Gifted & Talented

Advice for Parents

1 \times 2 \times 3 \times 4 \times 5 \times 6 \times 7 = 8 \times 9 \times 10 \times N

N = ?
Join the dots

Below are nine dots arranged in a set of three rows. Your challenge is to draw four straight lines which go through the middle of all of the dots without taking the pencil off the paper. If you were using a pencil, you must start from any position and draw the lines one after the other without taking your pencil off the page. Each line starts where the last line finishes.
What does Gifted and Talented mean?

The latest policy (Framework for Gifted Education, 2004) states:

Students who are gifted excel, or are capable of excelling, in one or more areas such as:

• general intelligence,
• specific academic studies,
• visual and performing arts,
• physical ability,
• creative thinking,
• interpersonal and intrapersonal skills.

Giftedness in a student is commonly characterised by an advanced pace of learning, quality of thinking or capability for remarkably high standards of performance compared to students of the same age.
Defining ‘gifted’ and ‘talented’

The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student’s giftedness into talent.

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 the 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.

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.


Giftedness as Multidimensional…

• Giftedness is both a social and cultural concept – what is known and valued in one culture may not be exactly same as that of another culture

• Giftedness was often conflated with high IQ

• Giftedness is not necessarily equivalent to all-rounded excellence

• Australia holds a much broader dynamic view of giftedness… *there is no single homogeneous group of gifted and talented students…*
What is Gifted behaviour?

Renzulli
How to identify a gifted & talented child, maybe...

• A strong sense of social justice and the ability to empathise with others.
• Literacy and/or numeracy ability significantly above same age peers (although the absence of this does not preclude a child from being gifted).
• An advanced sense of humour
• Excellent analogical reasoning (using similarities to form a rational argument or hypothesis).
• Advanced visual–spatial ability (think puzzles, and the ability to view an object from different perspectives by visualising it in their mind)
• Rapid-paced learning which requires little or no repetition.
• A tendency to prefer the company of older children and be readily accepted by them.
• A preference for more complicated, rule-based games.
## Bright or Gifted?

<table>
<thead>
<tr>
<th>Bright</th>
<th>Gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td>work hard to do well</td>
<td>do well naturally with little effort</td>
</tr>
<tr>
<td>strive to answer questions correctly in order to receive praise</td>
<td>are more inquisitive and ask more questions</td>
</tr>
<tr>
<td>often learn synchronically or in order</td>
<td>may have gaps, with extremely high achievement in some areas and not so much in others</td>
</tr>
<tr>
<td>usually socially on target with their peers</td>
<td>may feel more comfortable with adults or more mature youth.</td>
</tr>
<tr>
<td>able to handle things like age-appropriate movies</td>
<td>may become extremely concerned and ask questions about even minutely scary concepts.</td>
</tr>
<tr>
<td>enjoy school</td>
<td>often prefer to learn independently</td>
</tr>
<tr>
<td>will complete an assignment, and then move on to a non-academic activity</td>
<td>will become engrossed for hours in academic activities, often in very specific interest areas</td>
</tr>
</tbody>
</table>
What’s wrong with this sign?

A bright student reads and understands the sign.

A gifted student thinks differently and might ask, “What about humans? They’re animals aren’t they?”
## High Achiever or Gifted Learner?

<table>
<thead>
<tr>
<th>HIGH ACHIEVER</th>
<th>A GIFTED LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembers the answers</td>
<td>Poses unforeseen questions</td>
</tr>
<tr>
<td>Is attentive</td>
<td>Is selectively mentally engaged</td>
</tr>
<tr>
<td>Generates advanced ideas</td>
<td>Generates complex, abstract ideas</td>
</tr>
<tr>
<td>Works hard to achieve</td>
<td>Knows without working hard</td>
</tr>
<tr>
<td>Answers the questions in detail</td>
<td>Ponders with depth and multiple perspectives</td>
</tr>
<tr>
<td>Performs at the top of the group</td>
<td>Is beyond the group</td>
</tr>
<tr>
<td>Needs 6-8 repetitions to master</td>
<td>Needs 1 to 3 repetitions to master</td>
</tr>
<tr>
<td>Enjoys the company of age peers</td>
<td>Prefers the company of intellectual peers</td>
</tr>
<tr>
<td>Understands complex, abstract humor</td>
<td>Creates complex, abstract humor</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is self-critical</td>
</tr>
<tr>
<td>Gets A’s</td>
<td>May not be motivated by grades</td>
</tr>
</tbody>
</table>

(adapted from Differentiation: Simplified, Realistic, and Effective by Bertie Kingore, 2004)
BRIGHT VS. GIFTED
Ella: Gifted & Talented?

Age 4
- Memorised Thelma the Unicorn
- Prep Griffith Uni Science comp

Now age 7
- Makes up a knock-knock joke
- Spelling bee champ prep & year 1
- Says “I want to know what’s beyond the galaxies”
- Asks “Why do they have to make a competition out of everything?”
Sayler Checklists

Gifted and talented checklist for parents
Things my child has done

Carefully read each of the following descriptions. Each item is followed by a series of examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the unsure or don't know circle. Then tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: ____________________________________________
Child's birthday: _________________________________________
Your name: _____________________________________________
School name: ___________________________________________
Date: ____________________________________________________

1. Has quick recall of information.
   (e.g., immediately remembers facts, series of numbers, events, words, related to music, or parts of conversations heard earlier)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

2. Shows intense curiosity and deeper knowledge than other children.
   (e.g., asks questions incessantly; once interested, pays close attention to learning, has an enthusiastic need to know and explore, remembers things in great detail)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

3. Is empathetic, feels more deeply than do other children that others feel (e.g., enables empathy usually associated with older age, or she displays more mature feelings and shows understanding to others)

SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

4. Is energetic, always on the go.
   (e.g., never sits still or appears restless)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

5. Has unusual sensory perceptions.
   (e.g., feels very little pain, or extremely sensitive to touch, smell, hearing, etc.)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

GERRIE RESOURCES
GIFTED AND TALENTED CHECKLIST FOR TEACHERS
THINGS THIS CHILD HAS DONE

The following is a checklist of characteristics of gifted children. The examples after each item are there to help you determine if your child may not show all of the examples given and may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item, by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the unsure or don't know circle. Use the scale below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: ____________________________________________
Your name: _____________________________________________
School name: ___________________________________________
Date: ____________________________________________________

5. Has unusual sensory perceptions.
   (e.g., feels very little pain, or extremely sensitive to touch, smell, hearing, etc.)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

6. Is energetic, always on the go.
   (e.g., never sits still or appears restless)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

7. Has quick recall of information.
   (e.g., immediately remembers facts, series of numbers, events, words, related to music, or parts of conversations heard earlier)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

8. Shows intense curiosity and deeper knowledge than other children.
   (e.g., asks questions incessantly; once interested, pays close attention to learning, has an enthusiastic need to know and explore, remembers things in great detail)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

9. Is empathetic, feels more deeply than do other children that others feel (e.g., enables empathy usually associated with older age, or she displays more mature feelings and shows understanding to others)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD
   [Circle one]
   [Optional: A personal example: ____________________________]

10. Is energetic, always on the go.
    (e.g., never sits still or appears restless)
    SA 10 9 8 7 6 5 4 3 2 1 0 SD
    [Circle one]
    [Optional: A personal example: ____________________________]

11. Has unusual sensory perceptions.
    (e.g., feels very little pain, or extremely sensitive to touch, smell, hearing, etc.)
    SA 10 9 8 7 6 5 4 3 2 1 0 SD
    [Circle one]
    [Optional: A personal example: ____________________________]

12. Is energetic, always on the go.
    (e.g., never sits still or appears restless)
    SA 10 9 8 7 6 5 4 3 2 1 0 SD
    [Circle one]
    [Optional: A personal example: ____________________________]

13. Has quick recall of information.
    (e.g., immediately remembers facts, series of numbers, events, words, related to music, or parts of conversations heard earlier)
    SA 10 9 8 7 6 5 4 3 2 1 0 SD
    [Circle one]
    [Optional: A personal example: ____________________________]

14. Shows intense curiosity and deeper knowledge than other children.
    (e.g., asks questions incessantly; once interested, pays close attention to learning, has an enthusiastic need to know and explore, remembers things in great detail)
    SA 10 9 8 7 6 5 4 3 2 1 0 SD
    [Circle one]
    [Optional: A personal example: ____________________________]

15. Is empathetic, feels more deeply than do other children that others feel (e.g., enables empathy usually associated with older age, or she displays more mature feelings and shows understanding to others)
    SA 10 9 8 7 6 5 4 3 2 1 0 SD
    [Circle one]
    [Optional: A personal example: ____________________________]
What is “Twice Exceptional”?

Twice-exceptional students are those learners who are gifted in one or more areas of ability but who also possess an additional exceptionality (Vialle & Rogers, 2009). This additional exceptionality can be vastly different in each child. It may include hearing or vision impairment, physical disability, emotional or behavioural disorders.
Andre: Twice Exceptional?

As a Year 7 student
• Would read three James Clavell novels in a week
• Memorised pi to over 200 decimal places
• Loved to write
• Legally blind

Now
• PhD from University of Melbourne
• A published historian at Woollongong Uni
What happens at Varsity?

• In-class differentiation
• Grouping
• Mathletics
• Open-ended tasks
• ASPIRE programs Maths, English, Art, PE, LOTE, Music
• Competitions: ICAS, AAMT, STEM Cup, Public Speaking,
• Dr Ian’s Thinking Skills withdrawal program
• Writer’s Club, Digitech Club, Varsity’s Got Talent, Music on the Green, Instrumental Music, choir....
• Afterhours clubs
• SAGES testing
• Acceleration in exceptional cases
Clubs 2019

A Team Tuition – Hayden McEvoy. (Mon – Fri) 0433 745 900
Acrobatics - Theatrix Dance (P- 6) (Tuesday) 0418 395 745
After School Karate - 0426 105 904
Chess – Gardiner Chess (Tuesday) www.gardinerchess.com.au
Chinese Panda Club – (Monday/Wednesday) 0433 206 988
Chroma Kids – Art for Prep – Year 3 (Tuesday, Friday) 0405 712 711
Chroma Kids – Sketch Book Art Drawing Class - Year 3-6 (Thursday) 0405 712 711
Dance – Little Groovers Dance P – Year 2 (Wednesday) www.littlegrooversdanceco.com (0431 960 163)
Dance – Theatrix Dance Classes Year 3 – 6 (Monday / Tuesday / Thursday) 0418 395 745
Kids Cooking Academy – (Wednesday) 0433 467 400
Music Technology Program – (Monday) go to www.calmingmelodies.com/mtp for more information
Piano Tuition – Piano with Alicia. 0466 340 553
The Lingo Club (Tuesday) https://thelingoclub.com/registration/coding or Driss 0488 779 911.
Taso’s Music School – Guitar lessons 0408 770 760
Tennis (Hot Shots Program) – (Monday / Wednesday / Thursday) 0411 481 670 info@tmgoz.com.au-
Touch Football – John Peeni Coaching (Tuesday / Thursday) 0413 026 672 or veronikapeeni@gmail.com
Soccer X – Tuesday http://www.soccer-x.com 0414507689
Varsity Art Hub - Target students Year 6. Mon / Wed (0410 627 944) Rebecca Porter.
Yoga (Monday) Michelle Meech 0433 053 253 exhalewellness@outlook.com
What parents can do

• Reading at an appropriate level including local library membership
• Talk to class teacher about child’s abilities and interests
• Quality experiences – role models
• Nurture a ‘mentor relationship’
• Talk to child about tolerance of other children
• Watch for bullying, anxiety,
• Celebrate success especially in terms of best effort
• Unconditional love that is not dependent on academic success
• Allow down time
• Recommended viewing
And not do

• Pressure child to achieve
• Compare children
• Link academic success to self esteem or worth
• Fill every waking hour with stimulus
• Treat the gift as having a duty
• Live through your child
A word from a gifted student:

My parents had me do an IQ-test when I was young, mainly because I was showing signs of emotional overexcitability and I wasn’t stimulated enough in school. I have known since then I was gifted, but for the biggest part of my life I just thought it only meant being intelligent/a fast learner. Today I started looking into signs of giftedness and now I realise it means so much more than just being a fast learner.

The main reasons I didn’t want to acknowledge it, is because I didn’t want to feel different. I also didn’t want to brag, saying you’re gifted could come across as “look at me, I’m super intelligent, I’m a special snowflake.”

I have grown up to be a functioning adult, 21 years of age, in med school. However, I have always felt insecure or inadequate. Everything makes sense now.