Tournament of Minds: Challenging a Changing World with the Power of Talent Development

Tournament of Minds
Challenging the world

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Using the lens of Talent Development...

Krisel, S. C. (2021). Programming for talent development inside of school. In *Talent development as a framework for gifted education* (pp. 43-62). Routledge.

- Gifted Learners need a variety of methods in which their learning needs can be met
- Gifted Learners' characteristics are important as they guide the provision and development of services
- Gifted Learners require Higher Order Thinking (HOT) learning activities and regular opportunities to demonstrate their creativity and curiosity

Riley, T. L., & Karnes, F. A. (2005). Problem-solving competitions: Just the solution!. *Gifted Child Today*, *28*(4), 31-64.

- Competitions are important opportunities in Gifted Education
- Allows for the Gifted Learners to compete/perform in areas of their preferred domain and against like minded peers- not necessarily age peers
- Provides a forum to exhibit, refine and develop their special talents and abilities and in turn receive acknowledgement of their abilities and appreciation of the skills and knowledge of others

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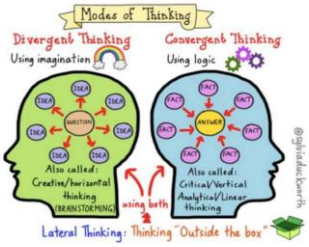
Talent development, Tournament of Minds(TOM) and competitions

Riley, T. L. (2011). Competitions for showcasting innovative and creative talents. *Gifted and Talented International*, *26*(1-2), 63-70.



- Competitions are a valid component in meeting the needs of Gifted Learners
- May be part of the curriculum eg Science Talent Search, Science Olympiads, APSMO
- Out of school such as Ethics Olympiad
- TOM can meet both co- curricular which run parallel to regular curriculum eg orchestra and extra curricular which falls outside of the regular curriculum
- Competitions can meet the needs for curiosity, learning, motivation
- Allows for independence, risk taking, the playing of and with idea, making and meeting timelines, task commitment
- Develops creative and critical thinking in that ideas needs to be generated, developed, prototyped and tested and the judged using a set of criteria

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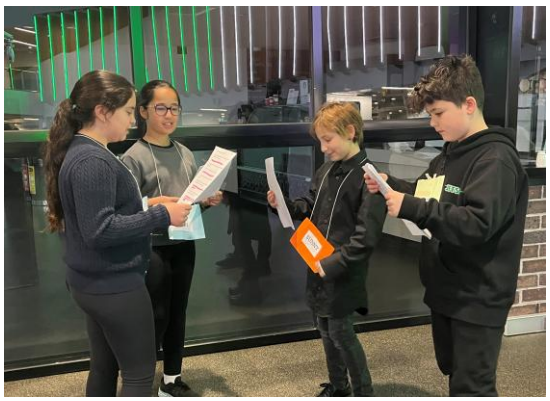
Theories and Models and TOM

Renzulli's School Wide Enrichment Model, Type 3

- Develops creative and critical thinking, problem solving; Challenges allow and encourages investigation and students produce an artistic outcome
- Teams can be multiage yet share common interests

School thus becomes the place for talent development



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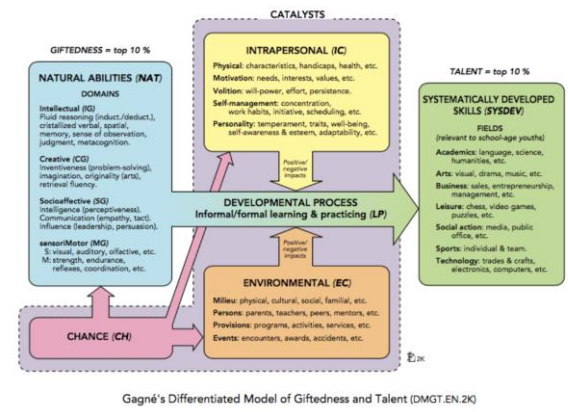

Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

https://giftedstudentliteracy.weebly.com/gagnes-differentiated-model-of-giftedness-and-talent.html

Gagne DMGT 2.0

TOM encourages Gifted Learners to:-

- Develop their natural abilities
- Provides chance, an environment to learn and practice; enhance intrapersonal skills

Thanks to TOM, I no longer experience stage fright when addressing large audiences - in fact, I often perform better when speaking impromptu rather than from a script. When unexpected challenges arise, I can now remain calm and think of multiple possibilities to adapt to the situation. I also enjoy bringing out-of-the-box ideas to my classwork, making learning more enjoyable (and hopefully the examiners find that too).

TOM Alumni from Years 4 to 10; TOM captain; current Year 12 student

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Key Differences_ from AI

Source:- https://www.perplexity.ai/search/talent-development-vs-gifted-e-XY.1Kw52SlW_Kd5Bu1GDaw

Key Differences

Aspect	Gifted Education	Talent Development
Definition	Focus on identifying and serving students with high, often innate, abilities [5]	Focus on nurturing and developing potential in specific domains, viewing ability as developable [2] [3]
Identification	Often based on standardized tests and fixed criteria [5]	Based on demonstrated strengths, interests, and emerging abilities; more flexible and inclusive [2] [3] [7]
Philosophy	Giftedness is often seen as a fixed trait [3]	Talent is seen as dynamic and can be developed [2] [3]
Program Focus	Enrichment and acceleration for identified students [5]	Systematic support, opportunities, and personalized pathways for all high-potential students [2] [3] [7]
Scope	Traditionally narrower, serving a select group [5]	Broader, aiming to support a wider range of students and talents [2] [5] [7]

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Why Tournament of Minds…

"With the unique fusion of academic skills, teamwork, and performance"

" I do think TOM has been extremely helpful *in* my career - the leadership, teamwork, and problem-solving experience (especially thinking on your feet and presenting) is just unbelievably valuable…and is helping me right now as I'm building a software team at a startup."

TOM Alumni from Year 6 to Year 10;currently in LA

- Tournament of Minds has a history of engaging students who have a passion for a specific domain and thus have unique interests and talents
- Uses problem solving, creative and critical thinking as well as collaboration
- Students create a product- a 10minute play- which they have developed to fit a set of criteria upon which it is judged
- The student is given choice as to which discipline they participate
- TOM creates a "goal-oriented environment with like minded peers" Renzulli (2021)
- Inclusive and encourages potential

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What does the Qld DoE say?

G&T Education

- All Queensland state schools are committed to realising the potential of students who are gifted, talented, high ability, high potential or high achieving.
- This includes the provision of extension (more depth) and enrichment (greater breadth) of the student's year level curriculum. Opportunities for extension and enrichment are drawn from the three dimensions of the Australian Curriculum: learning areas, general capabilities, cross-curriculum priorities.
- Schools can also utilise discretionary time in their timetable to provide value added programs that meet the needs of students who are gifted, talented, high ability, high potential or high achieving.

Equity and Excellence

- Every student, every classroom, every school connected to limitless learning opportunities.

provide differentiated support leveraging expertise across the system to assist all schools to lift outcomes

Department of Education

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How does TOM facilitate enriched learning across the syllabus?

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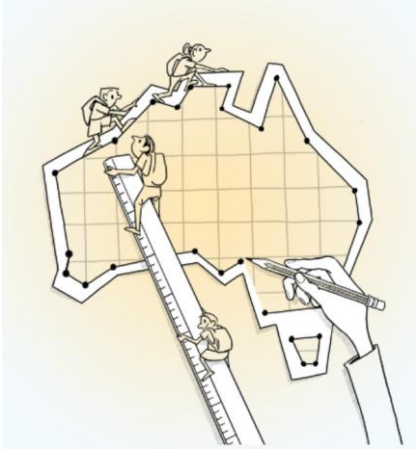
General Capabilities

All General Capabilities

- Literacy (29)
- Numeracy (3)
- Information and Communication Technology (ICT) Capability (6)
- Critical and Creative Thinking (24)
- Personal and Social Capability (20)
- Ethical Understanding (13)
- Intercultural Understanding (19)



Australian CURRICULUM V 9.0 Australian Curriculum

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The Disciplines

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Language Literature

Social Sciences

STEM

The Arts

Spontaneous

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LANGUAGE LITERATURE

This Challenge must be read in conjunction with the 2023 Instruction Manual.

Rupture in the Structure

A. INTRODUCTION

Narratives are often most engaging when they take unexpected risks with structure, for example, challenging the typical Freytag structure to tell a story in reverse, or form a unique perspective or are retold in a different genre.

Freytag - Freytag's pyramid describes the five key stages of a story:

B. CHALLENGE

The Bored Bards want to get back the joy of reading real physical books instead of texts online or relying on movies of books. They are seeking new bards to present their own version of the well known story, *The Velveteen Rabbit*. Your team of bards has chosen to participate in this challenge by presenting a dramatic retelling of *The Velveteen Rabbit* using a different structure to the original. You are also required to create a storyboard to outline the changes you have made to the original story.

C. PRESENTATION AND SCORING

During your presentation, your team should endeavour to:

1	**Demonstrate understanding** Demonstrate an understanding of the original storyline	0 - 20 points
2	**Identify changes** Identify the changes in structure your team has used through the storyboard	0 - 20 points
3	**Show originality** Show originality in the adaptation of the text	0 - 50 points
4	**Develop characters** Develop the characters in a creative and thoughtful way	0 - 40 points
5	**Bring the story together** Show an understanding of how the whole structure works to make a complete story	0 - 40 points

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Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Create literary texts that experiment with structures, ideas and stylistic features of selected authors ACELT1798	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice ACELT1800	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition ACELT1625	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects ACELT1632	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation ACELT1773	Create imaginative texts that make relevant thematic and intertextual connections with other texts ACELT1644
		Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour ACELT1805		Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ACELY1746	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended AudienceACELT1815

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Bringing It Home

A. INTRODUCTION

Often something can go missing, and there can be a real sense of urgency to get it back safely and without delay. There is often a story behind the reason it has gone missing.

B. CHALLENGE

Your team has been given a challenge to return what has been lost.

In telling your story, explain what is missing, where it is missing from, how it was found and the possible impact/s of its return.

Your team is to design a mobile, wheeled machine to return what is missing to a designated location. There must also be a mechanism built into the machine that is triggered to release what has been found into the designated location. (See Section D for further information)

C. PRESENTATION AND SCORING

During your presentation, your team should endeavour to:

1	**Tell your story** Explain what is missing, where it is missing from, how it was found, and the impact/s of its return	0 - 30 points
2	**Construction of the machine** Construct the machine to complete the journey to the designated location	0 - 40 points
3	**Innovative design of the trigger device** Design and construct a trigger device which enables the release of what has been found	0 - 50 points
4	**Design Plans** Create a mathematically accurate drawing showing the plan of the wheeled vehicle and the trigger device. Plans should include clear links to mathematical concepts.	0 - 30 points
5	**Successful delivery** Delivery on first attempt: 20 pts Delivery on 2nd attempt: 10 pts Delivery on 3rd attempt: 5 pts Unsuccessful 0 pts.	0 - 20 points

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Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ACSIS093	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ACSIS110	Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions ACTDEP037	Use project management processes when working individually and collaboratively to coordinate production of designed solutions ACTDEP039	Formulate questions or hypotheses that can be investigated scientifically ACSIS164	Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions ACTDEP050
Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions ACTDEP024	Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques ACTDEP025	Communicate ideas, findings and evidence-based solutions to problems using scientific language, and representations, using digital technologies as appropriate ACSIS133	Communicate ideas, findings and evidence-based solutions to problems using scientific language, and representations, using digital technologies as appropriate ACSIS148	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations ACSIS174	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations ACSIS208

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