What and who is giftedness for? An Aboriginal perspective.

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
- Background
- A journey through time – the history of the purpose of gifted education
- Yolŋu perspectives of the purpose of giftedness
- Sternberg's transformational giftedness
- Similarities and differences between Yolngu views and Sternberg's approach
- Provocations and discussion

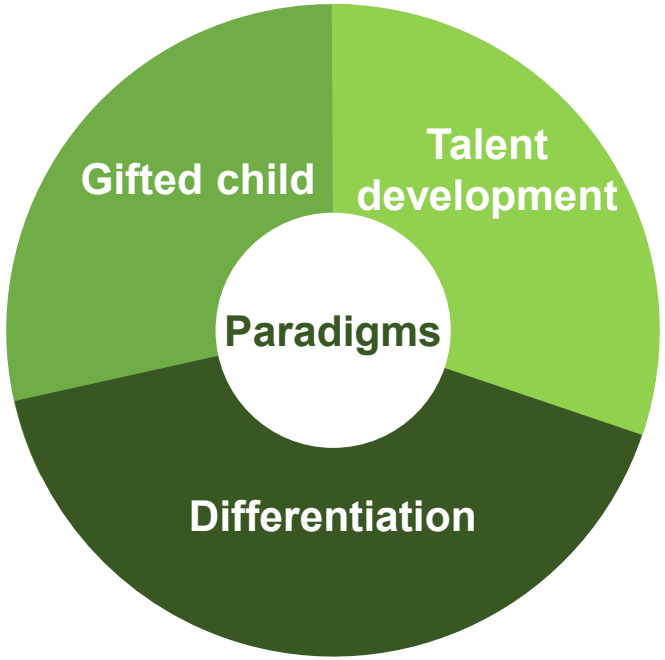
Positionality

Background

Australian
Association for the
Education of the
Gifted and
Talented
AAEGT 2022 Virtual Conference
Future Focus:
A Gifted Education Paradigm Shift
Friday Oct 21 - Saturday Oct 22, 2022

A journey through time: the history of the purpose of gifted education

- **What:** Essentialism
- Why: supporting the gifted OR societal benefit
- **Who:** General intellectual aptitudes
- **How:** Programs and practices assumed to be uniquely suited to the gifted



- **What:** Developmentalism
- **Why**: supporting domain excellence
- **Who:** Domain specific aptitudes
- **How:** Authentic domain specific opportunities

- **What:** School-based response
- **Why**: Supporting needs in the school context
- **Who:** Diagnosis of needs for educational purposes in a particular learning context
- **How:** Differentiation

Sternberg's transformational giftedness

Yolŋu perspectives of giftedness

Yolŋu perspectives of giftedness Vs Sternberg's transformational giftedness

Transformational	Yolŋu
Collectivism	Collectivism
Transformation/change	Continuity

Provocations and discussion

- Are Sternberg's questions about purpose better directed at education more broadly?
- If 'transformational' giftedness is a completely different form of giftedness, one that requires different types of identification and programing, what happens to the non-transformationally gifted child when we re-direct our efforts to supporting the transformationally gifted?
- Is it right to expect our gifted young people to change the world?

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