Aboriginal Perspectives of Giftedness: What we need to learn from these

Dr Genevieve Thraves

Acknowledgement of Country

The University of New England respects and acknowledges that its people, courses and facilities are built on land, and surrounded by a sense of belonging, both ancient and contemporary, of the world's oldest living culture. In doing so, UNE values and respects Indigenous knowledge systems as a vital part of the knowledge capital of Australia.

We recognise the strength, resilience and capacity of the Aboriginal community and pay our respects to the Elders past, present and future.

Pictured: **Warwick Keen** "Always was, always will be" 2008
Gifted by the artist to UNE in 2008

Acknowledgement of Knowledge

Overview

- Positionality
- Contested knowledge
- School-based approaches to giftedness, talents and talent development (the DMGT)
- Yolŋu perspectives of giftedness
- An exploration of the cultural flexibility of the DMGT
- Traits, behaviours and attributes of intellectual giftedness
- Both-ways talent development

Positionality

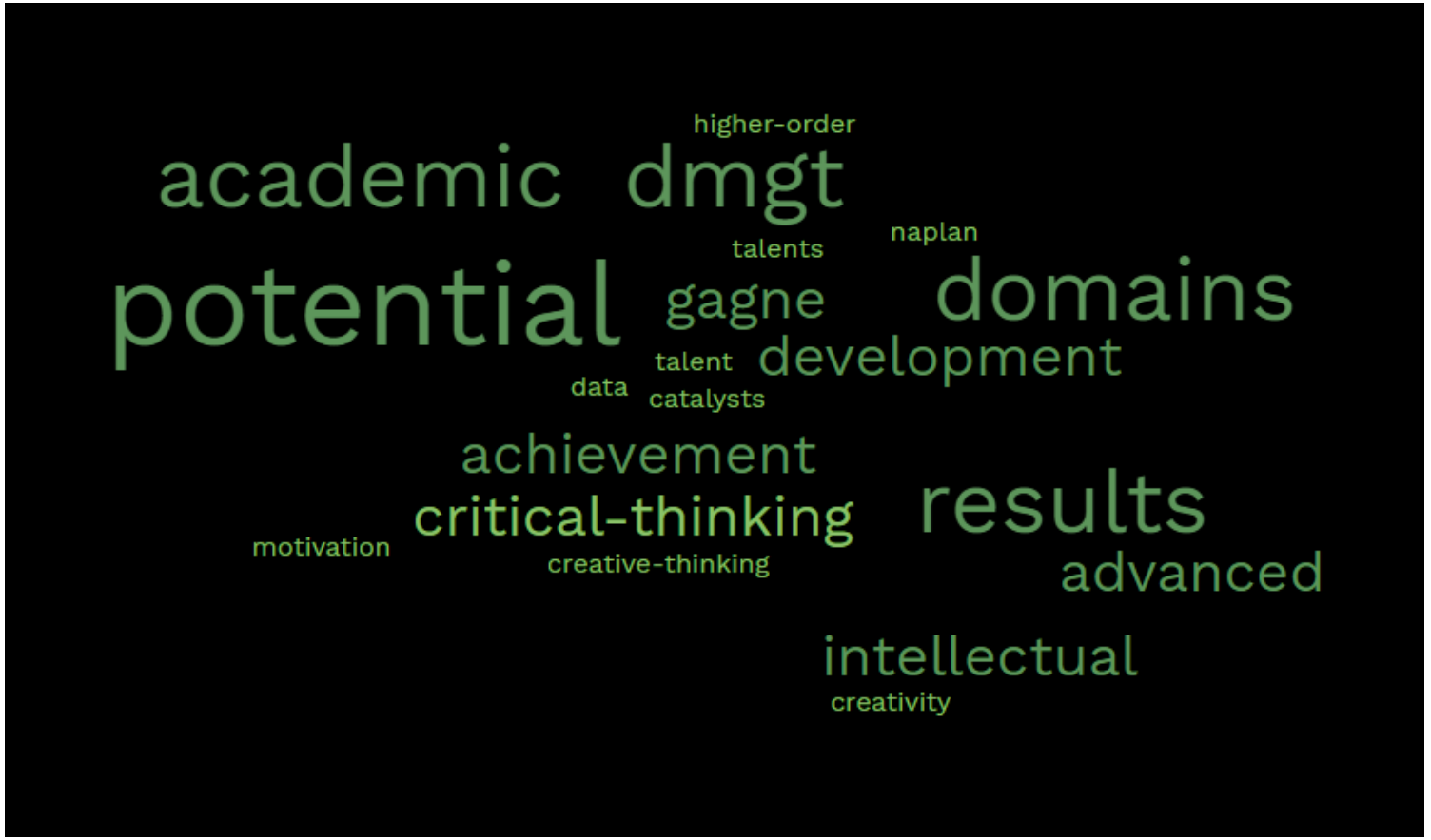
A theoretical framework

School-based (western knowledges)

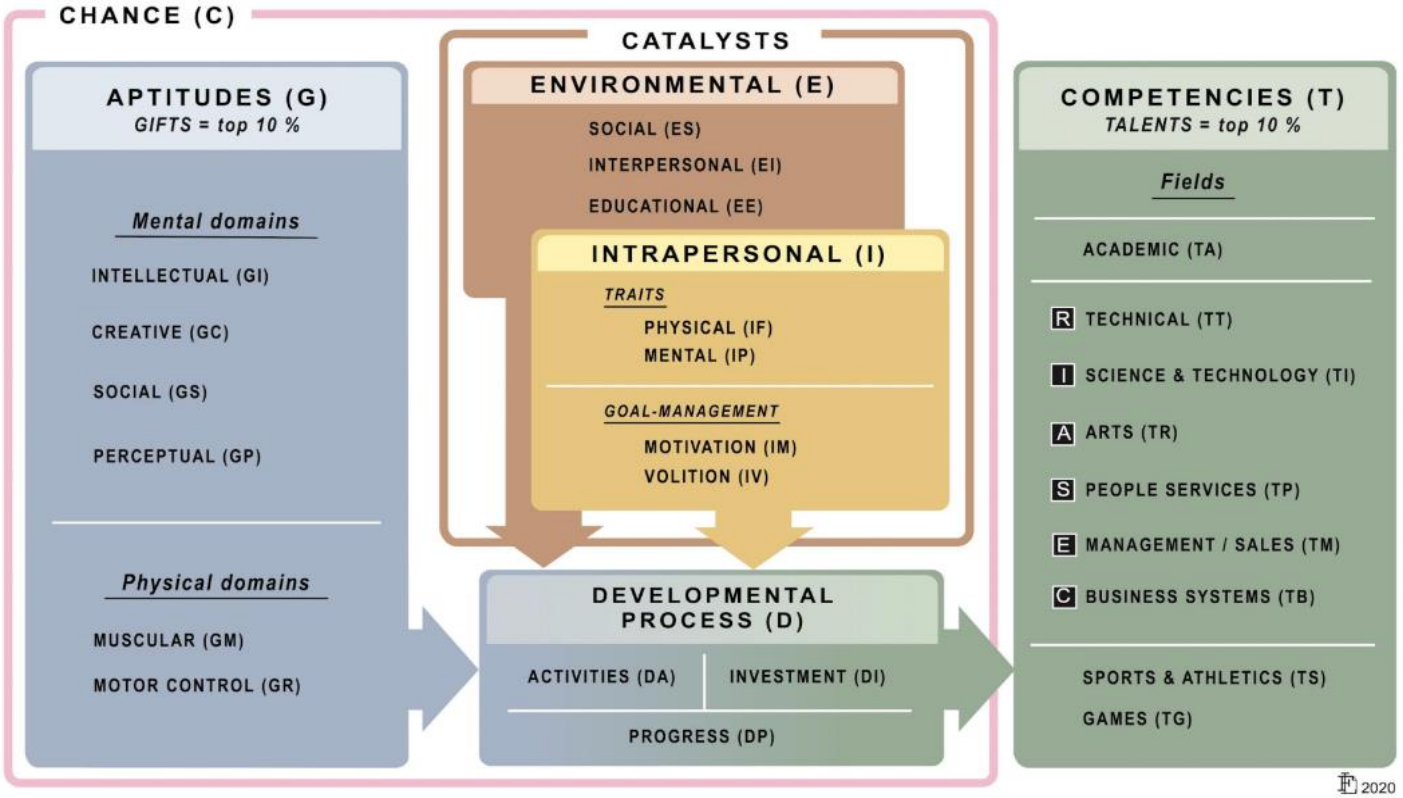
Aboriginal knowledges

Contested knowledge space
Cultural interface

School-based notions of giftedness, talents and talent development



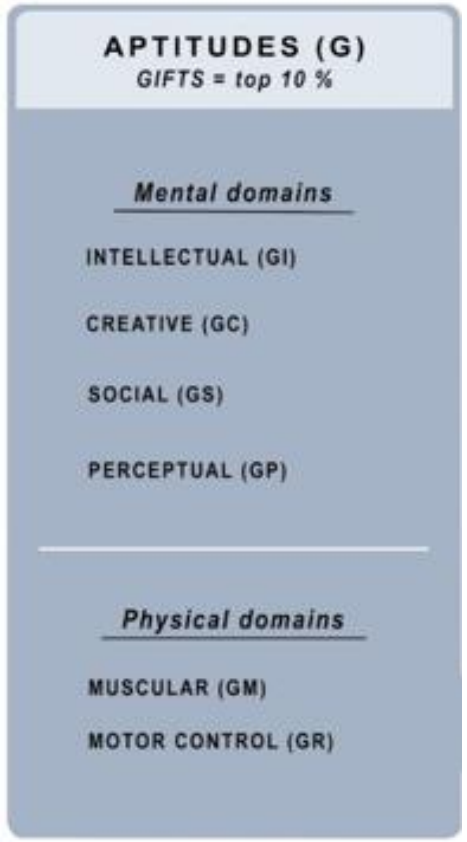
School-based notions of giftedness



Yolŋu perspectives of giftedness

Yolŋu perspectives of giftedness

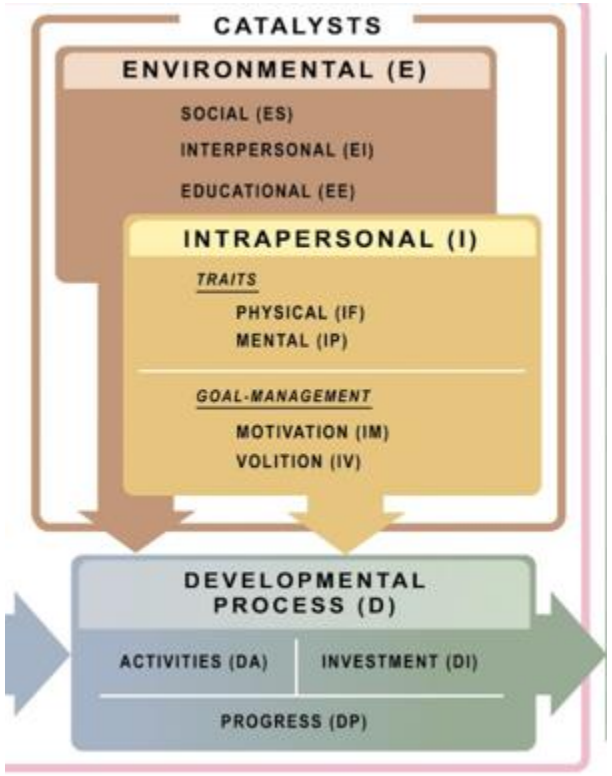
Giftedness: How culturally flexible is the DMGT



Reflection point: *What do you see as the purpose of giftedness and gifted education? Why does giftedness need to be identified and nurtured in our schools? How might Yolŋu views of the purpose of giftedness conflict with school-based approaches?*

Yolŋu perspectives of talent development

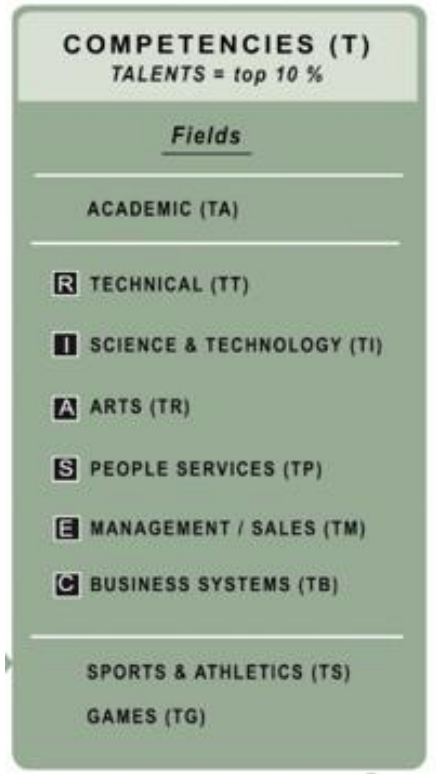
Talent development: How culturally flexible is the DMGT



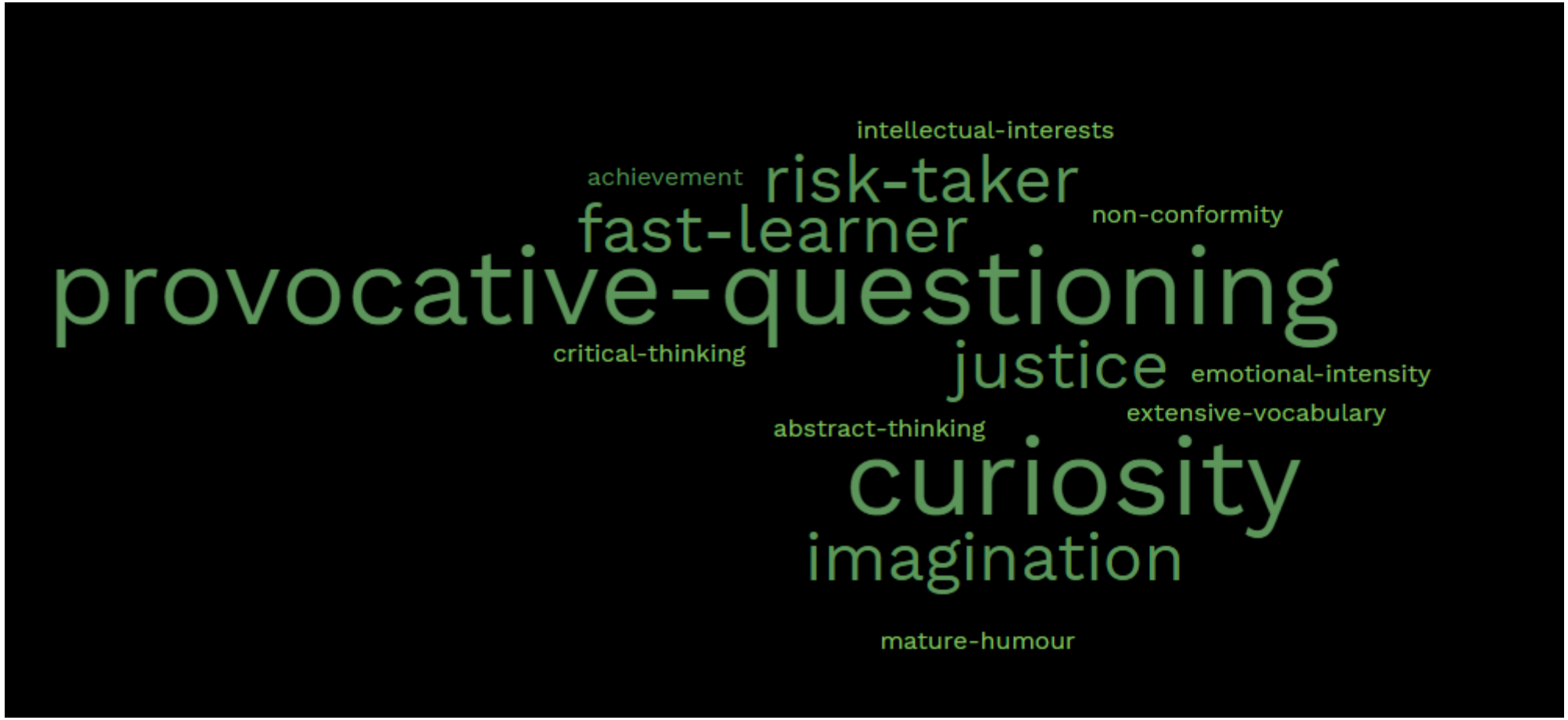
Yolŋu perspectives of talents

Talents: How culturally flexible is the DMGT

Reflection point: Do you think the fields of talent in the DMGT 2.0 are 'complete'? Are there competencies that have been overlooked in this model? What additional abilities would you include if you could?



Traits, behaviours and attributes of giftedness



Traits attributes and behaviours of intellectual giftedness

- Julie is in Year 7. Her teachers describe her as a very fast learner. She is will to take risks in her learning, and achieves results that are well above year level expectations. Her teachers note that she is often keen to answer and pose interesting and provocative questions during a lesson. Julie can sometimes get caught up in issues of justice, and this has caused her some conflict with her teachers. Her teachers describe her as highly imaginative and she enjoys composing short stories.

Traits attributes and behaviours of intellectual giftedness

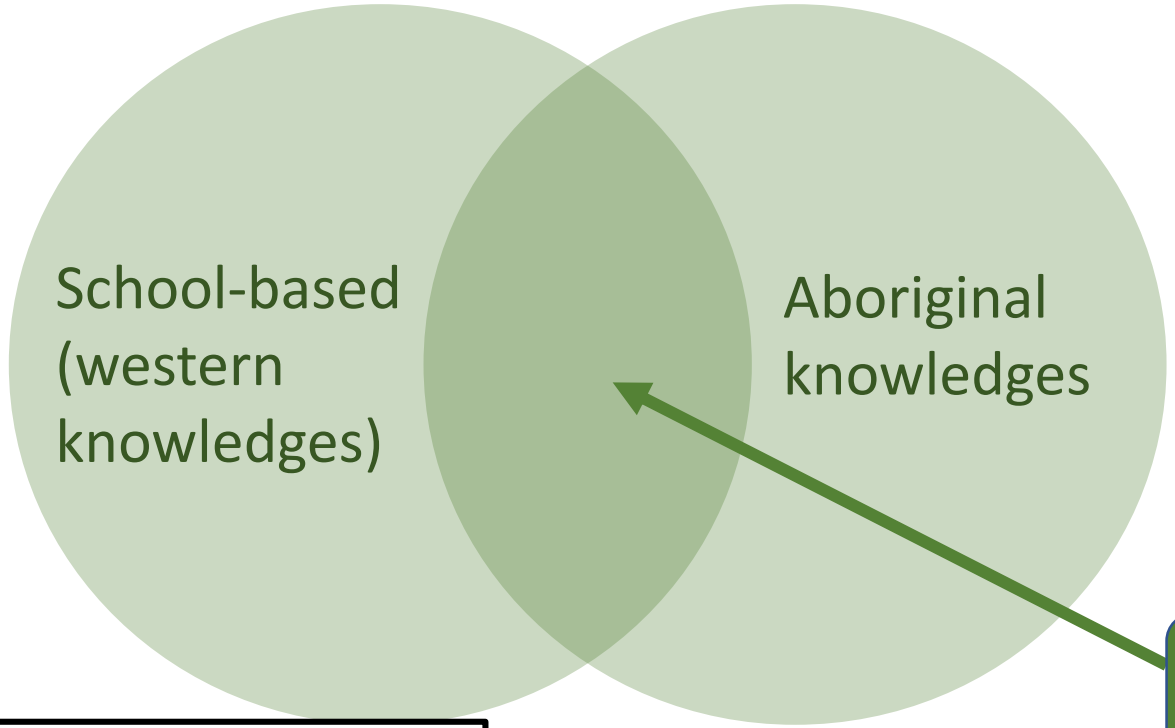
- Simon is a Yolŋu boy who is also in Year 7. He enjoys school and always listens intently during class. His teachers note that he is often reluctant to answer or pose questions during a lesson. He is achieving above year level expectations. In classroom activities he prefers to take the time to observe others prior to having a go himself, though he is always confident when he is participating in academic activities in which he is interested.

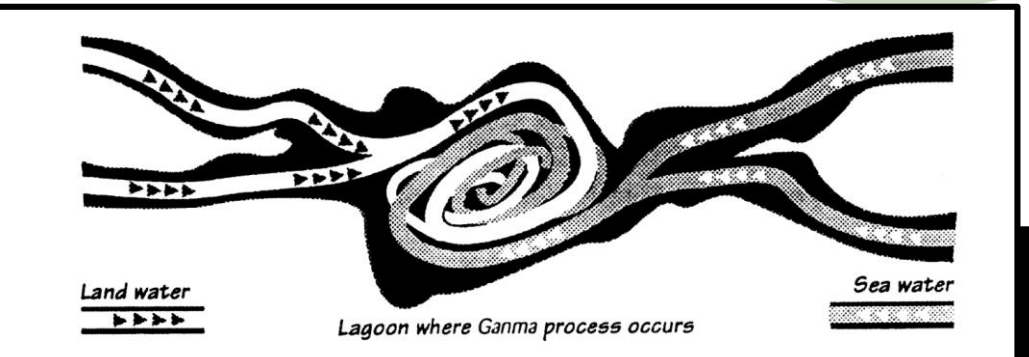
Traits, attributes and behaviours of intellectual giftedness

Traits attributes and behaviours of intellectual giftedness

- Simon is a Yolŋu boy who is also in Year 7. He enjoys school and always listens intently during class. His teachers note that he is often reluctant to answer or pose questions during a lesson. He is achieving just above year level expectations. In classroom activities he prefers to take the time to observe others prior to having a go himself, though he always seems interested and confident when participating in academic activities.

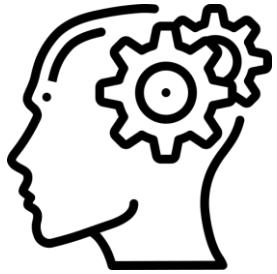
Identifying and supporting both intellectual and cultural gifts (a case study)





Identifying and supporting both intellectual and cultural gifts (a case study)

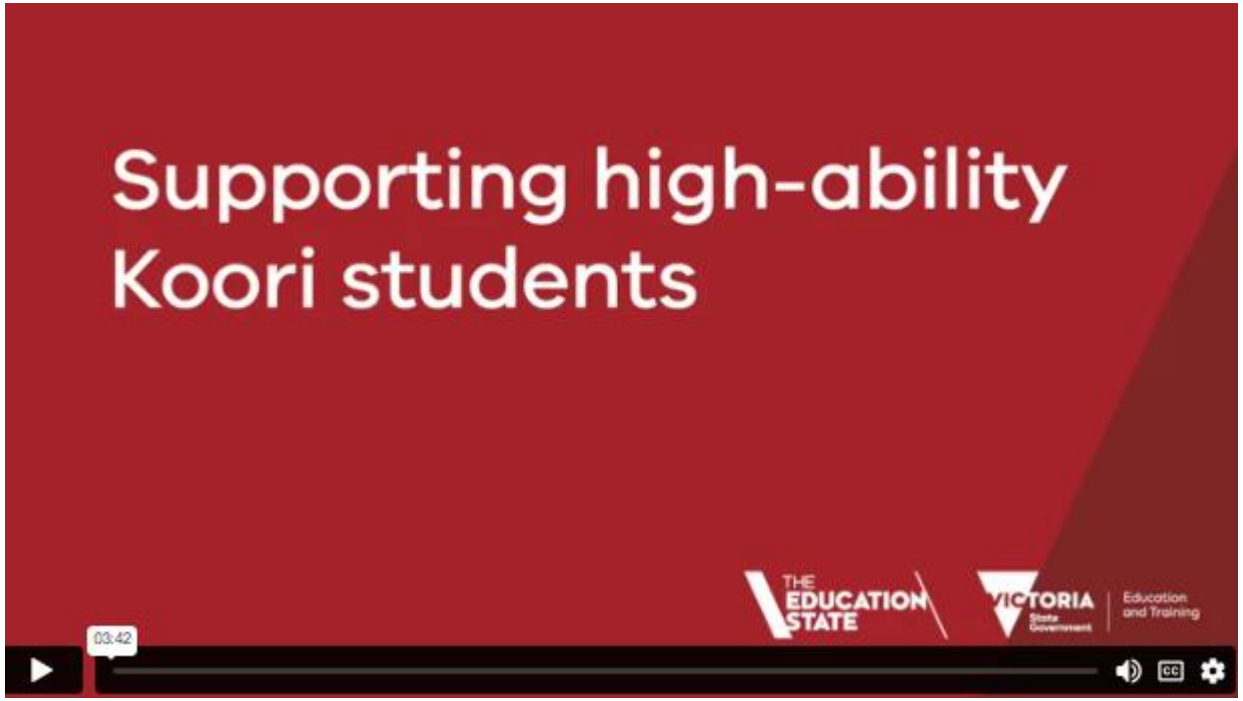
Both-ways Yolŋu Identification checklist



Reflection point: How does both-ways checklist differ to others you have seen or worked with in the past?

Looking for opportunities to support gifted Aboriginal students

- There are many existing initiatives that we can access to support gifted Aboriginal student



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