

# Critical and Creative Thinkers

Gifted 101

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# What's to know?

- Definition
- Identification
- Incidence
- Accommodations
- Support

# Definition

- Children are gifted when their ability is significantly above the norm compared to their age peers. (NAGC – US) [1]
- There is no universally accepted definition of students identified as gifted and talented. A common understanding is that giftedness and talent in students result in their displaying a selection of characteristics at home and school that are significantly above the average for their age. (ACv9) [2]
- The possession and use of untrained and spontaneously expressed natural abilities (called outstanding aptitudes or gifts), in at least one ability domain, to a degree that places and individual at least among the top 10% of age peers (Gagne, 2004) [3]
- [14]



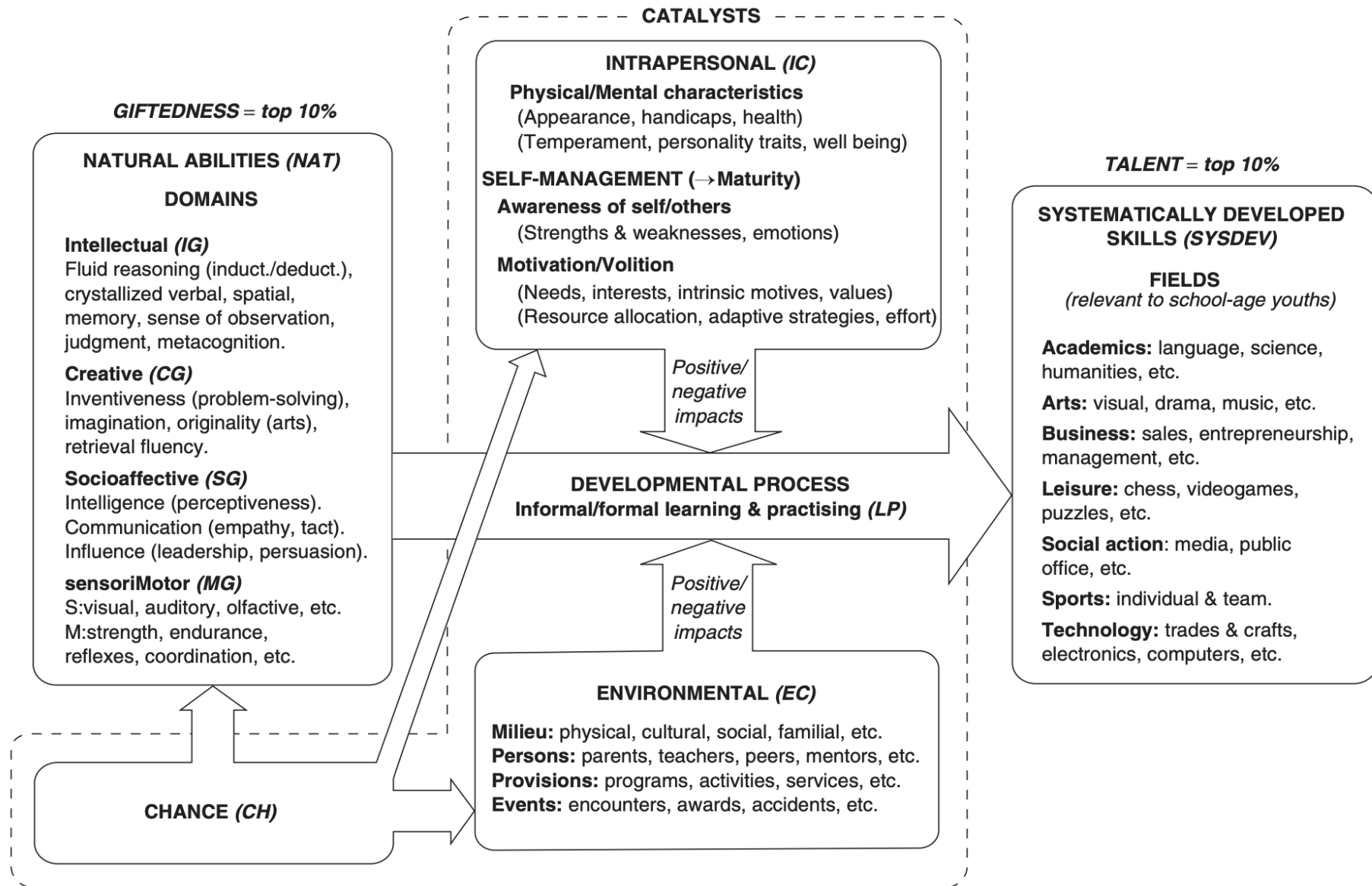


Figure 1.1 Gagne's Differentiated Model of Giftedness and Talent (DGMT, US, 2003)

# Policies for Gifted Education

- Policies and guidelines available but not always adhered to
- Minimal policies and guidelines available [4,5,6,13,]

# Identification - characteristics

- Curious - thirst for knowledge
- Fewer repetitions required for mastery
- Great memory
- Abstract reasoning
- Enjoys complexity, ambiguity and discrepancies
- Mature sense of humour
- Sensitive to social injustices - emotional intensity
- Not focused on high achievement (next slide) - the unappreciated A (Kingore, 2004) [7]
- Gifted learners prefer idea-mates rather than age-mates. They enjoy the company of peers when the peer group understands the shared ideas
- [18]



# Being creative to add interest



or

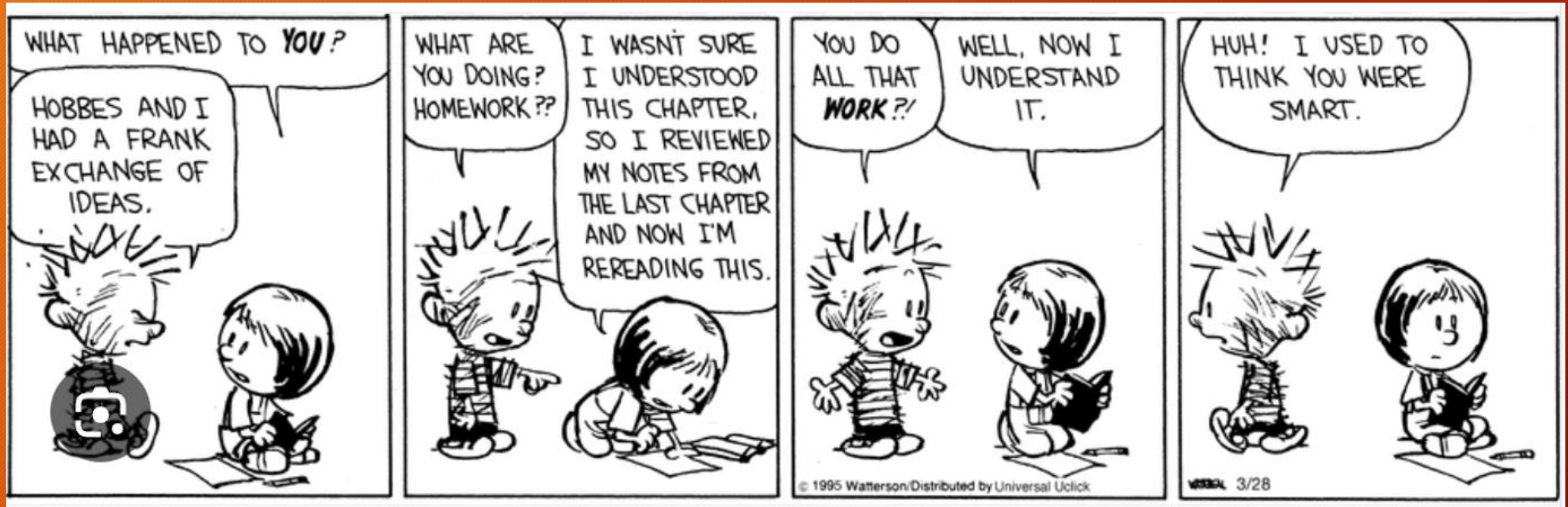


**There were occasional moments when she questioned her decision to work with truly gifted students.**



A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.

# Drive to learn and understand





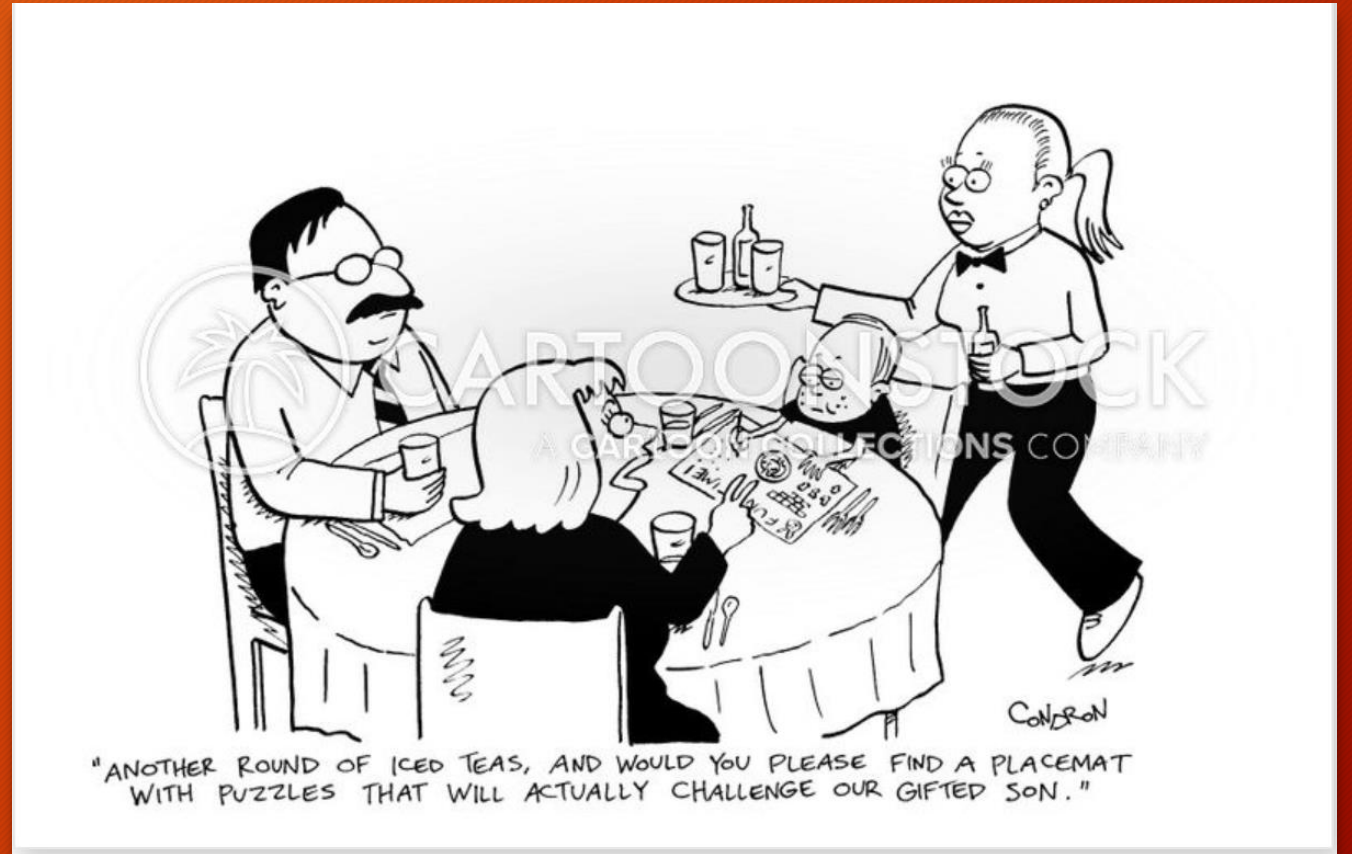
# Reliable identifiers

- Parents
  - Peers
  - Self
  - Checklists [10]
  - Psychometric assessment tests [9]
- 
- Teachers



## Different needs

- Little in common with age peers



# Self-ID

- **Student self-assessment ([brilliant behaviour checklist](#))**
- Teachers are encouraged to provide this checklist to students who are self-advocating for more challenging learning experiences. Students who have been identified by parents and/or teachers may also be given the opportunity to complete this checklist.
  - From Stanmore Public School, Inner-West Sydney

# Incidence

- Some will claim that they have never seen a gifted child [12]
- Yet...
  - Mildly gifted: 116-130 = ~10% = +1sd
  - Moderately gifted: 131-145 = 6.8% = +2sd
  - Highly gifted: 146-160 = 1.1% = +3sd
  - Profoundly gifted: 160 = top 0.0001% = +4sd
- Maybe masked by...
  - Dumbing down
  - Not above-level tested
  - Under-achievement
  - Misbehaviour or day-dreaming – boredom
  - Asynchrony
  - 2e [16]
  - Hyersensitivity



# No standard

- Asynchrony
- Checked-out
- Misbehaviour
- 2e



"GIFTED CLASS, INDEED! ONE IS GIFTED IN

# Accommodations required

- pre-assessment and ongoing formative assessment are critical to ensure that learning area content and adjustments align with student needs
- gifted and talented students' accommodations:
  - should be encouraged to achieve educational standards beyond those of their peers
  - may require different levels of adjustment over time to reach their potential
  - may have the capacity to learn at a faster rate than other students
  - may require adjustments to different aspects of their learning [6]
- ACv9 – “gifted program” in search shows 483 results only for curriculum connections and elaborations (+work samples and teacher background)
- [14,20]

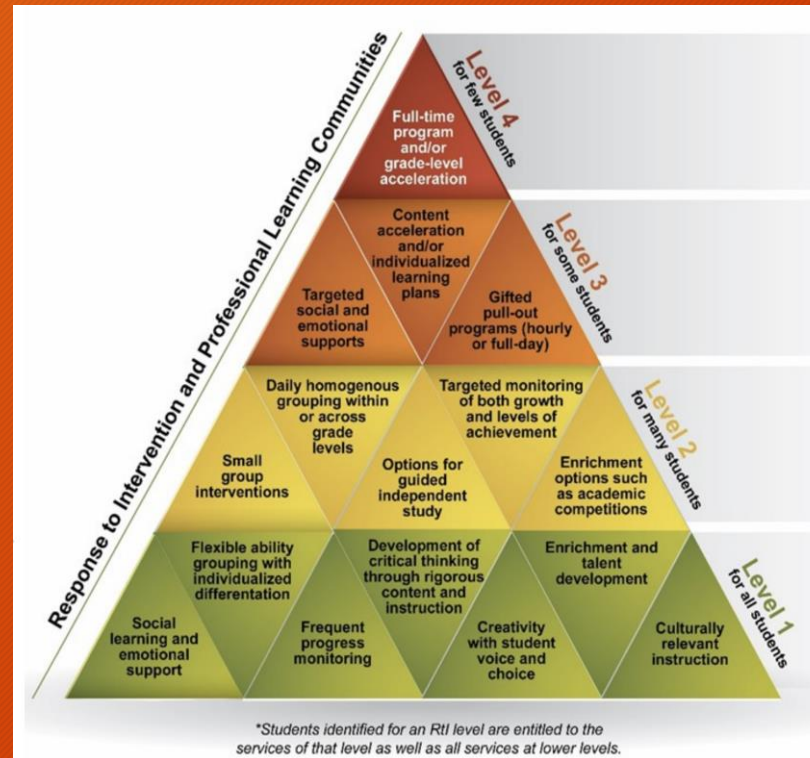


# Accommodations ‘available’

- Curriculum compacting - organized common sense [20]
- Telescoping - e.g. 3-year program done in 2
- Subject acceleration
- Year acceleration
- Radical acceleration
- [14,19]



# Some guidance



# Stanmore Public School teacher responsibilities

- Use assessment and data to identify the specific learning needs of high potential and gifted students across all domains of potential.
- Apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery
- Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students.
- Participate in school provided professional learning that enhances their expertise in planning and programming effective learning experiences for high potential and gifted students
- Collaborate with families, other schools and the wider community to support the learning and wellbeing of high potential and gifted students
- Communicate assessment and identification information to support the transitions of high potential and gifted students

# SPS provisions for gifted

- “challenge their capabilities and enrich (their) daily experience of schooling through a variety of strategies at a whole school, classroom and extra-curricular program level”.
  - a school-funded enrichment programs teacher,
  - #differentiated learning programs which support the needs of HPG students a strong focus across the school on promoting creative and critical thinking and rich and open-ended tasks
  - may form one or more classes\* which are aimed at providing a specialised learning environment that enhances and broadens the curriculum and caters to the specific learning and wellbeing needs of identified HPG students
  - For highly gifted students, curriculum compacting, mentoring and acceleration may be implemented
  - [11]

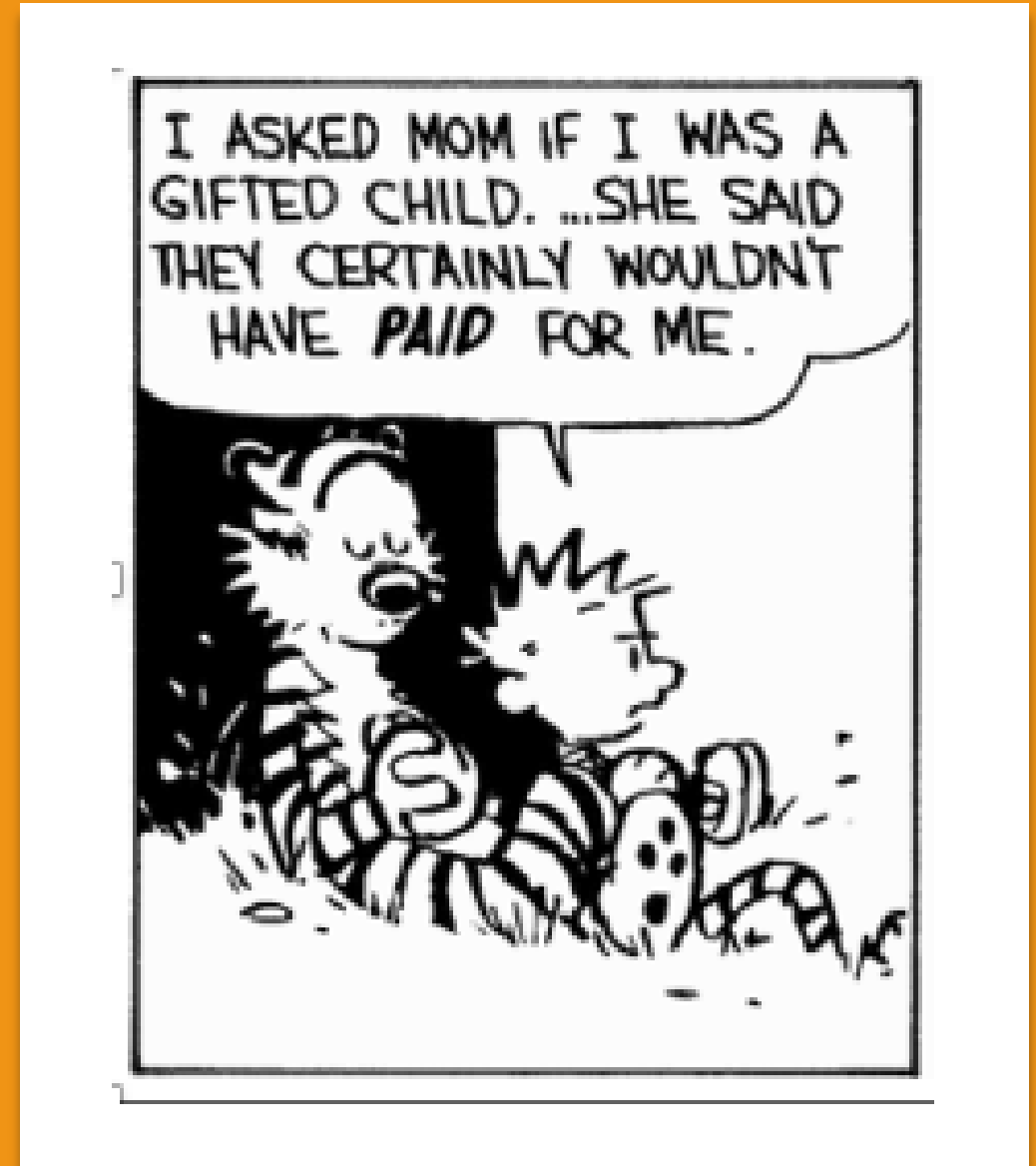


# QLD examples?

- <https://kurwongbahss.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Curriculum/kss-enrichment-and-extension.pdf#search=gifted> - last 6 pages
- Yet, EdQ website under gifted just has generalized statement\* and a reference to QLD Academies that needs updating
- Some private schools offer IB (PYP, MYP, IB) and external programs
  - <https://education.qld.gov.au/parents-and-carers/school-information/life-at-school/gifted-and-talented-education>

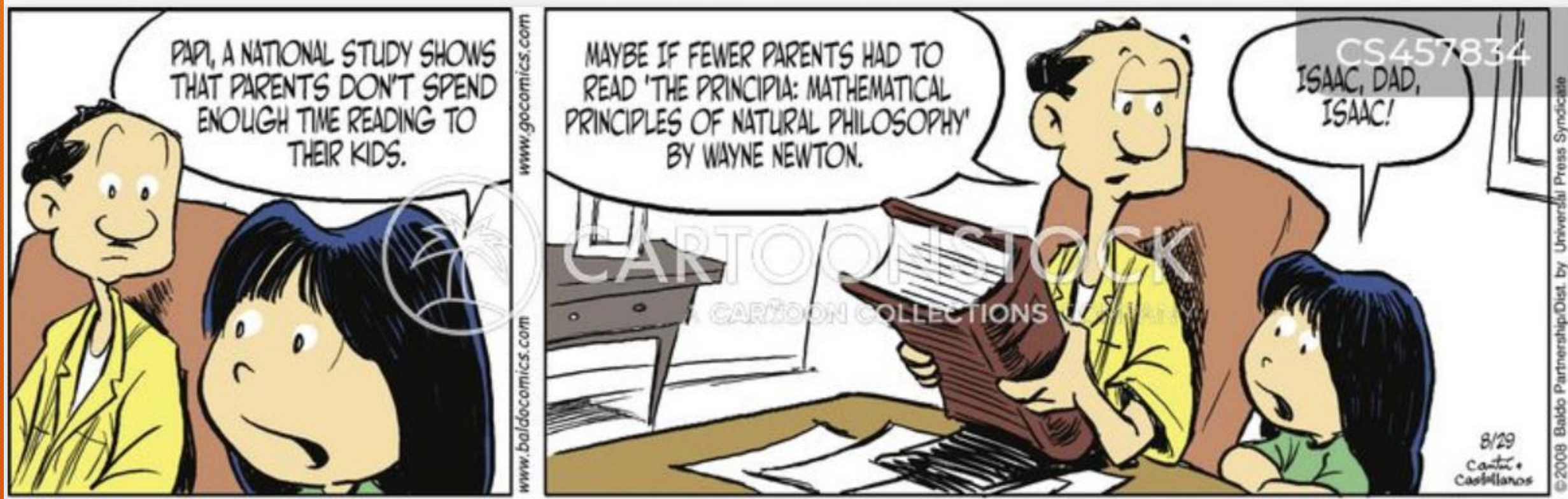
# It's not easy

- To parent
  - Relentless thirst for knowledge and challenge
    - next slides
  - Voracious reader
  - Not necessarily needing a lot of sleep
  - Can be a lonely ride
- Nor to teach
  - Finishes work quickly
  - Can't engage if too far below level
  - Group-work challenges
  - Sourcing appropriate materials
  - Can be a lot of work





# Exhausting





G/T

# Gifted and talented

[15]

**2-5%** of gifted students have a learning disability

Gifted students do not always excel at school



Adjustments should comprise elements of any or all of the following:



faster pace  
(acceleration, compacting)



greater breadth (enrichment)



more depth (extension)



Giftedness does not guarantee a student's future success

Many gifted and talented students are perfectionists and will work on a task until it is completed to their satisfaction



Giftedness may be physical, intellectual, creative, social or perceptual



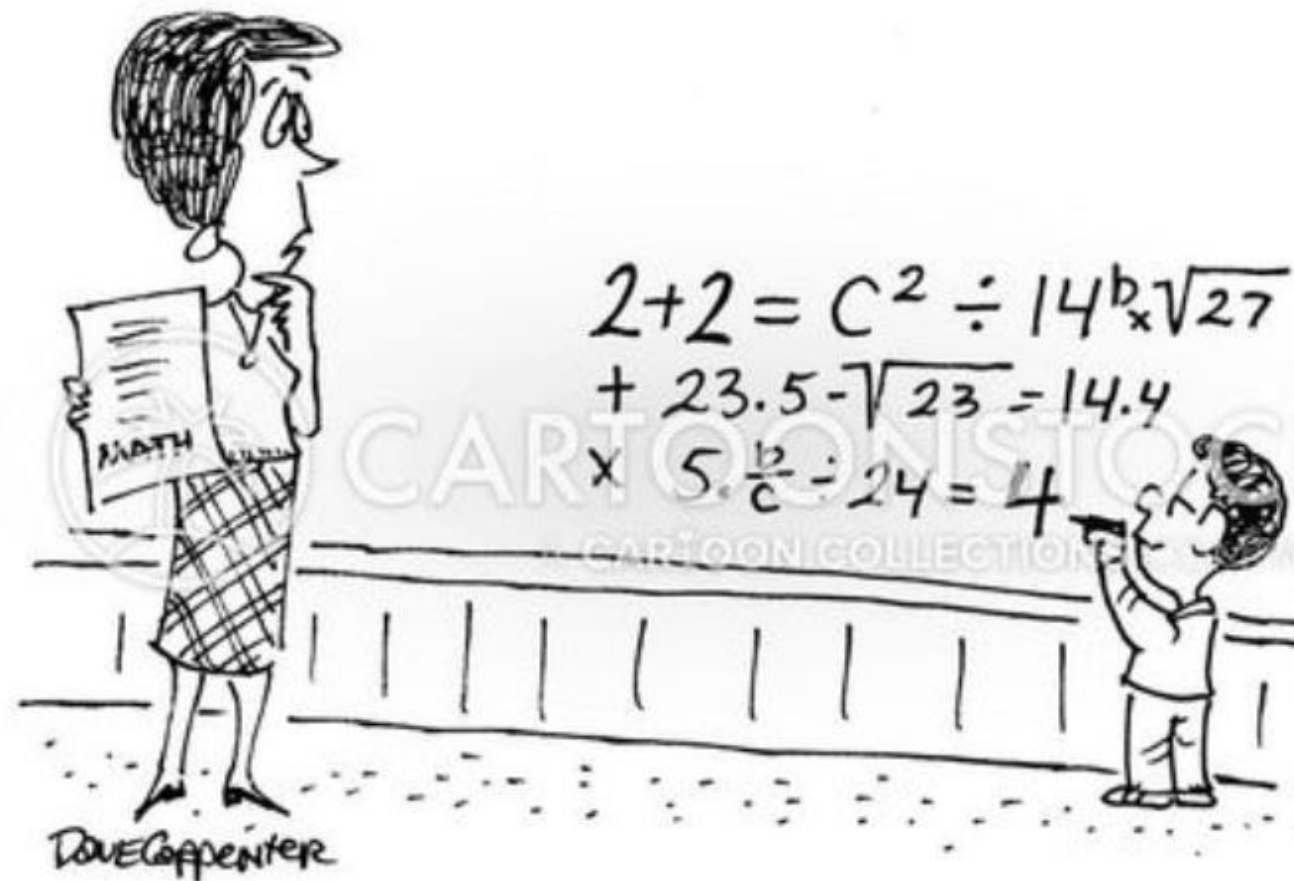
Up to **10%** of students in a class are gifted and talented



The skills and abilities of gifted children may develop at different rates across the social and academic domains

# Out of your depth

- Unfair to expect teachers to cater for highly and profoundly gifted students



"CORRECT — I THINK!"

# If we don't make accommodations

- Oz school performance dropping in last 20 years (PISA TIMSS) [18]
- Stagnate, disengage, become disruptive (or shrink away)
- Many gifted students move overseas for professional opportunities deemed not available in Oz [17]



# Take home for parents

- Testing for peace of mind
- Support from organisations (QAGTC)
- You know your child best (with evidence)

# Take home for teachers

- Pre-test
- Be flexible with programming
- Enrol in competitions
- Allow intellectual peer pairings
- Raise the bar
  - Vygotsky's ZPD
- Cast the net wide





# Support

- <https://www.qagtc.org.au/resources/support-iq-testing-families>
- students can require support to manage their self-perceptions, confidence and motivation or self-efficacy, their attitudes towards teachers and school, as well as their anxiety, emotional engagement and goal orientations
- Teachers also need guidance in identifying ways to enrich or extend the curriculum and learning opportunities to execute sometimes considerable curriculum adjustments
- [14,18]

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