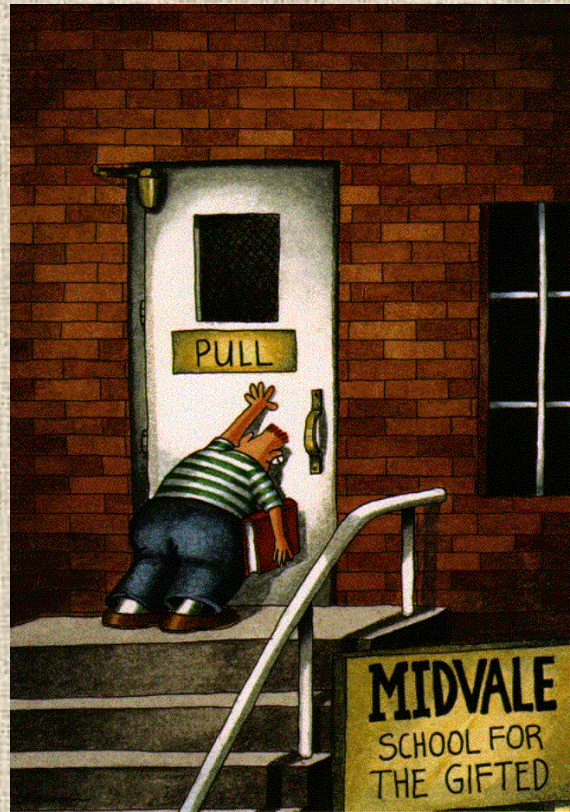


Gifted and Talented



Poynter Primary School

Definitions

- **Giftedness** designates the possession and use of outstanding *natural* abilities, called aptitudes in at least one ability *domain*.

Domains

MENTAL

- Intellectual
- Creative
- Social
- Perceptual

PHYSICAL

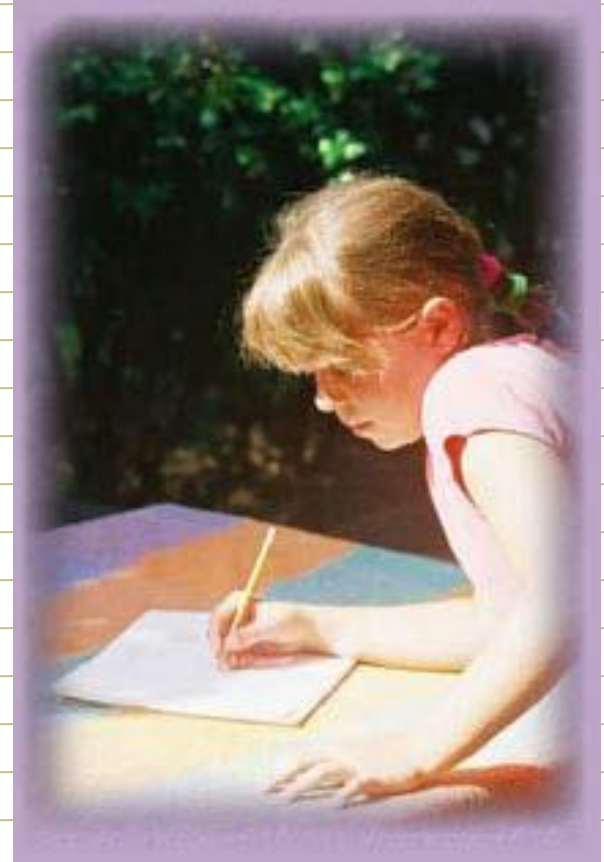
- Muscular
- Motor control

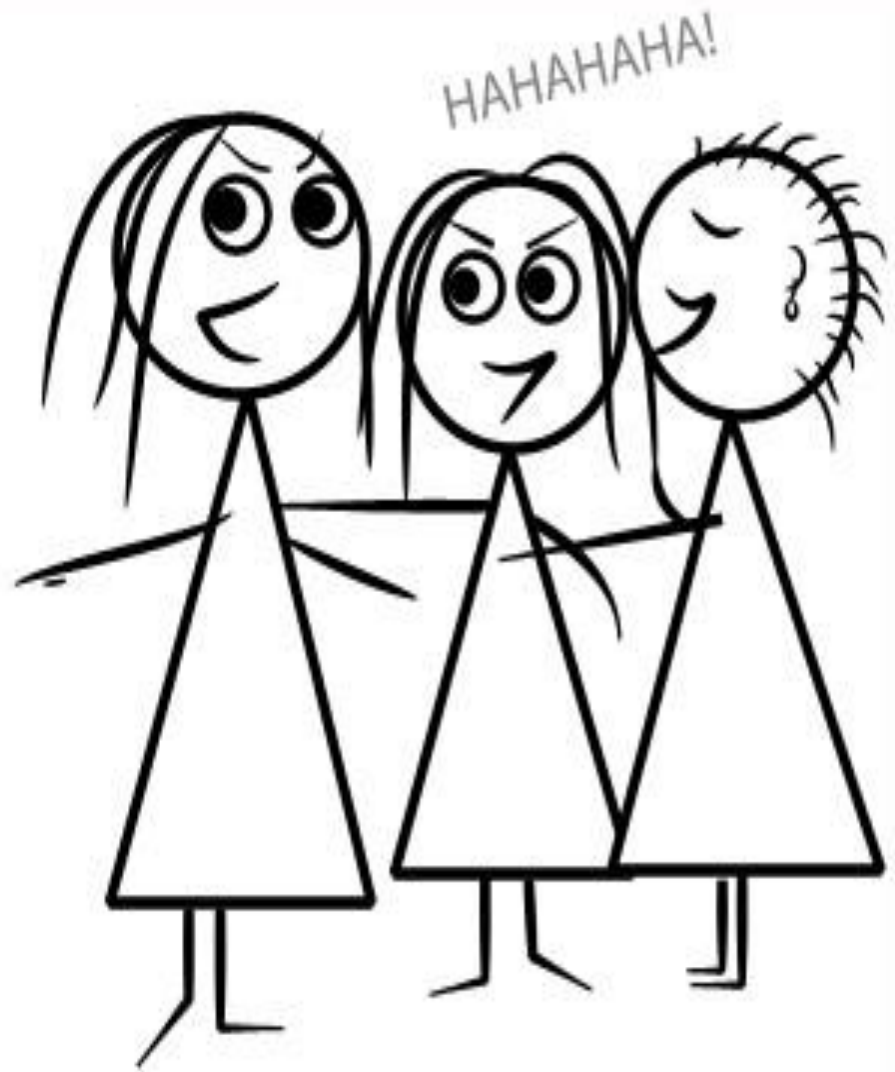
Talent designates the outstanding mastery of *systematically* developed abilities, called competencies (knowledge and skills), in at least one *field* of human activity. Talent emerges from ability as a consequence of the student's learning experience.

(Gagné, F. 2005)

Who is Gifted and Talented?

- At Poynter, about a third of our students could qualify.

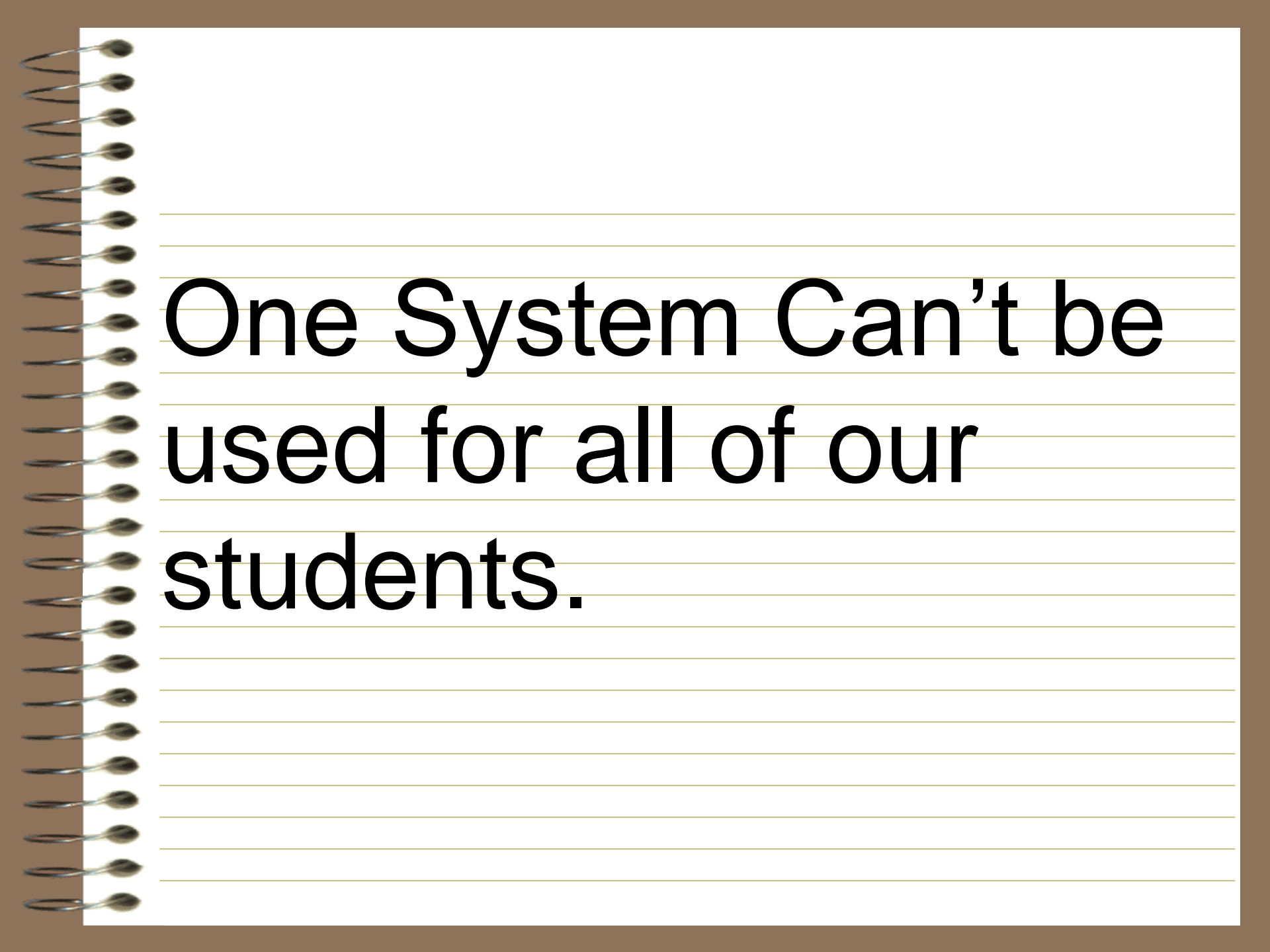




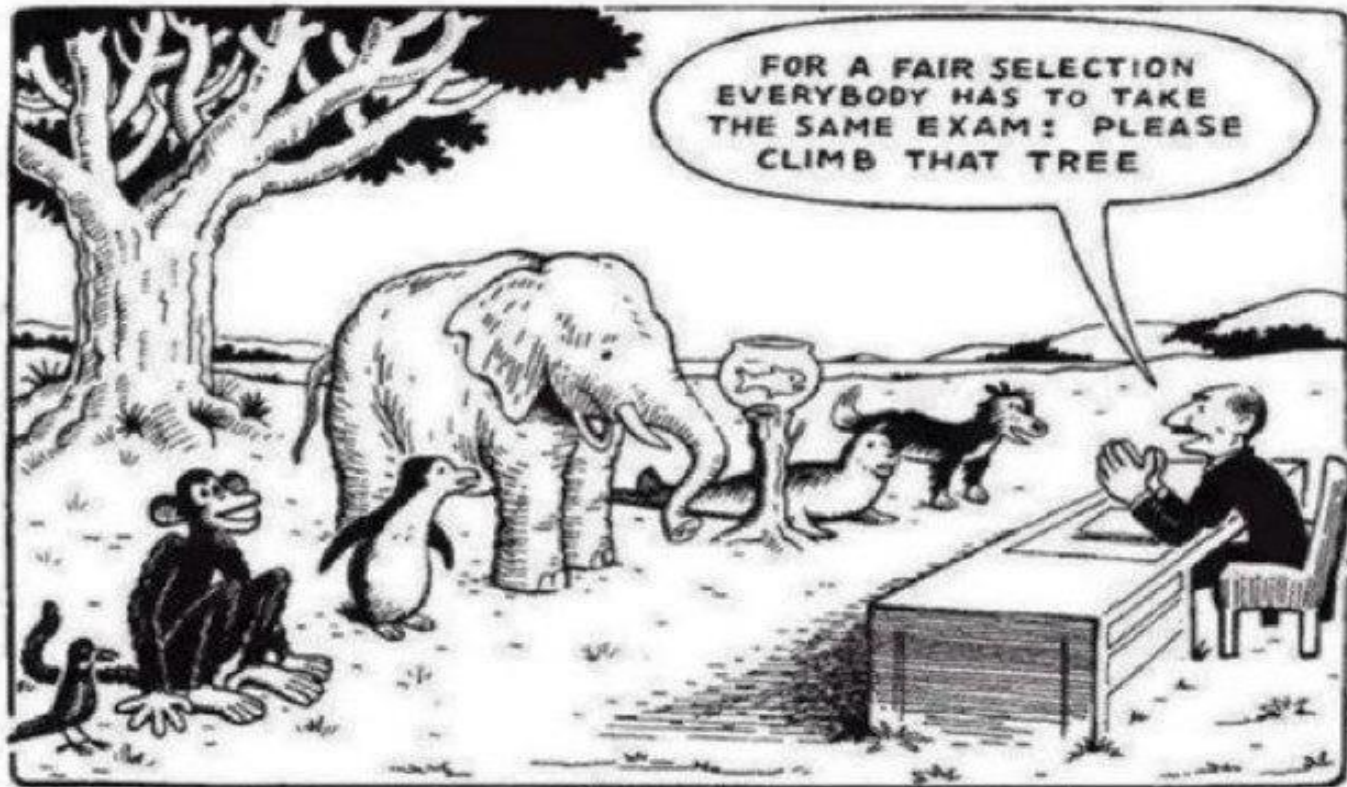
She is soooo *immature*! She doesn't even read *Dolly*!

Why We Need Gifted Education

- Gifted learners must be given stimulating educational experiences appropriate to level of ability.
- Gifted education programs fulfill both individual and societal needs.

A spiral-bound notebook with a brown cover and a white page. The page has horizontal yellow lines. A silver metal spiral binding is visible on the left side. The text is written in a large, bold, black font.

**One System Can't be
used for all of our
students.**



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

Just Think

- Albert Einstein did not speak until he was four years old and didn't read until he was seven. His teacher described him as "mentally slow, unsociable and adrift forever in his foolish dreams." He was expelled and was refused admittance to the Zurich Polytechnic School.

Bright compared to Gifted

A Bright Child	A Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well

Answers the question

**Discusses in detail,
elaborates**

Top group

Beyond the group

Listens with interest

**Shows strong feeling and
opinions**

Learns with ease

Already knows

**Six to eight repetitions for
mastery**

**One to two repetitions for
mastery**

Understands ideas

Constructs abstractions

Enjoys peers

Prefers adults

Grasps the meaning

Draws inferences

Completes assignments

Is receptive

Copies accurately

Enjoys school

Absorbs information

Technician

Good memorizer

**Enjoys straightforward
sequential presentation**

Is alert

**Is pleased with own
learning**

Initiates projects

Is intense

Creates a new design

Enjoys learning

Manipulates information

Inventor

Good guesser

Thrives on complexity

Is keenly observant

Is highly self-critical

Characteristics of Gifted and Talented Students

<ul style="list-style-type: none">• Learn quickly and easily• Able to use abstract thought and critical reasoning	<ul style="list-style-type: none">• Become bored and frustrated• Dislike repetition• Receive negative adult attitudes to smartness
<ul style="list-style-type: none">• Exhibit Verbal Proficiency	<ul style="list-style-type: none">• Dominate discussions• Difficulty with listening skills
<ul style="list-style-type: none">• Have a high energy level	<ul style="list-style-type: none">• Become frustrated with inactivity and lack of challenge

Characteristics

<ul style="list-style-type: none">•Be extremely persistent•Concentrate on tasks of high interest for extended periods of time	<ul style="list-style-type: none">•Disrupt class routine•Resist interruptions or schedules•Perceived as stubborn or uncooperative
<ul style="list-style-type: none">•Exhibit unusual emotional depth and intensity•Be highly sensitive•Be acutely perceptive	<ul style="list-style-type: none">•Be unusually vulnerable•Perceived as immature•Be confused if thoughts and feelings not taken seriously

Characteristics

<ul style="list-style-type: none">• Aim at perfection	<ul style="list-style-type: none">• Feel frustrated• Fear failure
<ul style="list-style-type: none">• Exhibit independence and nonconformity	<ul style="list-style-type: none">• Challenge and question indiscreetly• Exhibit rebellious behavior
<ul style="list-style-type: none">• Heightened self-awareness• Relate more to older children and adults	<ul style="list-style-type: none">• Social isolation• Low self-esteem due to seeing differences from peers as bad• Seen as a “show off”

Characteristics

- Keen sense of humor

- Use humor inappropriately or to attack others

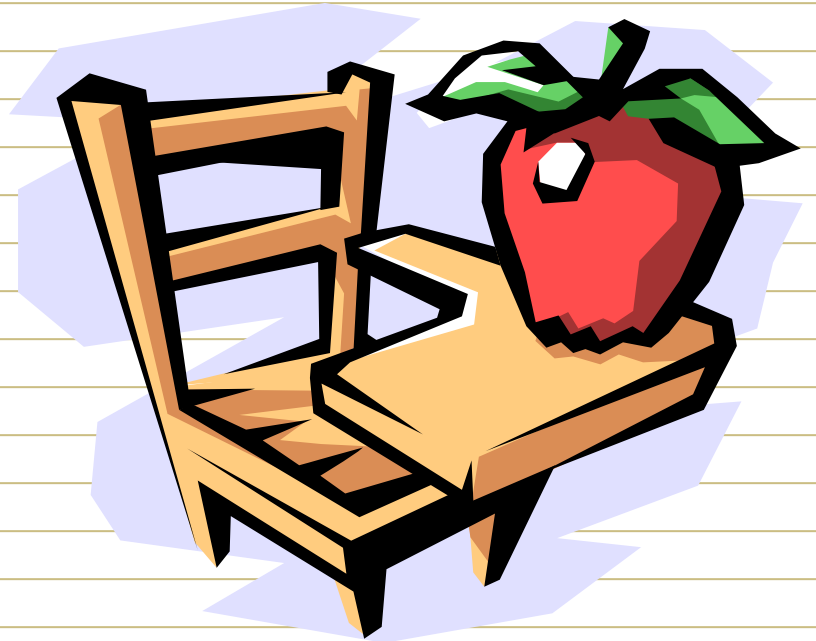
- Frustration when humor not understood

- Possess unusual imagination

- Seen as “weird”

What Causes Giftedness?

- Experience
- Biological factors
- Social factors
- No single factor
“causes” giftedness



Identification at Poynter

Phase 1: Information Gathering from
and by teachers using

Reports

Tests

Performance

Observations

Checklists of behaviours

Strategies for Teaching Gifted and Talented Students

- Creating alternative activities that go beyond the regular curriculum.
- Working with students on independent projects that they would be interested in completing for credit.
- Involve students in academic competitions.
- Provide skills and opportunities to ask good questions.
- Provide practical opportunities to demonstrate higher order thinking.

Common Myths

- Gifted students do not need help. If they are really gifted, they can manage on their own.
- The social and emotional development of the gifted student is at the same level as his/her intellectual development.
- The primary value of a gifted student lies in his/her brain power.

Common Myths

- Gifted students need to serve as examples to others, and they should always assume extra responsibility.
- Gifted students are naturally creative and do not need encouragement.



Opportunities at Poynter

- Differentiated programme in classroom
- G & T with me
- Early Years Extension EYE Years 1-3
- PEAC Years 5 and 6
- Instrumental Music Years 3 to 6
- Art competitions
- Interschool Sport competitions... we won the rugby in 2016



“I can suck pudding up my nose and blow it out the corner of my eye, but they *still* won’t put me in the gifted class at school!”

Thank you

- julie.gibbings@education.wa.edu.au
- I share an office in the back of the library
- I work Monday, Tuesday and Wednesday
- At this stage I am free from 2-3pm on Wednesdays.

Year 5 Parents

- If you wish to speak to me about your child's Year 4 PEAC testing, please make an appointment so that I can prepare the data for you.
- Are there any questions?