QAGTC

The Queensland Association for Gifted & Talented Children

Light Years Beyond their Age

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Acknowledgement of Country

O CAPTAIN! MY CAPTAIN!

- O CAPTAIN! My Captain! Our fearful trip is done,
- The ship has weathered every rack ,the prize we sought is won,
- The port is near, the bells I hear, the people all exulting,

While follow eyes the steady keel, the vessel grim and daring:
But O heart! Heart! Heart!
O the bleeding drops of red!
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! My Captain! Rise up and hear the bells.

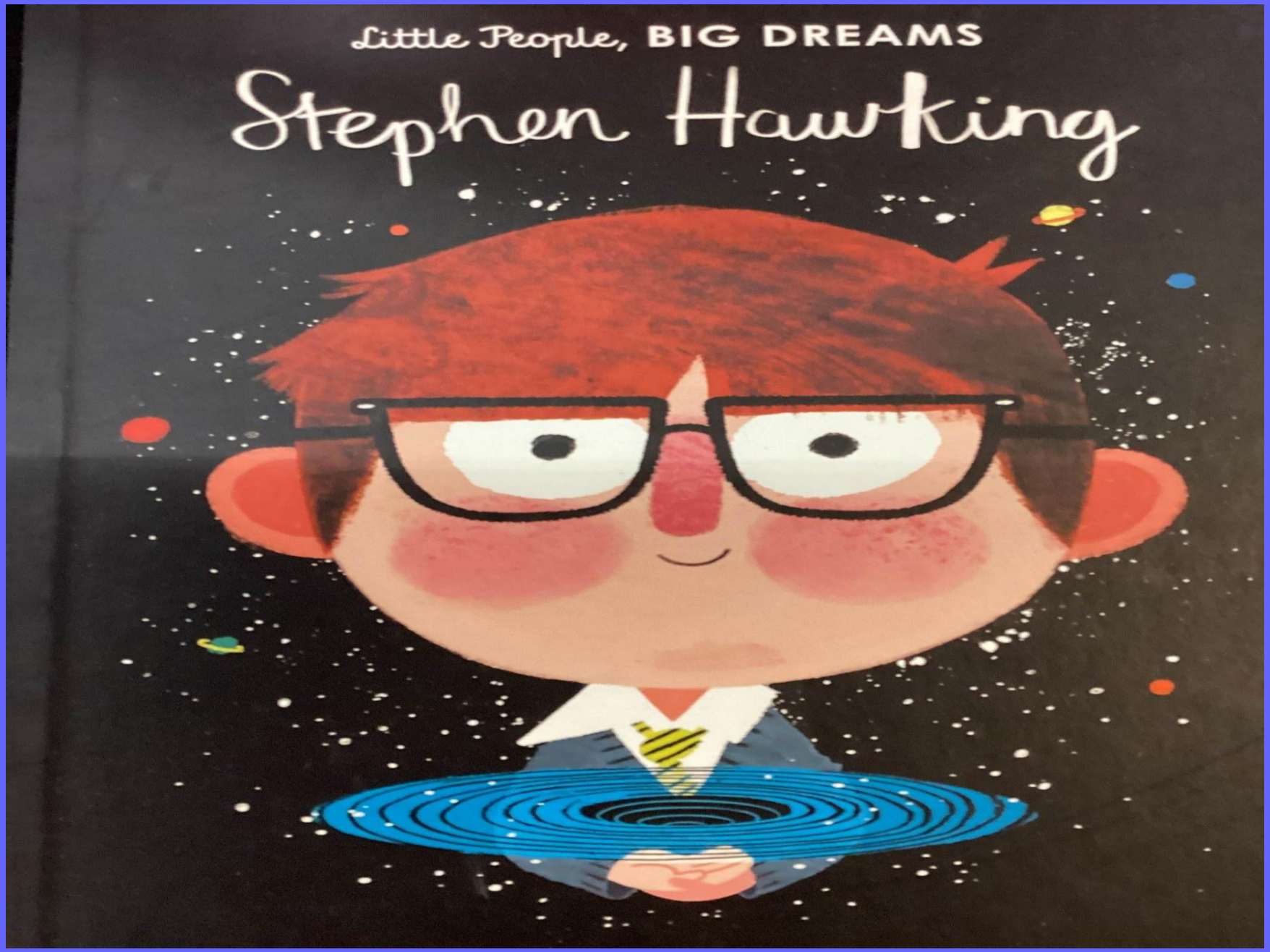
By Walt Whitman

Stories from the Past

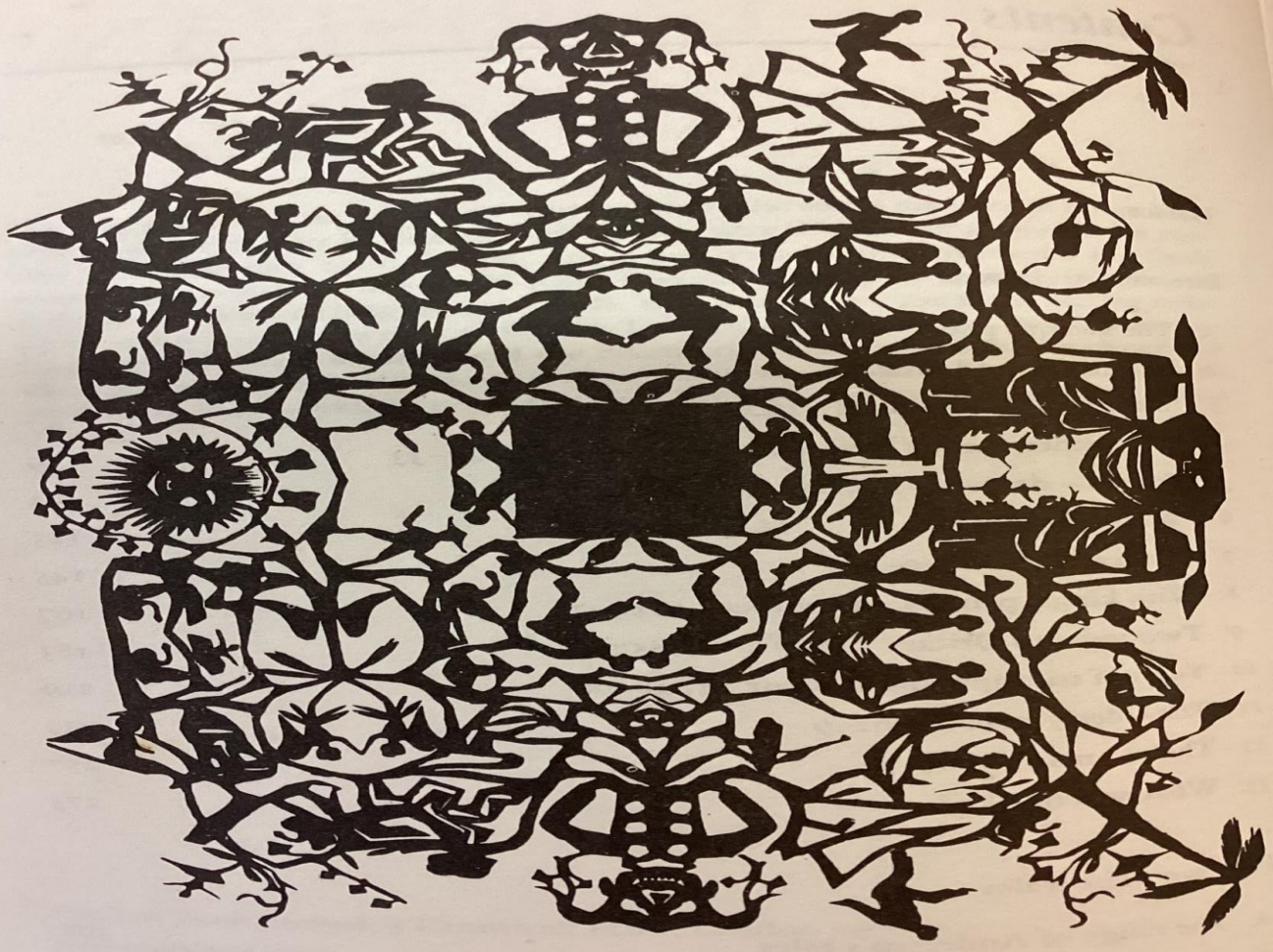
- First Nations
- Socrates
- Mozart
- Edison
- Einstein
- Madame Currie
- Newton
- Nietzsche
- Walt Disney

Disney

Little People, BIG DREAMS®
Helen Keller

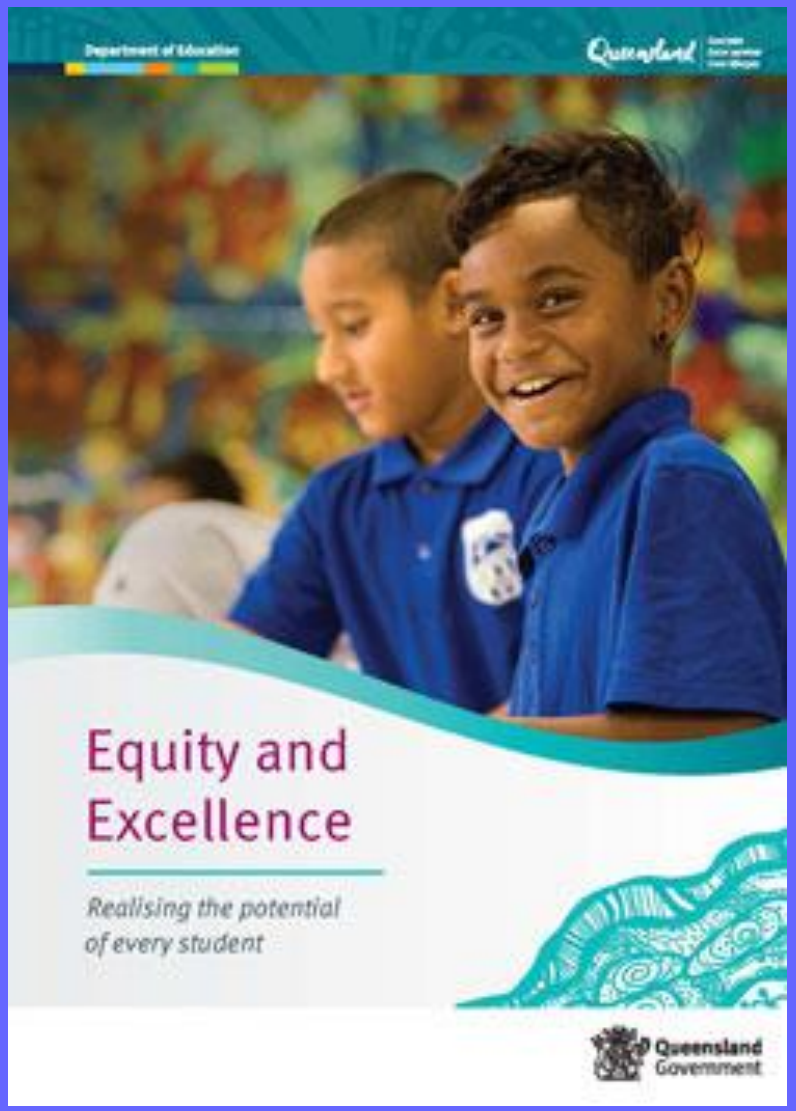

Little People, BIG DREAMS
Stephen Hawking

J.C. Ørsted
1859



Paper

- Realising the potential of every student



Equity and Excellence

- Focusses on preparing the students for today for a more diverse and global world
- So it is critical that our strategy unlocks students potential to become healthy, productive, life long learners and job ready citizens

The Australian Curriculum Student Diversity Information

Emphasizes “excellence and equity in education ’’and advises that:

Students who are gifted and talented have a right to rigorous ,relevant and engaging learning activities drawn from a challenging curriculum that addresses their individual learning needs.

Australian Curriculum Design

Teachers use the flexible design of the Australian Curriculum to meet the individual learning needs

of gifted and talented students and make the necessary curriculum selection to the age equivalent level of content to meet their learning needs.

ACARA curriculum subjects- English, Mathematics, Science, History and Geography.The Arts

Australian Curriculum Design

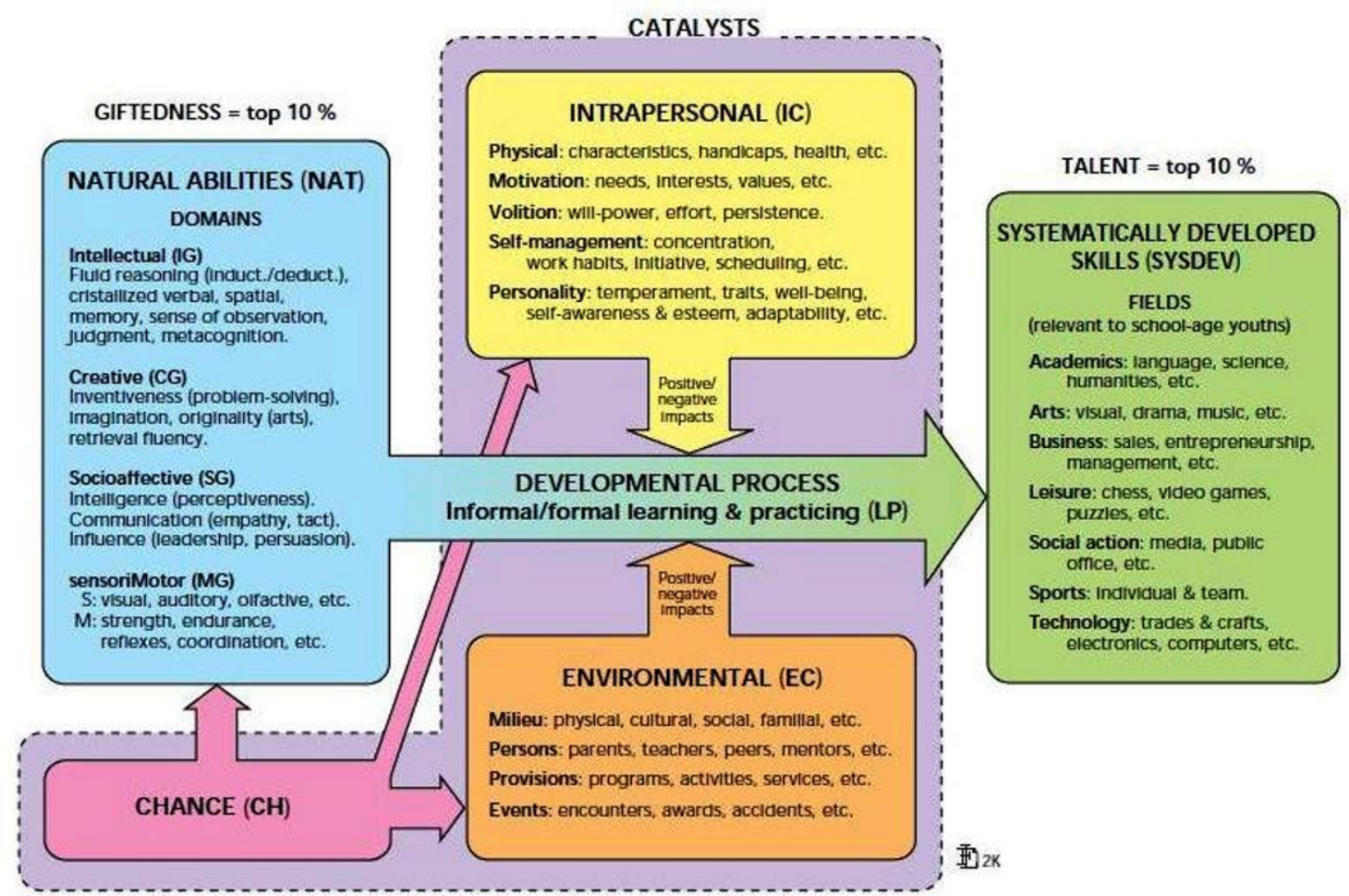
Learning Area Content at a higher level

General capabilities Creative and Critical thinking

Cross curriculum –priorities eg analyse sustainability issues in science in depth

The Australian Curriculum ,Assessment and Reporting Authority (ACARA) adopts Gagne's(2009) Differentiated Model of Giftedness and Talent

Gagné's Building Gifts into Talents



Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

Defining 'gifted' and 'talented'

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability:

- **Intellectual , creative, social and physical.**

- **Giftedness designates the possession and use of outstanding natural abilities, called aptitudes , in at least one ability domain, to a degree that places an individual at least among the top 10%of age peers in the school (Gagne 2003 -2008)**

Talented

- Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills).

- Talented students are those whose skills are above
- average in one or more areas of performance .

- Outstanding mastery is evident in a least one field of human activity to a degree that places an individual at least among the top10%of age peers in the school who are or have been active in that field.

(Gagne2003 -2008)

Levels of Giftedness

Giftedness is found at several levels The further a person's IQ is from the norm of 100 the more complexes that person has

- Level Mildly (or basically) gifted IQ Range 115-129
- Level Moderately Gifted IQ Range 130-144
- Level Highly Gifted 1Q Range 145-159
- Exceptionally Gifted IQ Range 160-179
- Profoundly Gifted IQ Range 180 +

Prevalence

Mildly	1:6 - 1:44
Moderately	1:44- 1:1000
Highly Gifted	1:1000-10,000
Exceptionally Gifted	1:10,000-1.1million
Profoundly Gifted	Fewer than 1:1 million

Giftedness as Asynchronous Development

- **Giftedness as asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.**
- **This asynchrony increases with higher intellectual capacity.**
- **The uniqueness of the gifted renders the particularly vulnerable and requires modifications in parenting, teaching and counselling in order for them to develop optimally. (Columbus Group, 1991)**

Traits of Giftedness

No gifted individual is exactly the same, each with their own unique patterns and traits.

COGNITIVE
CREATIVE
AFFECTIVE
BEHAVIOURAL

CC BY-SA

Characteristics

- Intellectual traits
- exceptionally reasoning ability
- facility for abstraction
- intellectual curiosity
- rapid learning rate
- complex thought process
- vivid imagination
- early moral concern
- passion for learning
- powers of concentration
- analytical thinking
- divergent thinking/creativity
- keen sense of justice
- capacity for reflection

Characteristics

- personality traits
- insightful
- need to understand
- need for mental stimulation
- perfectionism
- need for precision/logic
- excellence sense of humour
- intensity
- perseverance
- acute self-awareness
- nonconformity
- questioning rules/authority
- tendency to introversion

Enriching Young Minds

In the first years of schoolchildren continue to gain greater independence, manage their emotions more effectively, develop their social skills and engage in more complex cognitive and intellectual activities.

A Great Start for all Queensland Children

Teachers collect Quantitative data

- **School based and systematic data showing a student's current performance level or current level of achievement.**
- **PAT R Reading**
- **PAT M Maths**
- **NAPLAN data- Literacy and Numeracy**
- **Teacher developed tests/assessments to identify achievement against ACARA achievement standards**
- **Off -level testing standardised tests at a level above the current grade of the student**

Collecting Qualitative data

- When and by whom
- Checklists provide evaluative judgements about students by their parents, teachers, peers and the students themselves
- Parents have vital information on students particularly from their first five years of life.

  Class Teachers (CT) when they know them well enough
- Gifted and Talented Checklists by Michael Sayler
- About Whom Any student who may be considered gifted and talented or having high potential performance

Curriculum for Gifted learners is guided by certain beliefs:

The needs of gifted learners encompass cognitive, affective, social and aesthetic areas of curriculum experiences

Gifted students are best served by a curriculum that incorporates both accelerated and enriched learning.

Curriculum experiences for gifted learners need to be thoughtfully planned, written down and incorporate explicit assessment.

www.australiancurriculumedu.au/StudentDiversity

Curriculum Provision

Gifted and talented students need a curriculum that must cater for their specific learning needs:

- **a faster pace**
- **an ability to process more complex information, higher order thinking**
- **a need to spend quality time with students of the same or higher ability**
- **opportunities to undertake challenging curriculum tasks which enables them to develop strategies for coping with difficult problems .**

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Curriculum Provisions: Enriching Young Minds

Differentiation:
Content, Process, Product

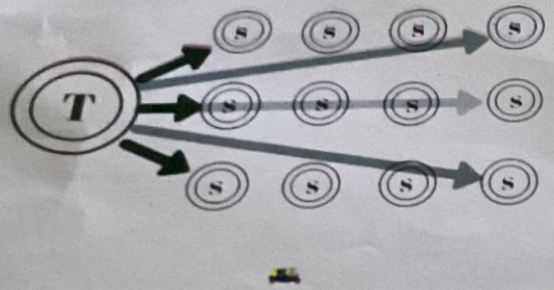
Curriculum Compacting: creating a challenging environment

Acceleration:
Early Entry, Single subject, Year Level(s)

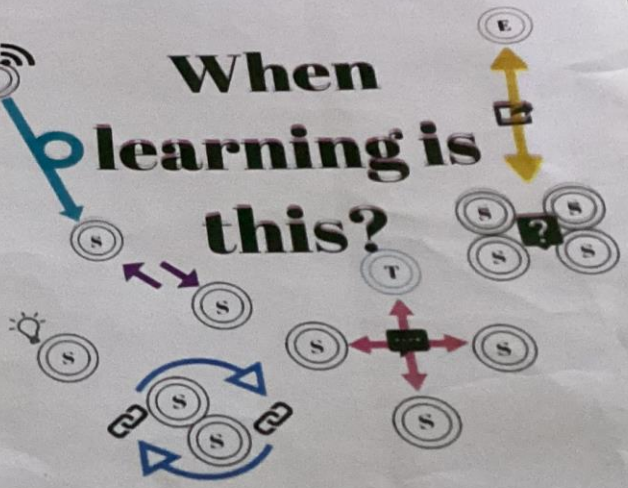
Why teach like this?

When learning is this?

Why teach *like this?*



When learning is this?



Stay calm.
Let everyone have their say.
Listen.
Then, try to figure out what's going to make all these different voices and ideas come together.
It works for us.
(Jim Henson)

This Photo-SA-NC

There are only two lasting bequests we can hope to give our children. One of these is roots, the other wings.

Hodding Carter