptance
- Feasibility of Acceleration Activities
- Identification, Planning, Support
- Social Disadvantage and Exceptional Ability
- Social and Emotional Issues

**Potential School Implementation Strategy**
Develop implementation group to acquire specific knowledge and lead implementation of classroom-based strategies – e.g. with incoming first-year cohort. Lead related systems development – e.g. identification and instructional planning, as part of SEN policy. Create organisational wherewithal for implementation group. Provide support and scaffolding for implementation group via peer support and ‘community of practice’ principles. Review, and develop whole-school strategy.