

McDOWALL STATE SCHOOL



GIFTED & TALENTED EDUCATION

GIFTED and TALENTED EDUCATION

McDowall State School teachers are required to meet the learning needs of students who exhibit gifts and talents in their learning. The strategies employed in the teaching of gifted students are of value to all students and provide teachers with a broad base when catering for different learning styles. In better catering for the individualized learning needs of students, teachers often find that both attention and behaviour is improved for some students. Teachers use a wide range of teaching strategies across a variety of context to provide opportunities that allow for the identification of gifted and talented students and in being able to better cater for student potential.



WHO ARE THE GIFTED?

“Gifted children are those who excel or who have the potential to excel in general or specific ability areas.”

Defining a ‘gifted student’ presents difficulties resulting from the variety and number of definitions put forward by experts and others. The term ‘gifted’ is often rejected as an elitist label as it must be acknowledged that all children have ‘gifts’ whether they be academic, artistic, sporting or in any other way in which a person may deal with others. However, it is necessary to define gifted students so that each special gift may be targeted for enrichment.

“Gifted children are those who, because of above average abilities, creativity and task commitment, perform or are capable of performing, at a high level in potentially valuable areas of human endeavour.”

A number of variables need to exist before giftedness can be exhibited. Giftedness needs to be demonstrated in useful pursuits.

1. Above Average Ability

- This could be in one or several areas.
- Above average ability means above average. The gifted form the top 8%-10% of the population in terms of ability. Students who, by whatever means, are classified as ‘Genius’ (1%-2% of the population) are a sub-group of ‘gifted students’. It is therefore unlikely that a school would have no ‘gifted’ students.

2. Creativity

- Creative students may generate many and varied ideas, give original responses, find patterns or relationships easily and use this to make predictions, or produce unique and varied work.



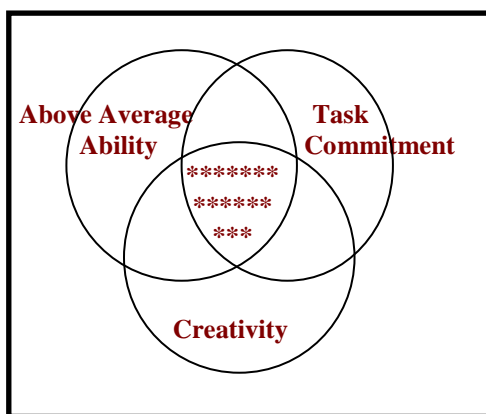
3. Task Commitment

- Task commitment is application or perseverance and intrinsic motivation.
- Task commitment may not be in an area designated by the teacher or the school.
- Task commitment can be developed.
- When observing task commitment, one should be aware of the cultural and social pressures the student may be facing.

THE HIDDEN GIFTED

‘Irrespective of the procedures and processes used for identifying the gifted, there remains a proportion of the school population who have the potential for high performance in valuable areas of human endeavour, but who are not given the opportunity to realise this potential because their giftedness may not be easily identified.’

Giftedness is found in all groups of students, gender, socio-economic status, emotional status, isolation, ethnic background, physical disabilities, learning disabilities; and a record of underachievement does not restrict a person’s giftedness. To assume otherwise discriminates not only against these groups but against groups of large numbers of gifted students.



GENERAL PERFORMANCE AREAS

Mathematics Visual Arts Sciences
Philosophy Music Religion
Language Movement Arts

SPECIFIC PERFORMANCE AREAS

Cartooning Astronomy Cooking
Design Poetry Ornithology
Mapping Fashion Navigation
Choreography Biography Weaving
Play Writing Sculpture Animal Study
Statistics History Meteorology
Landscape Electronics Puppetry
Architecture Chemistry Journalism

IDENTIFYING GIFTED STUDENTS

The identification of gifted students allows teachers and the school to better provide for their educational needs. Students can become involved in individual or group programmes and their identification may give their classroom teacher a better understanding of their behaviour, resource requirements and personal needs. **The earlier a child is identified as being gifted, the sooner their needs can begin to be met.** Early childhood teachers play an important role in establishing programmes that develop student creativity and skills, ensuring that enrichment needs are being addressed from an early age. **Ideally, the work of early childhood teachers establish the foundations of the enrichment programmes the student will experience throughout their formal education.**

Any formal identification of gifted students needs to be multifaceted drawing on both objective and subjective data gathered from different sources. A child whose performance is poor in language, for example, may excel in mathematics or art. **Identification processes should allow a child’s many talents to be noted.** Identification processes should not only be based on a student’s recorded performance. The potential of the student to do well should also be considered as there may be many reasons why a particular child might not be performing to a high level; including peer pressure and boredom. **It is necessary to use a variety of information sources when identifying students.** Parents, peers and teachers can provide anecdotal information based on observation, test results or the products of student work. Specialist teachers are of great assistance. Student self-nomination, interest inventories and career interests might also be considered.



There are several standardized objective tests that may be used to assist in the identification of gifted students. These can assess a student's aptitude and achievement, although it is important to note that many tests are only permitted to be administered by a Guidance Officer. Another option for the classroom teacher is the use of subjective checklists and scales such as the 'Renzulli Scale for Rating Behavioural Characteristics of Superior Students'. These combined with student profiles, may provide a useful indication of a student's potential.



RATING SCALE for BEHAVIOURAL CHARACTERISTICS of SUPERIOR STUDENTS

Joseph S Renzulli / Robert K Hartman

Student's Name:	DOB:	Class:	Date:	
Class Teacher:	Length of Time You Have Known Child?:			

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning motivation, creativity and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be noted that a considerable amount of individual differences can be found within this population; therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence / absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviour, the scores obtained from the separate scales should *not* be added to yield a total score.

Please read the statements carefully and place an X in the appropriate place to the following scale of values:

1.	If you have <i>seldom or never</i> observed this characteristic.
2.	If you have observed this characteristic <i>occasionally</i> .
3.	If you have observed this characteristic to a <i>considerable degree</i> .
4.	If you have observed this characteristic <i>almost all the time</i> .

Space has been provided following each item for your comments.

Scoring: Separate scores for each of the four dimensions may be obtained as follows:

- ❖ Add the total number of X's in each column to obtain a 'Column Total'.
- ❖ Multiply the Column Total by the 'Weight' for each column to obtain the 'Weighted Column Total'.
- ❖ Sum the 'Weighted Column Totals' across to obtain the 'Score' for each dimension of the scale.
- ❖ Enter the scores below.

Learning Characteristics...	Motivational Characteristics ...
Creativity Characteristics ...	Leadership Characteristics ...

PART I: Learning Characteristics

		1	2	3	4
1	Has usually advanced vocabulary for age or year level; uses terms in a meaningful way; has verbal behaviour characterised by 'richness' of expression, elaboration and fluency.				
2	Possesses a large storehouse of information about a variety of topics (beyond the normal interests of his/her age).				
3	Has quick mastery and recall of factual information.				
4	Has rapid insight into cause / effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) 'tick'.				
5	Has a ready grasp of underlying principles and can quickly make valid generalisations about events, people and things.				
6	Is a keen and alert observer; usually 'sees more' or 'gets more' out of a story, film, etc. than others.				
7	Reads a great deal on own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias and atlases.				
8	Tries to understand complicated material by separating it into its respective parts; reasons things out; sees logical and common sense answers.				
	Column Total				
	Weight	1	2	3	4
	Weighted Column Total				
	Total				

1 – Seldom or Never	2 – Occasionally	3 – Considerably	4 - Always
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P.ART 2: Motivational Characteristics

		1	2	3	4
1	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion (It is sometimes difficult to have child move on to another topic).				
2	Is easily bored with routine tasks.				
3	Needs little external motivation to follow through in work that initially excites the child.				
4	Strives toward perfection; is self critical; is not easily satisfied with own speed or products.				
5	Prefers to work independently; requires little direction from teachers.				
6	Is interested in many 'adult' problems such as religion, politics, sex, race, sustainability, etc. – more usual than for age group.				
7	Often is self-assertive (sometimes even aggressive); stubborn in beliefs.				
8	Likes to organize and bring structure to things, people and situations.				
9	Is quite concerned with right and wrong; good and bad; often evaluates and passes judgement on events, people and things.				
	Column Total				
	Weight	1	2	3	4
	Weighted Column Total				
	Total				

1 – Seldom or Never	2 – Occasionally	3 – Considerably	4 - Always
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P.ART 3: Creativity Characteristics

		1	2	3	4
1	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.				
2	Generates a large number of ideas or solutions to problems and questions; often offers unusual (way out) unique, clever responses.				
3	Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.				
4	Is a high risk taker; is adventurous and speculative.				
5	Displays a good deal of intellectual playfulness, fantasizes, imagines (I wonder what would happen if), manipulates ideas (changes, elaborates upon them), is often concerned with adapting, improving and modifying situations, objects and systems.				
6	Displays a keen sense of humour in situations that may not appear to appear to be humorous to others.				
7	Is unusually aware of impulses and more open to the irrational within (freer expression of feminine interest for boys / greater than usual amount of independence for girls); shows emotional sensitivity.				
8	Is sensitive to beauty; attends to aesthetic characteristics of things.				
9	Is non-conforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.				
10	Criticizes constructively; is willing to accept authoritarian pronouncements without critical examination.				
	Column Total				
	Weight	1	2	3	4
	Weighted Column Total				
	Total				

1 – Seldom or Never 2 – Occasionally 3 – Considerably 4 - Always

P.ART 4: Leadership Characteristics

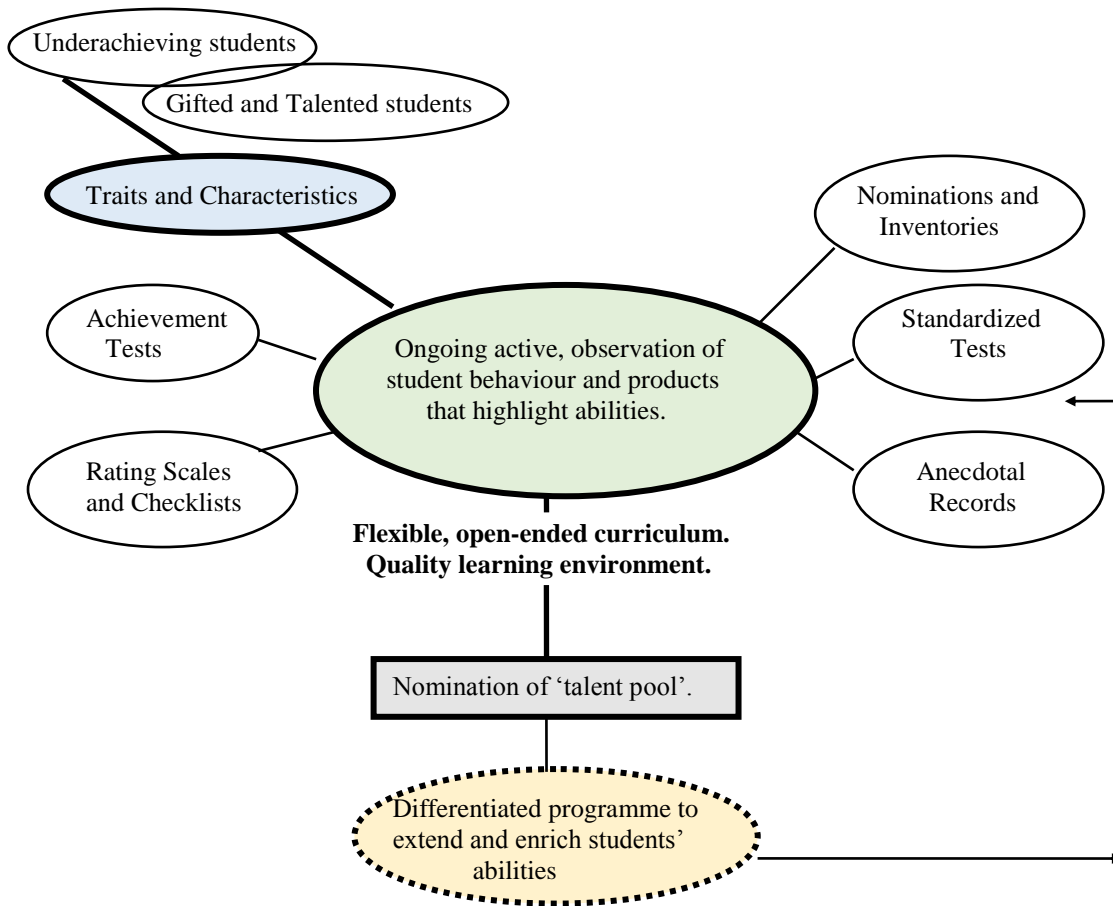
		1	2	3	4
1	Carries responsibility well; can be counted on to do what has been promised and usually does this well.				
2	Is self-confident with children own age as well as adults; seems comfortable when asked to show work to the class.				
3	Seems to be well liked by classmates.				
4	Is co-operative with teacher and classmates; tends to avoid bickering and is generally easy to get along with at school.				
5	Can express self well; has good verbal facility and is usually well understood.				
6	Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.				
7	Seems to enjoy being around other people; is sociable and prefers not to be alone.				
8	Participates in most social activities connected with the school; can be counted on to be there.				
9	Excels in athletic activities; is well co-ordinated and enjoys all sorts of athletic games.				
	Column Total				
	Weight	1	2	3	4
	Weighted Column Total				
	Total				

1 – Seldom or Never	2 – Occasionally	3 – Considerably	4 - Always
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Central to a process of identification is a systematic process for identifying under-achieving gifted students, especially those from ‘target groups’. Identification requires that a student profile be developed by the class teacher with assistance by the McDowall State School Child Needs Committee. A student profile is considered an effective means of identification because:

- ❖ It draws on multiple criteria and assessment procedures from a variety of sources.
- ❖ It involves seeking information from both the school and wider community.
- ❖ It uses checklists and rating scales specifically for culturally diverse and disadvantaged populations.
- ❖ It taps into dynamic rather than static displays of gifted behaviour and products.

PLANNED, SCHOOL-WIDE PROCESS BASED ON A BROAD CONCEPT OF GIFTEDNESS



Process:

1. Identify a purpose for identification.
2. Establish a specific programme aligned with the identification.
3. Select key criteria relevant to the purpose.
4. During the specific programme observe, note and assess students who display ability according to the criteria.



CHECKLIST to IDENTIFY GIFTED UNDERACHIEVERS

Student's Name:

DOB:

Class:

Date:

To the Class Teacher: *Observe and interact with the child over a period of at least two weeks to determine if he or she possesses the following characteristics. If the student exhibits ten or more of the listed traits, individual intelligence testing by the Guidance Officer may be prudent to establish whether the student is a gifted underachiever.*

- ❖ Poor test performance
- ❖ Achieving at or below year level expectations in one or all basic skill areas: reading, language, mathematics
- ❖ Daily work frequently incomplete or poorly done
- ❖ Superior comprehension and retention of concepts when interested
- ❖ Vast gap between qualitative level or oral and written work
- ❖ Exceptionally large repertoire of factual knowledge
- ❖ Vitality of imagination, creative
- ❖ Persistent, dissatisfaction with work accomplished, even art
- ❖ Seems to avoid trying new activities to prevent imperfect performance, evidences perfection, self-criticism
- ❖ Shows initiative in pursuing self-selected projects at home
- ❖ Has a wide range of interests and possibly special 'expertise' in an area of investigation and research
- ❖ Evidence of low self-esteem and tendency to withdraw or be aggressive in the classroom
- ❖ Does not function comfortably or constructively in groups of any size; shows acute sensitivity and perceptions related to self, others and life in general
- ❖ Tends to set unrealistic self-expectations; goals too high or too low
- ❖ Dislikes practice work or drill or memorization or mastery
- ❖ Easily distracted, unable to focus attention or concentrate efforts on task
- ❖ Has indifferent or negative attitude towards school
- ❖ Resists teacher efforts to motivate or discipline behaviour in class
- ❖ Has difficulty in peer relationships
- ❖ Maintains few friendships

FRASIER'S TRAITS, APTITUDES and BEHAVIOURS

1. **Motivation** – evidence of a desire to learn
2. **Interests** – intense, unusual
3. **Communication Skills** – highly expressive, effective use of words, numbers, symbols
4. **Problem-solving Ability** – effective, inventive strategies for recognizing and solving
5. **Memory** – large storehouse of information on school and non-school topics
6. **Inquiry** – questioning, experimenting, exploring
7. **Insight** – grasping new concepts, sensing, making new connections
8. **Reasoning** – logical approaches to figuring out solutions
9. **Imagination / Creativity** – highly original ideas
10. **Humour** – conveys and picks up on humour



CHARACTERISTICS of YOUNG GIFTED CHILDREN


A young child who has many of the following characteristics is likely to be gifted but other children will show some of these characteristics; and a gifted child will not display all. Many of these characteristics will also apply to older children.

- **Advanced Development** – walking, speech, vocabulary, sight words, etc.
- **Early Intellectual Ability** – memory, application, understanding, interests
- **A Thirst For Knowledge** – ‘finding out about the world’
- **Very High Level Of Activity** – reduced need for sleep; activity for a purpose; long concentration span when interested
- **Caution** – analytical of simple situations; holding back due to possible fear of failure
- **Sensitivity** – general anger or criticism is taken personally; may become withdrawn
- **Uneven Development** – may be talented in a specific field or area
- **Early Ability To Distinguish Between Reality And Fantasy** – may lead to discussions and questions
- **Early Insight Into Social And Moral Issues** – well developed social conscience; becomes very concerned about such issues; adults may seem inconsistent and unreasonable
- **Greater Reasoning Power And Manipulation** – tend to use verbal ability rather than action for communication; may tend to argue; skills may lead them to discover advantages of dishonest behaviour such as lying and stealing. [Important that usual discipline standards apply.]
- **Social Skills** – socially very able and ‘get along’ possibly displaying leadership skills; may see themselves as being different; may associate with older children and adults
- **Individuality** – unique style of learning; need a chance to ‘do their own thing’ in learning – a time for solitude, reflection and creativity
- **Importance Of Adults** – prefer to develop their own projects. Despite this adult guidance is important to assist them to know when they need to conform and when it is Ok to be different. Overly self-criticism can become destructive.
- **Perfectionism** – high standards, becoming frustrated and angry when they find that they don’t have the skills necessary to achieve their set goal

SOURCES OF INFORMATION

Student product and performance Creativity tests School records IQ Tests Teacher checklists Self-nomination Parent nomination Student profiles	Peer nomination Composite student profiles Case study formats Behavioural Characteristics Rating Scale Standardized tests Achievement tests Aptitude tests
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Typically commonly frequently, but not always, gifted children exhibit the following:

CHARACTERISTICS	LEARNING CHARACTERISTICS
<ul style="list-style-type: none"> • Learn to read earlier & better comprehension • Read widely, quickly, intensively and have large working vocabularies • Learn basic skills quickly with little practice • Pick-up, interpret non-verbal cues and draw inferences other children need to have explained • Take less for granted. Seek hows and whys. • Better able to work independently at earlier age and for longer periods of time than others • Can sustain long periods of concentration and attention • Possess seemingly boundless energy • Relate well to adults; may prefer adult company • Absorbs large amounts of information quickly with easy recall • Get bored easily • Sometimes inattentive and absorbed in a private world 	<ul style="list-style-type: none"> • Keen powers of observation • Power of abstraction, synthesis • Interest in problem-solving • Rapid insight into cause-effect relationships • Like structure, organisation, environmental consistency • Critical, evaluative, quick to spot inconsistencies • Well-developed common-sense • Appreciates the humour in situations • Learns quickly and easily • Asks a great number of relevant questions and expects answers • Works out many answers in head 
CREATIVE CHARACTERISTICS	BEHAVIOURAL CHARACTERISTICS
<ul style="list-style-type: none"> • Fluent thinkers (produce large quantity of possibilities, consequences) • Flexible thinkers (different alternatives) • Original thinkers (unusual, unconventional combinations and associations) • Elaborate thinkers • Hypothesize easily (what if • Highly curious • Display intellectual playfulness, fantasize • Sensitive to beauty, aesthetics • Show a fertile imagination 	<ul style="list-style-type: none"> • Willing to examine the unusual • Intrinsic motivation to explore • Well-organised, goal-directed • Longer attention-span than peers • Independence; less subject to peer pressure; can conform or not conform • Highly developed moral and ethical sense • Often exhibits 'day dreaming' behaviour • May try to conceal abilities • Well-developed sense of self; realistic about capabilities and potential • Naughty or rebellious in class • Be a class clown • Unwilling to be involved in tasks seen as irrelevant

KEY ASPECTS OF GIFTEDNESS	IMPLICATIONS FOR IDENTIFICATION
Developmental nature of giftedness	<ul style="list-style-type: none"> • Undertake identification procedures regularly. • Give students regular opportunities for talents to be identified.
Multi-faceted nature of giftedness	<ul style="list-style-type: none"> • Ensure that the learning environment is conducive to the emergence of talents. • Teaching styles should accommodate a variety of learning styles. • IQ Tests are more valid for convergent rather than divergent thinkers. • Be aware that cultural and social influences can invalidate testing procedures. • Verbal tests can be invalid instruments for many students.
‘Potential’ as a component of giftedness	<ul style="list-style-type: none"> • Be aware of characteristics of achieving and underachieving gifted children. • Poor self-concept, specific learning disabilities or socio-economic disadvantage can prevent high performance. • Peer pressure, the ‘tall poppy’ syndrome and socio-cultural attitudes and beliefs can inhibit development of potential. • Be aware of types of children who could be underachieving; eg. the ‘hidden gifted’. • Observe process skills and avoid concentration on content. • Potential cannot be accurately assessed. Look for indicators of ability through performance in programme activities.
‘Commitment’ as a component of giftedness	<ul style="list-style-type: none"> • Teacher-directed activities may not generate commitment. • Self-directed learning fosters commitment. • Commitment often requires specific facilitation.
‘Creativity’ as a component of giftedness	<ul style="list-style-type: none"> • Regular use of divergent thinking strategies in the classroom is essential. • There is a need to understand the limitations of convergent tests for divergent thinkers. • Current tests of creativity may lack validity given that creativity has multiple meanings. • The most accurate identification takes place: <ul style="list-style-type: none"> within a stimulating environment which allows gifts and talents to emerge. through knowledge-based observation by parents and classroom teachers.

CURRICULUM PROVISION

A curriculum for gifted students would:

- * concentrate on developing and applying high-level skills
- * emphasise problem identification and problem-solving
- * emphasise creativity, thinking skills and metacognition
- * provide opportunity for quick mastery of the essential skills through compaction of the curriculum
- * be future oriented
- * allow opportunities for self-evaluation, external evaluation and display of products.



Strategies for an inclusive curriculum would include:

- * using curriculum models to plan work units
- * developing a sound self-concept for gifted students
- * using classroom management strategies that provide for different balances of independent and co-operative learning
- * participating in specialist camps, competitions and extended learning programmes
- * developing a mentor pool of school contacts
- * establishing specialist groupings for specific talents eg. artist or athletic pursuits.

School organisational structures and provisions might include:

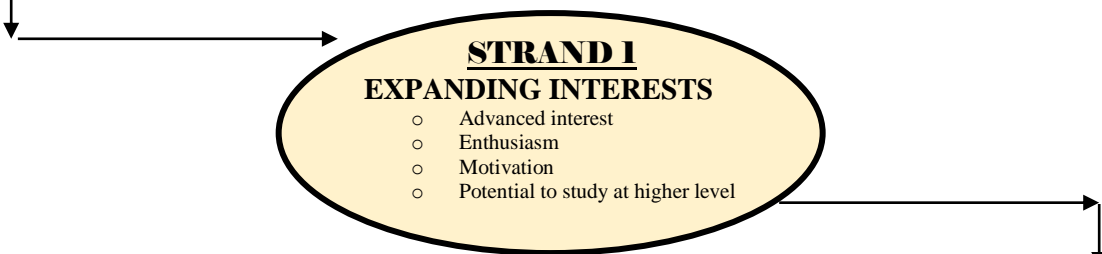
- * in-class provision
- * separate provision
- * partial separation
- * ability grouping and subject setting class
- * acceleration
- * out-of-school provision.



IDENTIFICATION and CURRICULUM PROVISION for UNDERACHIEVING GIFTED STUDENTS

PURPOSE FOR IDENTIFICATION

To identify students, especially underachievers, from the target groups, with a high level of interest and motivation who may benefit from further opportunities to participate in similar activities at a higher level.



EXTRA-CURRICULAR ACTIVITIES .. such as: mini-courses (cricket, drama, music, swimming, sewing), Double Helix Science Club, sports teams, chess, mathematics, orienteering, dance, art, Writer's Circle.

PURPOSE FOR IDENTIFICATION

To identify students, especially underachievers, from the target groups, for participation in school teams or withdrawal programmes.

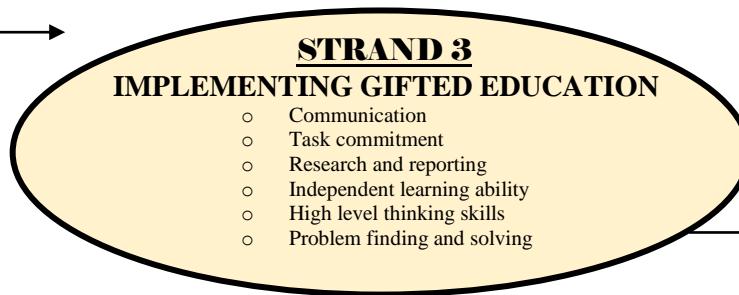


WITHDRAWAL PROGRAMMES .. replace regular curriculum. Examples include: Tournament of Minds, Thinkfest Programmes, District English & Mathematics Challenges, Enrichment Afternoons, Leadership Courses, Writer's Camps, Week of Excellence, Expos, Philosophy, Youth of the Year, Links to Industry.

STRAND ONE (Expanding Interests) and **STRAND TWO** (Enhancing Education) aim to broaden experiences and introduce higher level thinking activities to all students. These activities address the barriers (misconceptions, negative behaviours and inappropriate curriculum provision) which limit students' opportunities to have access to, and participation in a quality learning environment.

PURPOSE FOR IDENTIFICATION

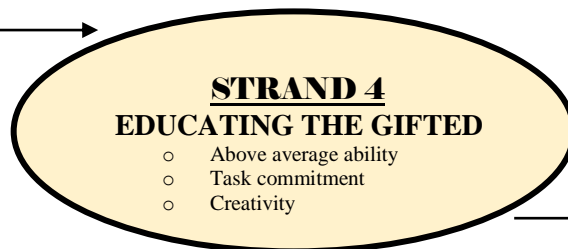
To identify groups of students who need an ongoing compacted curriculum.



COMPACTED CURRICULUM .. allows teachers to: (a) Identify learning objectives (b) Pre-test students for prior mastery (c) Eliminate unnecessary teaching. Students may then participate in (for example): (1) Independent study (2) Advanced thinking skills programmes (3) Advanced maths investigations (4) Enrichment programmes (5) Specific courses (6) Buy-Time Programmes.

PURPOSE FOR IDENTIFICATION

To identify students who need a negotiated differentiated curriculum.



NEGOTIATED CURRICULUM .. reflects the needs and abilities of the student. Emphasis is placed on negotiation and independent learning using: (a) Acceleration (b) Mentor Programmes (c) Contracts (d) Dual Enrolments (e) Extension Programmes.



STRAND THREE (Implementing Gifted Education) aims to develop and implement challenging learning programmes where all students enhance their attitudes and skills; and access differentiated curriculum content, using a variety of processes to meet individual needs.

STRAND FOUR (Educating the Gifted) is designed for students who have been identified as operating at a high level in any of the other Strands. Emphasis is placed on appreciating and developing talents and abilities through an individualised, negotiated, differentiated curriculum.

	STRAND 1 <i>Expanding Interests</i>	STRAND 2 <i>Enhancing Education</i>
STRAND DESCRIPTION	Experiences and activities designed to broaden student interests and incorporate the various perspectives, contributions and experiences of target groups.	Programmes that introduce students to high level thinking activities in order to address the barriers that limit students' opportunities to participate in school and district events or competitions.
PURPOSE	To identify students, especially underachievers from target groups, with a high level of interest and motivation who may benefit from opportunities to participate in similar activities at a higher level.	To identify students, especially underachievers for participation in school teams or withdrawal programmes.
PROGRAMMES PROVIDING IDENTIFICATION OPPORTUNITIES	<p>Examples:</p> <ul style="list-style-type: none"> • Debating • Chess Club • Environment Club • Concerts • Competitions • Sports Days • Guest Speakers • Campos • Religious Education • Choir • Instrumental Performances • Musicals • Art Festivals • Drama Programme • Peer Tutor Programme • Charitable Fundraising • Sport <p><i>Any Student May Participate</i></p>	<p>Examples:</p> <ul style="list-style-type: none"> • Mini-Thinkfests • Maths Challenge Days • Mini-Tournament of Minds • Poetry Festivals • Competitions • English Challenge Days • Public Speaking Competitions • Enrichment Sessions • Science Days • Art Festivals • Learning to Learn Programme • Literacy / Numeracy Days • Workshops • Community Involvement <p><i>Any Student May Participate</i></p>
SELECTION CRITERIA FOR ENTRY INTO EXTENSION / ENRICHMENT PROGRAMME	<p>The student will:</p> <ul style="list-style-type: none"> • Display advanced interest • Be an enthusiastic learner • Display motivation • Show potential to participate in the same field of study at a higher level. 	<p>Selection criteria are in accordance with Mary Frasier's 'Traits, Aptitudes and Behaviours' (1992). Criteria are in accordance with the skills needed for entry into withdrawal programmes.</p> <p>Examples:</p> <p>Tournament of Minds</p> <ul style="list-style-type: none"> • Creativity, Leadership • Problem-solving ability • Communication • Inter-personal skills <p>District Maths Challenge</p> <ul style="list-style-type: none"> • Problem-solving • Motivation • Analysis <p>Enrichment</p> <ul style="list-style-type: none"> • Analysis • Synthesis • Evaluation

TEACHER ACTION	<ol style="list-style-type: none"> 1. Teacher observes and notes students who meet the selection criteria. 2. Teacher discusses extension or enrichment possibilities with parents. 3. Students who meet selection criteria participate in extra-curricular activities. 	<ol style="list-style-type: none"> 1. Teacher observes specific students during sessions. 2. Teacher rates students according to selection criteria. 3. Teacher makes decision based on ratings. 4. Selected students participate in withdrawal programme.
EXTENSION / ENRICHMENT PROGRAMME	<p>Extra-Curricular Activities such as: mini-courses, cricket, drama, dance, music, swimming, coaching clinics, Science Club, sports teams, orienteering, art, Writer’s Circle.</p> <p><i>Some students may proceed to Strand 4 at this or any successive stage.</i></p>	<p>Withdrawal Programmes – replace regular curriculum. Examples:</p> <ul style="list-style-type: none"> • Tournament of Minds • Thinkfest Programmes • Enrichment Afternoons • Maths Challenge • Leadership Courses • Camps – Writer’s / Arts, etc • Day of Excellence • Excellence Expo • Philosophy • Youth of the Year • Industry Visits / Partnerships

	STRAND 3 <i>Implementing Gifted Education</i>	STRAND 4 <i>Educating the Gifted</i>
STRAND DESCRIPTION	Challenging programmes that involve inclusive learning / teaching practices and promote development of thinking and feeling with a major focus on teaching <i>all</i> students to use advanced skills and processes which match students’ learning needs.	Individual or small group activities where students are challenged at high levels to further develop their abilities.
PURPOSE	To identify groups of students who need an ongoing compacted curriculum.	To identify students who need negotiated, differentiated curriculum.
PROGRAMMES PROVIDING IDENTIFICATION OPPORTUNITIES	<p>Components of Gifted Education:</p> <p>Attitudes</p> <ul style="list-style-type: none"> • Values clarification • Moral dilemmas • Role plays, Social drama • Study of Society • Concept study • HRE / Life Skills • Cultures • Religious Education <p>Content / Knowledge</p> <ul style="list-style-type: none"> • Abstract concepts • Complexity • Variety • Studies of people • Methods of inquiry 	<p>Further talents may be observed through:</p> <ul style="list-style-type: none"> • Independent study • Advanced Thinking Skills • Real Life Investigations <p><i>Identified Students Participate</i></p>

	<p>Skills</p> <ul style="list-style-type: none"> • Thinking skills • Research and report writing • Creative problem-solving • Info-technology • Futures study • Problem-finding and solving <p>Processes</p> <ul style="list-style-type: none"> • Practical activities • Co-operative learning • High ability grouping • Small group work • Individual work • Learning Centres <p><i>Any Student May Participate</i></p>	
<p>SELECTION CRITERIA FOR ENTRY INTO EXTENSION / ENRICHMENT PROGRAMME</p>	<p>In order to participate in a compacted curriculum, the student will show:</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independent learning ability • Task commitment • Research and reporting skills • Problem finding and solving ability • High level critical and creative thinking skills. Eg. Analysis, synthesis and evaluation. • Communication skills 	<p>The student will demonstrate:</p> <ul style="list-style-type: none"> • Above average ability • Task commitment • Creativity
<p>TEACHER ACTION</p>	<ol style="list-style-type: none"> 1. Teacher observes specific students during sessions. 2. Teacher rates students according to selection criteria. 3. Teacher notes parent, peer, self-nominations. 4. Teacher collates information and notifies students and parents of proposed programmes. 5. Selected students access compacted curriculum. 	<ol style="list-style-type: none"> 1. Teacher, parents or experts assess student products and performances. 2. Teacher uses checklist, intelligence test, achievement test, aptitude test, test of creative abilities, anecdotal records; and results. 3. Student, teacher, parents and/or experts develop Individual Student Profile. 4. Gifted students access negotiated curriculum.
<p>EXTENSION / ENRICHMENT PROGRAMME</p>	<p>Compacted Curriculum – allows teachers to:</p> <ul style="list-style-type: none"> • Identify learning objectives • Pretest students for prior mastery • Eliminate unnecessary teaching <p>Students may then participate in:</p> <ul style="list-style-type: none"> • Independent study • Advanced Thinking Skills • Advanced Maths Investigations • Enrichment Programme • Specific Courses • Buying-Time Programme 	<p>Negotiated Curriculum – curriculum which reflects the needs and abilities of the student. Emphasis placed on negotiation and independent learning using:</p> <ul style="list-style-type: none"> • Acceleration • Mentor programmes • Contracts • Dual enrolments • Extension Programmes

WHY CATER FOR GIFTED STUDENTS?

It had been thought that the most logical way to teach was to aim the curriculum design and instruction to the average students in classes. The social and emotional behaviour expected in classrooms, was that of the 'norm'. The system, by its nature, has promoted convergence and served to reinforce a learning style most appropriate for the average learner. Individual differences were not properly addressed. The following outcomes occurred:

- ◇ Many gifted students wasted their potential.
- ◇ There was a largely unrealistic expectation to teach to individual differences - without appropriate training in strategies and management - or adequate resource provision.
- ◇ Many gifted students became rebellious, frustrated or unhappy and opted out of the competitiveness of the system.
- ◇ Special provision continues to be made for the learning disabled in delivering equality of opportunity (rightly so) but 'nothing special' was provided for the gifted or more able learner as they were considered to already possess an advantage. eg. 'They will make it anyway'. This disallows gifted children the right that others have of matching their learning style with provision, thus 'holding them back'.
- ◇ An egalitarian outlook engendered in many a fear of elitism in academic spheres, although not quite as much in artistic or sporting arenas.
- ◇ Huge amounts of resource continues to support special education. This is appropriate and just; but it must be said that the 'abled' also learn better with a variety of resources, classroom strategies and a physical and psychological environment that allows for flexibility and freedom to discover and learn.



- 1) It is the right of each individual to develop to their full potential.
- 2) Schools are concerned with individual differences and needs.
- 3) Society needs the fully developed talents of all to flourish and prosper.
- 4) Equity is the key operating principle of a quality education system - proposing the best possible delivery of opportunity and achievement for all. Misconception: Equality of opportunity = same provision for all.
- 5) Social justice requires all groups to have the right to share the benefits of society, that is, we should be working towards all students having the opportunity to reach their personal and educational potential.

CATERING FOR GIFTED and TALENTED STUDENTS

The education of gifted and talented students is essential to:

1. Provide a basis for the implementation of sustained initiatives for gifted and talented students to develop their potential, irrespective of ethnicity, Aboriginal and Islander background, geographic location, disability, gender, socio-economic background or non-conformity to established norms.
2. Facilitate recognition and nurturing of special abilities.
3. Develop understanding of the educational implications of giftedness.
4. Many of the issues associated to Gifted and Talented Education, are relevant to all students.

Programmes should be challenging, fun, involve higher level skills or cognitive processes and be child-centred. The degree of individualisation will depend on the needs of the student, the learning environment and the time available to the teacher and student.

{Excerpt from McDowall S.S. Gifted Education Programme}