

I would like to acknowledge the Turrbal and Yugerra People who are the traditional custodians of the land and pay respect to the Elders, past and present, and extend that respect to other Aboriginal and Torres Strait Islander Peoples.



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How Gifted Education is Viewed by Aboriginal and Torres Strait Islander students

Key Terms

Giftedness (G)

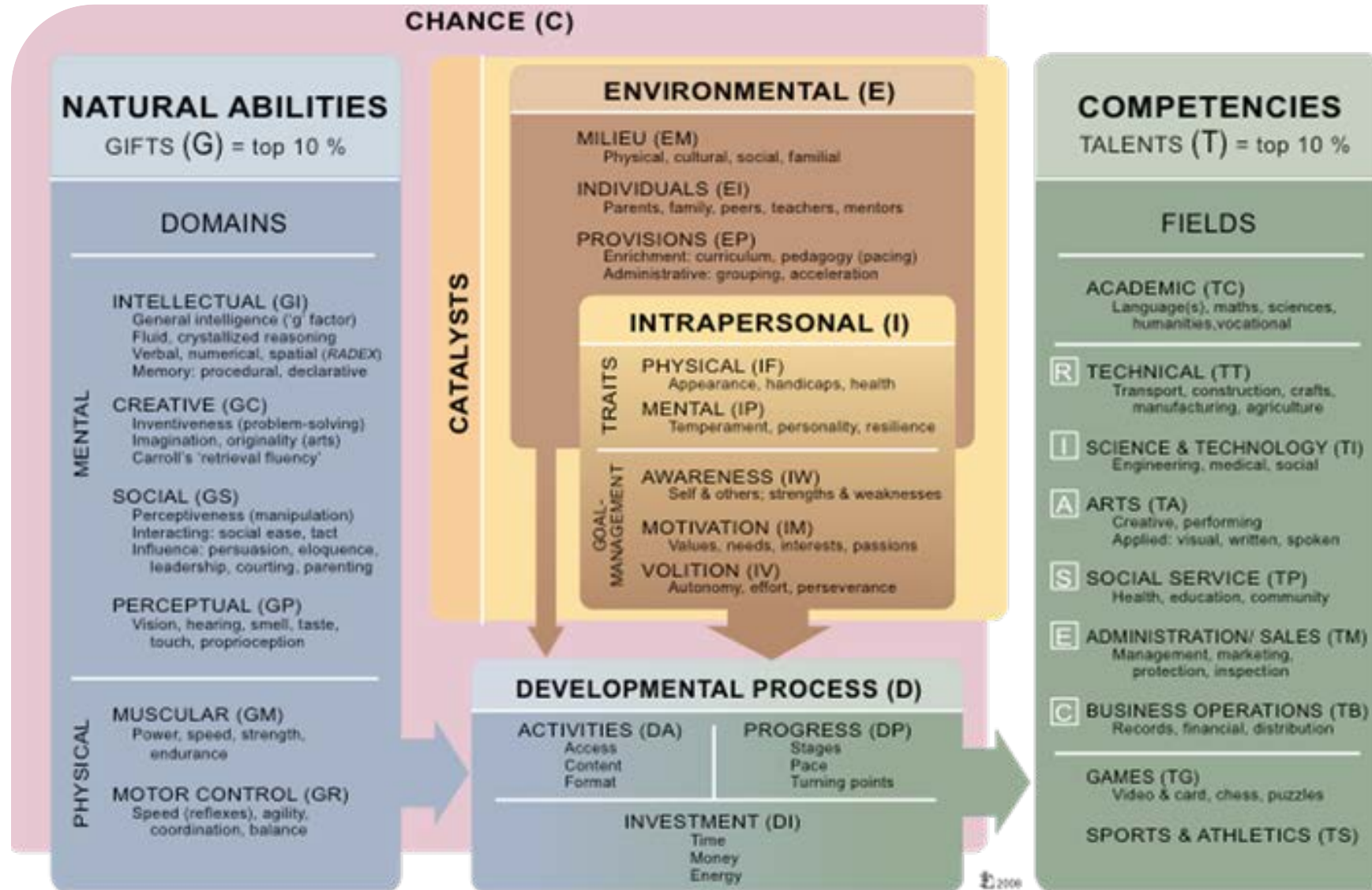
Designates the possession and use of biologically anchored and informally developed outstanding natural abilities or aptitudes (called gifts), in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers (Gagné, 2021).

Talent (T)

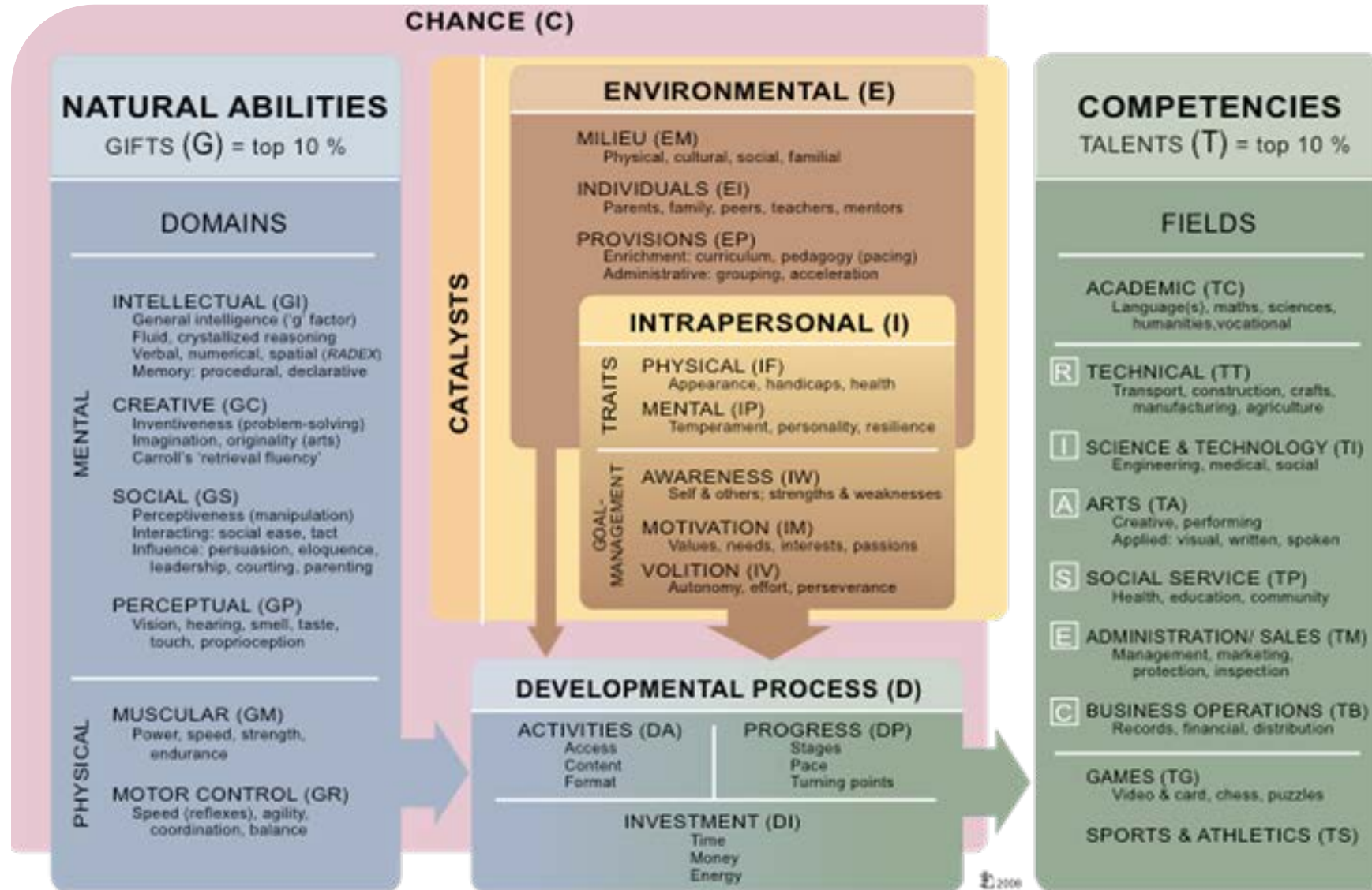
Designates the outstanding mastery of systematically developed competencies (knowledge or skills) in at least one field of human activity to a degree that places an individual at least among the top 10% of their 'learning peers', namely those having accumulated a similar amount of learning time from either current or past training (Gagné, 2021).

Academic Talent Development (ATD): a structural long-term program of learning activities anchored in a constantly challenging academic curriculum directed towards attainment of high-level excellence goals (Gagné, 2015)

The DMGT 2.0



The DMGT 2.0



Why?

In Australia, Aboriginal and Torres Strait Islander students remain underrepresented in gifted programs

(Chaffey, 2011; Thraves and Bannister-Tyrell, 2017; Vialle, 2011).

This is due to:

- Racist attitudes are often reflected in everyday Australian classrooms (Carlson, 2016).
- Indigenous learners are introduced to negative expectations that potentially affect academic perceptions and performance (Webber, 2017).
- Classrooms are saturated with racial stereotypes such as: intellectual inferiority, laziness, and danger to public safety (Webber, 2008, 2011; Moodie, 2019).
- Bias tests (Lohman, 2006)
- Lack of consensus on definitions of giftedness (Renzulli, 2011; Sternberg, 2006).

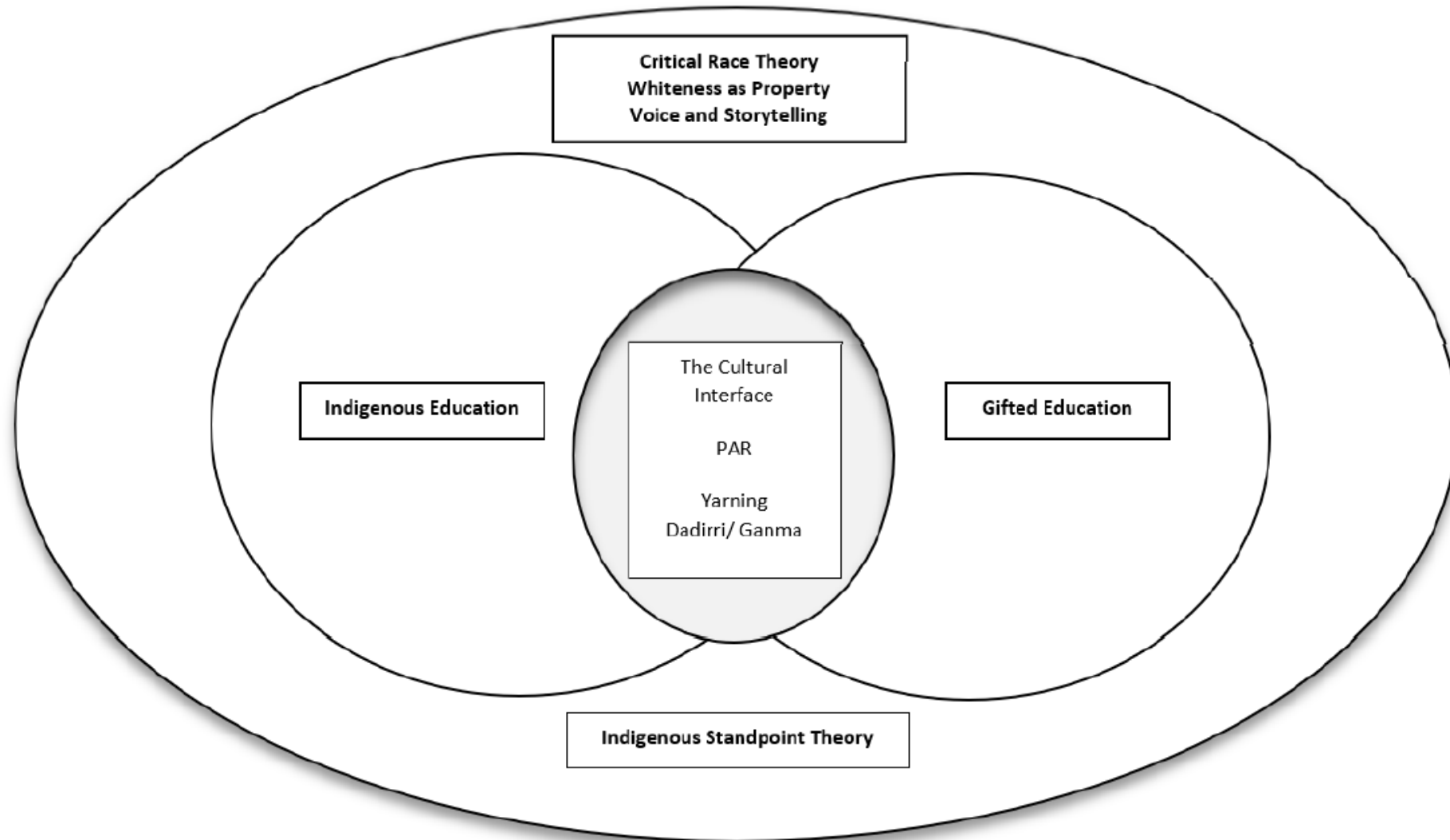
Purpose

- Highlight issues of inclusion and exclusion that impact Aboriginal and Torres Strait Islander students
- Investigate Aboriginal and Torres Strait Islander students' views of gifted education programs

Theoretical Framework

- **Critical Race Theory** (Ladson – Billing and Tate, 1995)
 - Whiteness as Property
 - Voice and Storytelling
- **Indigenous Standpoint Theory** (Foley, 2003; Nakata, 2002)

The Meeting Space between Indigenous and Gifted Education



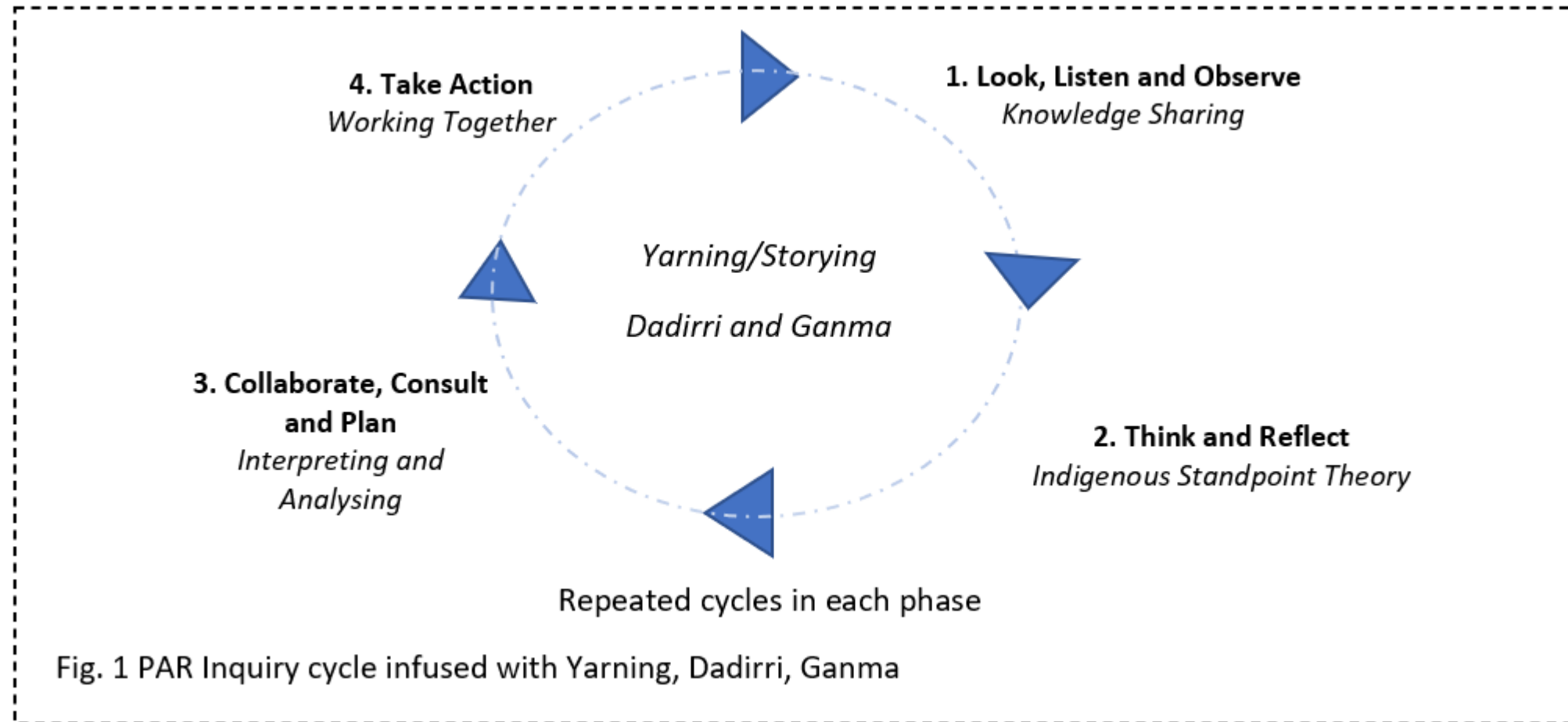
Methodology

Combination of both Indigenous and Western methodologies

- Yarning (storying/interviews) infused with Dadirri (deep listening) and Ganma (knowledge sharing)
- PAR – Participatory Action Research
 - participants are co-enquirers and equals in the research process
 - Voices, stories and concerns of Indigenous youth at the centre of the project

How?

- **Formed an Indigenous Working Party (IWP)** consisting of an Indigenous Youth Support Officer, Indigenous Parent, Emerging Indigenous Elder
- **Met with co-researchers once a week for an hour before school over 20 weeks**
- **Yarned using artefacts:**
 - Gifted and talented policies in Australian curriculum and Education Qld
 - Gagne's DMGT 2.0 model
 - ACARA – History and English
 - Cross Curricular Priorities - Aboriginal and Torres Strait Islander Perspectives
 - What is a gift?
 - What is a talent?
- **Semi structured interviews with teachers and principals**



Teacher Questions



1. What do you understand by the term gifted?
2. What are some of the strengths of your gifted learners?
3. When you think of Indigenous giftedness what comes to mind?
4. What measures need to be taken by teachers to ensure gifted education is inclusive for Aboriginal and Torres Strait Islander students?
5. What biases or stereotypes do you think impact a gifted Aboriginal and Torres Strait Islander student in gifted education?
6. Do you believe that your gifted indigenous students require more support than that of your non-indigenous, and why do you think that is the case?
7. What aspects of Indigenous Australian history do you believe the curriculum should focus on, and how do you believe learning about these parts of history reflects on your indigenous students?

Principal Questions



1. What do you understand by the term gifted?
2. How do you cater for your academically exceptional students?
3. What measures do you think need to be taken by principals to ensure gifted education is inclusive for Aboriginal and Torres Strait Islander students?
4. What biases or stereotypes do you think impact a gifted Aboriginal and Torres Strait Islander student?
5. How do you think teachers can ensure that gifted Aboriginal and Torres Strait Islander students are supported socially and emotionally so they can thrive?
6. Do you think the Australian Curriculum is suitable for gifted Indigenous students?
7. How do you as a principal deal with racism in your school?

Themes

- **Racial Literacy: Restorative Justice vs Zero Tolerance**
- **Voice without agency**
- **Multiculturalism**
- **Whose views matter most – principal, teacher, student**
- **Art as an expression of culture and identity**
- **Power of Indigenous knowledge**
- **Equity and Fairness**
- **Culture before achievements**
- **Opportunities and success**

Action

If gifted education programs are to attract and effectively support more Indigenous learners what does it need to look like?