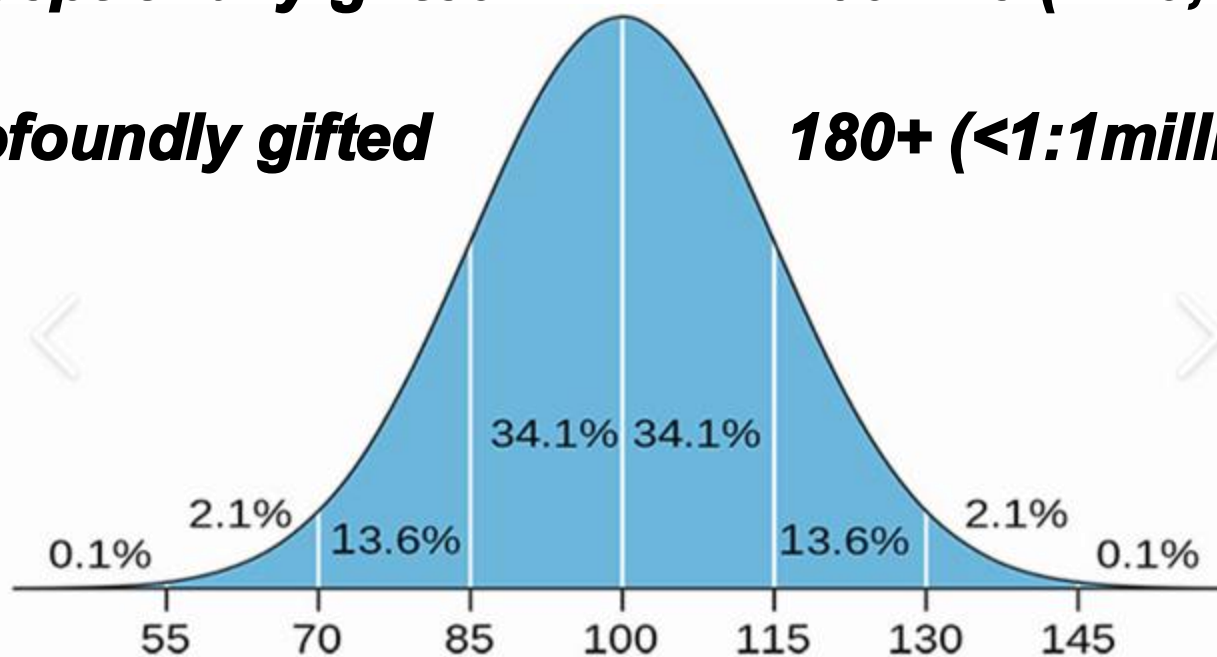




Queensland Association for
Gifted and Talented Children

- **Mildly (basically) gifted** **115-129 (1:6-1:40)**
- **Moderately gifted** **130-144 (1:40-1:1000)**
- **Highly gifted** **145-159 (1:1000-1:10,000)**
- **Exceptionally gifted** **160-179 (1:10,000-1:1mill.)**
- **Profoundly gifted** **180+ (<1:1million)**



•

Gross (2000), Silverman (1989), et al

- **Gifted students need:**
- **Acceleration in various forms**
- **Ability grouping in various forms**
- **Individual education programs on some occasions**

- **There is a problem with the terminology:**

Gifted

Talented

Bright

Exceptional

High achieving

High potential

Advanced

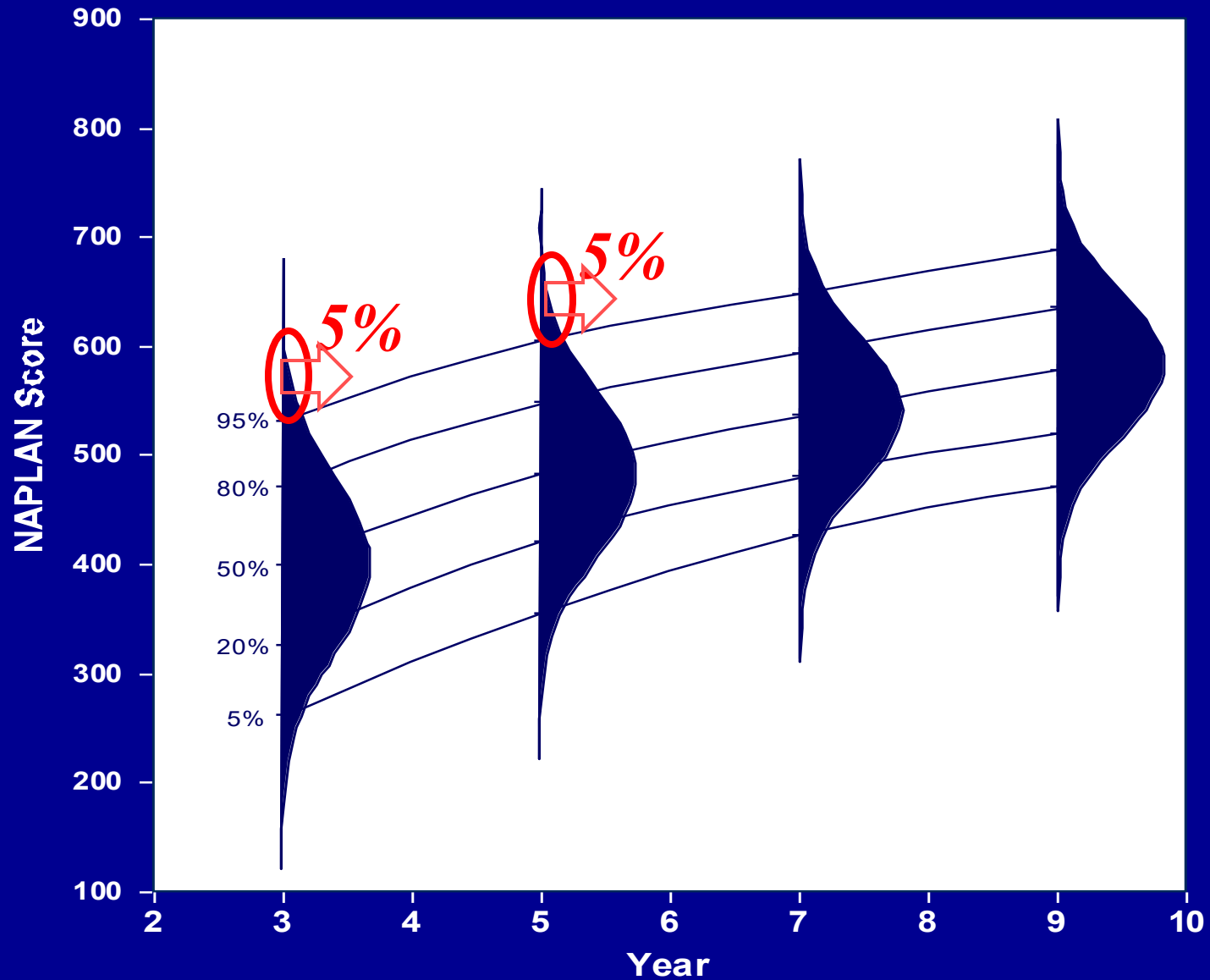
Smart

More able

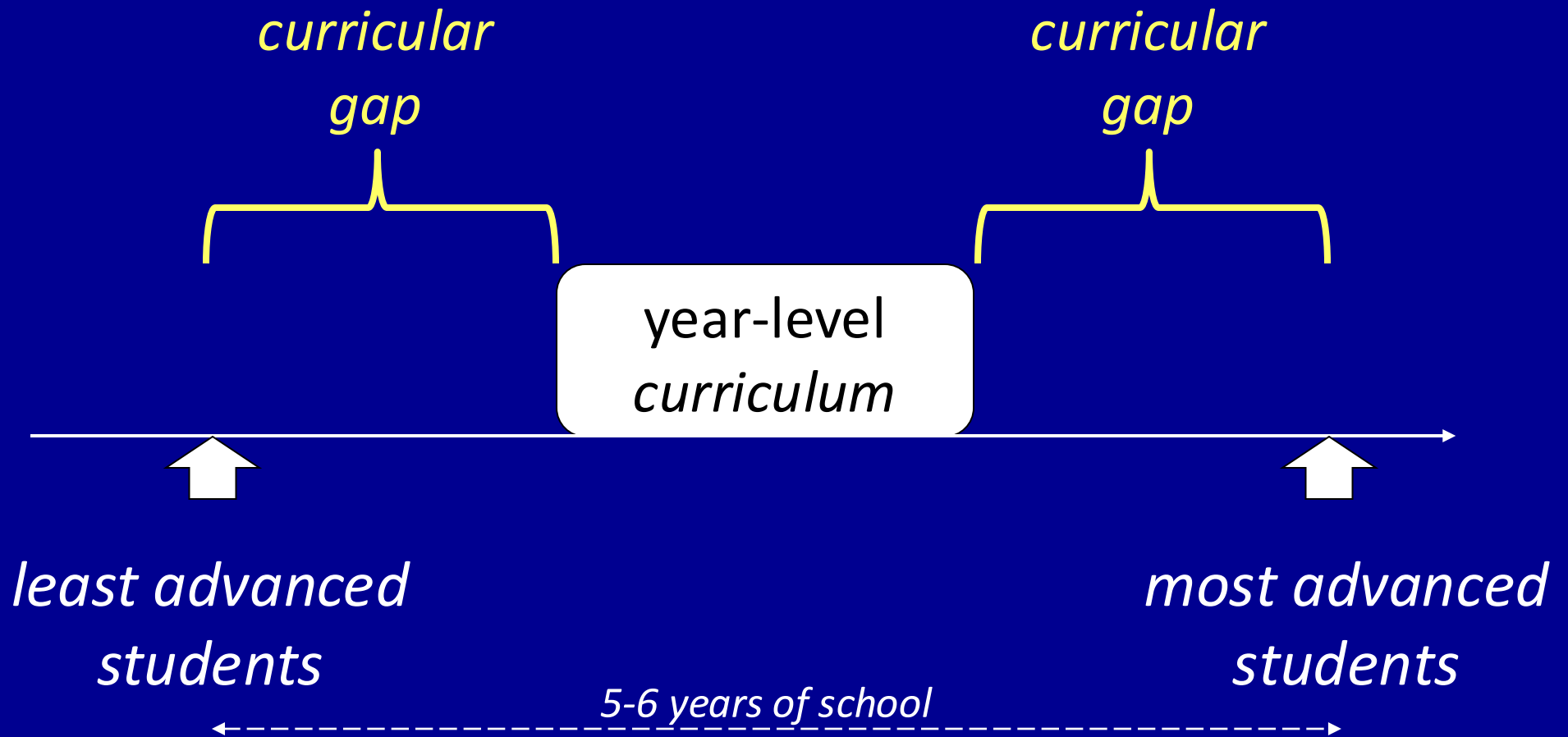
General Attitudes?

First, a person's self-perception as gifted significantly predicted attitudes toward gifted education in one of the reviewed studies (Michener, 1980), suggesting that those who perceive themselves as academically gifted or who have gifted friends and family tend to harbor more positive attitudes toward the gifted. In addition, contact with gifted children, past participation in a gifted program, the presence of a gifted program in the participant's school, and perceived knowledge of giftedness were statistically significant predictors of attitudes toward the gifted in the majority of studies that included these variables (Bégin & Gagné, 1994a, 1994b).

Reading distributions (NAPLAN)



In each year of school in Australia, the most advanced 10 per cent of students are five to six years ahead of the least advanced 10 per cent of students.



what is required

*teaching that is less focused on delivering
'age-appropriate' curricula and more focused
on meeting individuals at their points of need
(ie, more personalised, targeted teaching)*

What's really going on?

Harry Potter Early Reader Genius

Do you think dinosaurs ever had fun? Why?

But why? But why?

- What do parents see?
- What do teachers see?
- What do administrators see?
- What do kids see?

What's really going on?

Blowfly in a Bottle

- What do parents see?
- What do teachers see?
- What do administrators see?
- What do kids see?

What's really going on?

Talks too much above the heads of age peers	Tunnel vision - resistance to interruption	Inaccuracy , sloppiness
Escape into fantasy	Inability to accept help	Critical attitude towards others
Resistance to simple solutions		

What's really going on?

Talks too much above the heads of age peers	Tunnel vision - resistance to interruption Long attention span	Inaccuracy , sloppiness
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What's really going on?

Talks too much above the heads of age peers	Tunnel vision - resistance to interruption Long attention span	Inaccuracy , sloppiness
Escape into fantasy	Inability to accept help	Critical attitude towards others Critical Thinker
Resistance to simple solutions		

What's really going on?

Talks too much above the heads of age peers	Tunnel vision - resistance to interruption Long attention span	Inaccuracy , sloppiness
Escape into fantasy Creativity	Inability to accept help	Critical attitude towards others Critical Thinker
Resistance to simple solutions		

What's really going on?

Talks too much above the heads of age peers	Tunnel vision - resistance to interruption Long attention span	Inaccuracy , sloppiness
Escape into fantasy Creativity	Inability to accept help	Critical attitude towards others Critical Thinker
Resistance to simple solutions Preference for complexity		

What's really going on?

Talks too much above the heads of age peers	Tunnel vision - resistance to interruption Long attention span	Inaccuracy , sloppiness Rapid learning
Escape into fantasy Creativity	Inability to accept help	Critical attitude towards others Critical Thinker
Resistance to simple solutions Preference for complexity		

What's really going on?

Talks too much above the heads of age peers Verbal proficiency	Tunnel vision - resistance to interruption Long attention span	Inaccuracy , sloppiness Rapid learning
Escape into fantasy Creativity	Inability to accept help	Critical attitude towards others Critical Thinker
Resistance to simple solutions Preference for complexity		

What's really going on?

Talks too much above the heads of age peers Verbal proficiency	Tunnel vision - resistance to interruption Long attention span	Inaccuracy , sloppiness Rapid learning
Escape into fantasy Creativity	Inability to accept help INDEPENDENT LEARNER	Critical attitude towards others Critical Thinker
Resistance to simple solutions Preference for complexity		

Myths about Giftedness

Myths about Giftedness

- ☐ All children are gifted
- ☐ All parents think their children are gifted
- ☐ We don't have gifted children in this school

Myths about Giftedness

- ❑ We don't I.D. and pull out kids in this school - that's elitist
- ❑ We've arranged extension for her before school and at lunchtimes
- ❑ When they complete their normal work properly, they can do the extension work



Australian Institute
for Teaching and
School Leadership
Limited

Teacher Standards

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities



Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

[Compare ^](#)

Graduate

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Proficient

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Highly Accomplished

Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.

Lead

Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

Talking to the Teachers

- ❑ Schools are high-end businesses – they have budgets, insurance risk, industrial responsibilities, deadlines and external accountability.
- ❑ Teachers and administrators are people employed to do a job and that job is to look after the education of children – they also need help to do this properly

Talking to the Teachers

- Make an appointment
- Remember subsidiarity – go through the processes
- Consider going to the teacher together
- Think through what you want to say – are you speaking to the right person?

Talking to the Teachers

- ❑ Remember that your child is not a security camera
- ❑ Choose your words carefully
- ❑ Don't expect the teacher to do all the work
- ❑ Be diplomatic, tactful and respectful

Talking to the Teachers

- Focus on what you need to achieve – be specific and be realistic
- Don't forget to listen
- Be reasonable but ensure that what you want to achieve is also reasonable

Talking to the Teachers

- Bring your sense of humour
- If your meeting isn't the success you hoped for - get help.

Summing up

- ❑ Why do we need to meet? No hi-jacking in carparks, and definitely no “keyboard warriors”!
- ❑ Preparation - Ask them to prepare as well!
- ❑ Objectives - Always make it about the student
- ❑ Setting the scene - hold back the big guns
- ❑ Taking notes - deciding actions
- ❑ Prep for next meeting - call a week ahead

Plan for this presentation...

- Instant Data –

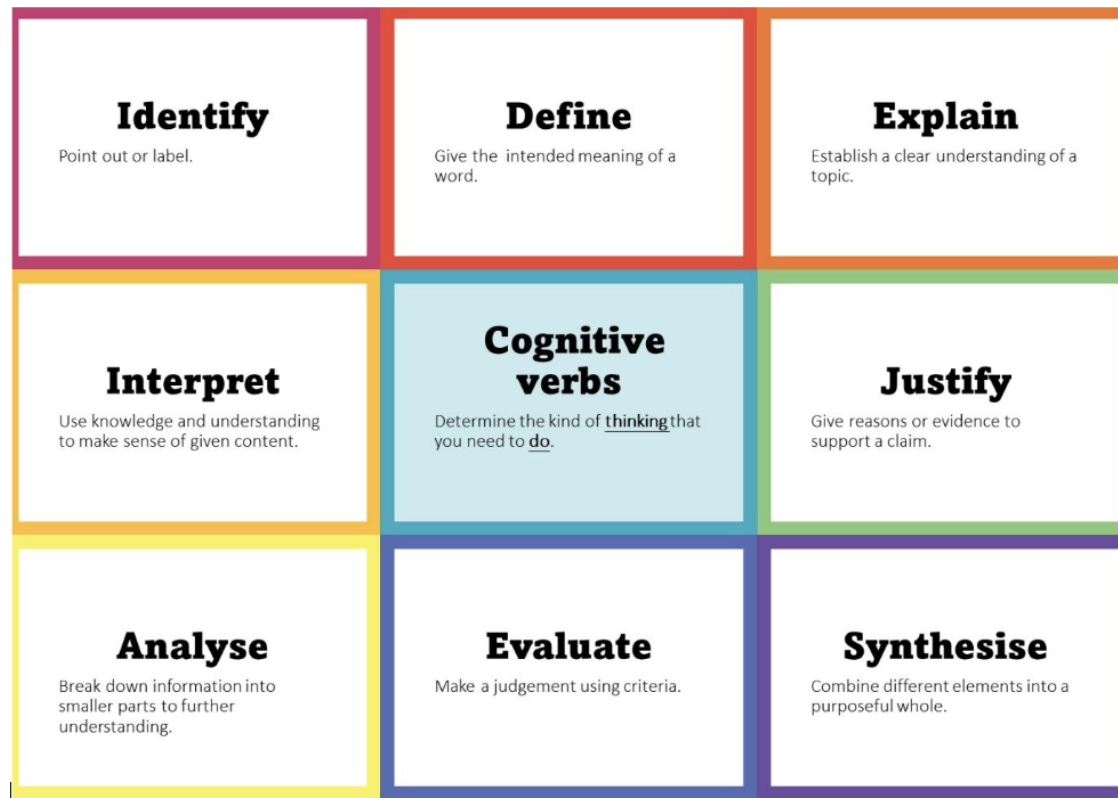
- Take-home messages:

- 1) Data analysis and whole school improvement agenda are not gifted provisioning

- 2) The issue of a lack of knowledge about “what to do” has not changed much - but there is some hope.

- 3) True gifted programs are called “gifted”

Critical Thinking...



Critical Thinking...

Cognitive verb

Categories



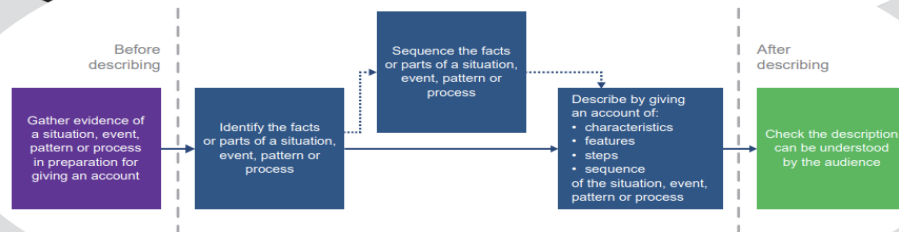
Describe

Syllabus definition:

give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something



The process of describing



Cognitions to help support

Cognitive skills to help describe

- Recognise
- Recall
- Identify

Cognitive skills that

Sentence starters

The key features of ... include ...

... is identifiable by the pattern ...

The most important



Cognitive verb

Categories



Analyse

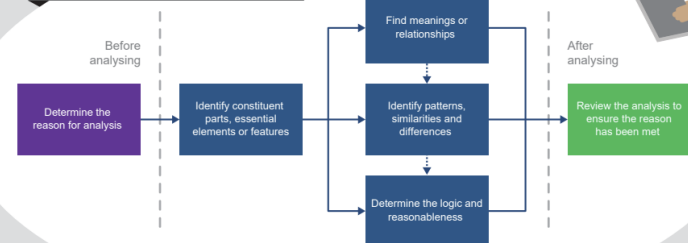
Syllabus definition:

dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information;

examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences



The process of analysing



Cognitions to help support

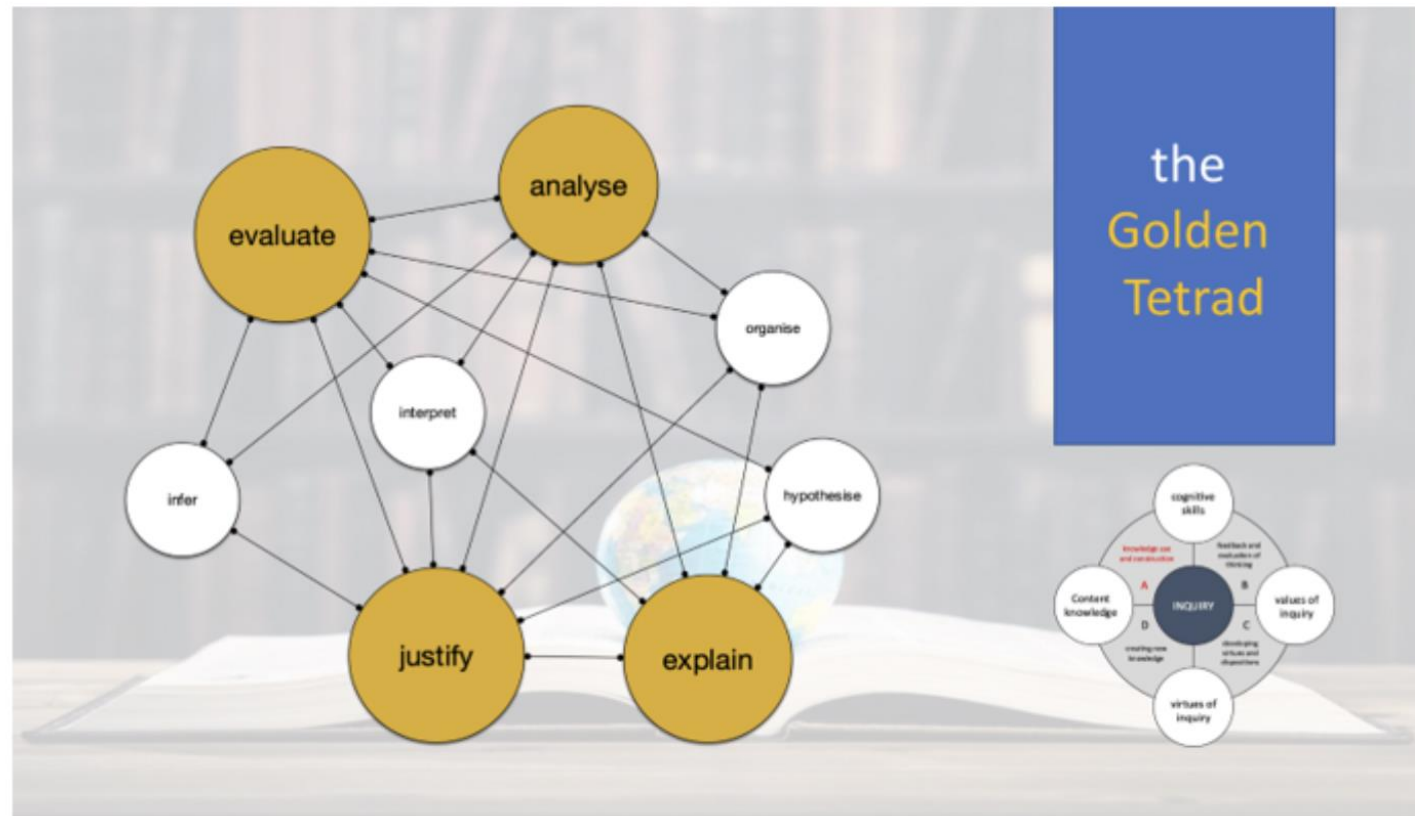
Cognitive skills to

Sentence starters

Examining this feature

Critical Thinking...

The Golden Tetrad



Critical Thinking...



HUMILITY

Allowing yourself to be taught and embracing the mindset of improvement.



COURAGE

Moving past what others think or say.

Sharing your motives and experiences.



TENACITY

Taking on challenges and being dedicated to the problem.



ATTENTIVENESS

Full body listening and awareness of what is happening in the room.



OPEN-MINDEDNESS

Willing to look at different ideas and perspectives.

Willing to change your mind.



THOROUGHNESS

Diving deeper to get more information.

Reflecting and evaluating.



CAREFULNESS

Checking for accuracy and suitability.



CURIOSITY

Asking questions and being interested.



AUTONOMY

Making up your own mind.

Considering the ideas of others and discussing.

Critical Thinking...



Engaging gifted children at home?



Engaging gifted children at home?

- 1. Puzzle toast***
- 2. Hide and seek***
- 3. Science experiments***
- 4. Different languages***
- 5. REALLY good books***
- 6. Imaginative toys***

Engaging gifted children at home?

7. **20 Questions:** *This classic game encourages critical thinking and deductive reasoning. One person thinks of an object, and the others have 20 questions to guess what it is.*
8. **Who am I?:** *Another classic. – Think of someone from the knowledge set – no matter how lame – eg B1 from Bananas in Pyjamas*

Engaging gifted children at home?

- 9. Chess:** *A timeless strategy game that enhances logical thinking and problem-solving abilities.*
- 10. Scrabble:** *This word game is excellent for expanding vocabulary and improving spelling skills.*
- 11. Monopoly:** *Any game that has a longer attention span requirement.*

Engaging gifted children at home?

- 12. Spot It!:** *A fast-paced game that sharpens visual perception and quick thinking.*
- 13. Memory:** *This card game challenges players to match cards of the same number. Turn over two cards, if they match pick them up and go again. If not, turn them back over and opponent has a go.*
- 14. Hunter:** *Hide a tiny (but significant) object in a room (adv: across several rooms) and have the child hunt for it.*

Engaging gifted children at home?

15. *Timeline:* *Players place historical events in chronological order, which helps with memory and historical knowledge. Also, assist developing spatial perception etc*

16. *Mancala / Nine Men's Morris / other games:*
An ancient game that involves strategy and planning, perfect for developing mathematical thinking.

Engaging gifted children at home?

- 17. I Spy:** *One person picks an object in the room and says, "I spy with my little eye something that is [colour/shape]." Others guess what the object is.*
- 18. Would You Rather:** *Pose fun and silly questions like, "Would you rather have wings or fins?" This encourages imaginative thinking and conversation.*

Engaging gifted children at home?

19. Alphabet Game: *Choose a category (e.g., animals, foods) and take turns naming items in that category starting with each letter of the alphabet.*

20. Storytelling Round: *Start a story with one sentence, and each person adds a sentence to continue the story. This promotes creativity and listening skills.*

Engaging gifted children at home?

21. Alphabet Game: *Choose a category (e.g., animals, foods) and take turns naming items in that category starting with each letter of the alphabet.*

22. Storytelling Round: *Start a story with one sentence, and each person adds a sentence to continue the story. This promotes creativity and listening skills.*

Engaging gifted children at home?

23. Memory Game: *Describe a scene or list of items, then ask the children to recall as many details as they can after a few minutes.*

24. Categories: *Pick a category (e.g., fruits, animals) and take turns naming items in that category until someone can't think of any more.*

Engaging gifted children at home?

25. *What's in the group:* *Person thinks of a descriptive criteria (Things that are made with cloth material, things that have cloth material on them,) then give clues such as: this bag is in the group, but that bag is not, the lounge chair is in the group but the deck chairs are not etc.*

Engaging gifted children at home?

25. Unconnected: *Everyone takes turns at naming an item.*

*Everyone following must name something that is not connected to anything said previously by anyone. (eg “Ocean” – no one can say fish, island, sand, shells, seafood, etc because they are all connected.) Anyone who is caught saying a connected word is out. They can get back in by catching someone else out and making a logical connection. **Advanced** : have several rounds and unconnected works for any words said in any of the previous rounds – nights etc.*

A spiral-bound notebook with a white page. The spiral binding is at the top, and the page is otherwise blank except for the text.

What do gifted children need?

What do gifted children need?

- ❑ Schools that will provide an opportunity for working at their own level with peers and teachers who will support this journey
- ❑ Primary – competitions, variety, acceleration, extra curricular activities, challenge, “in-class” educational matching, ability grouping, mentoring, flexibility without penalty
- ❑ Secondary – the same