

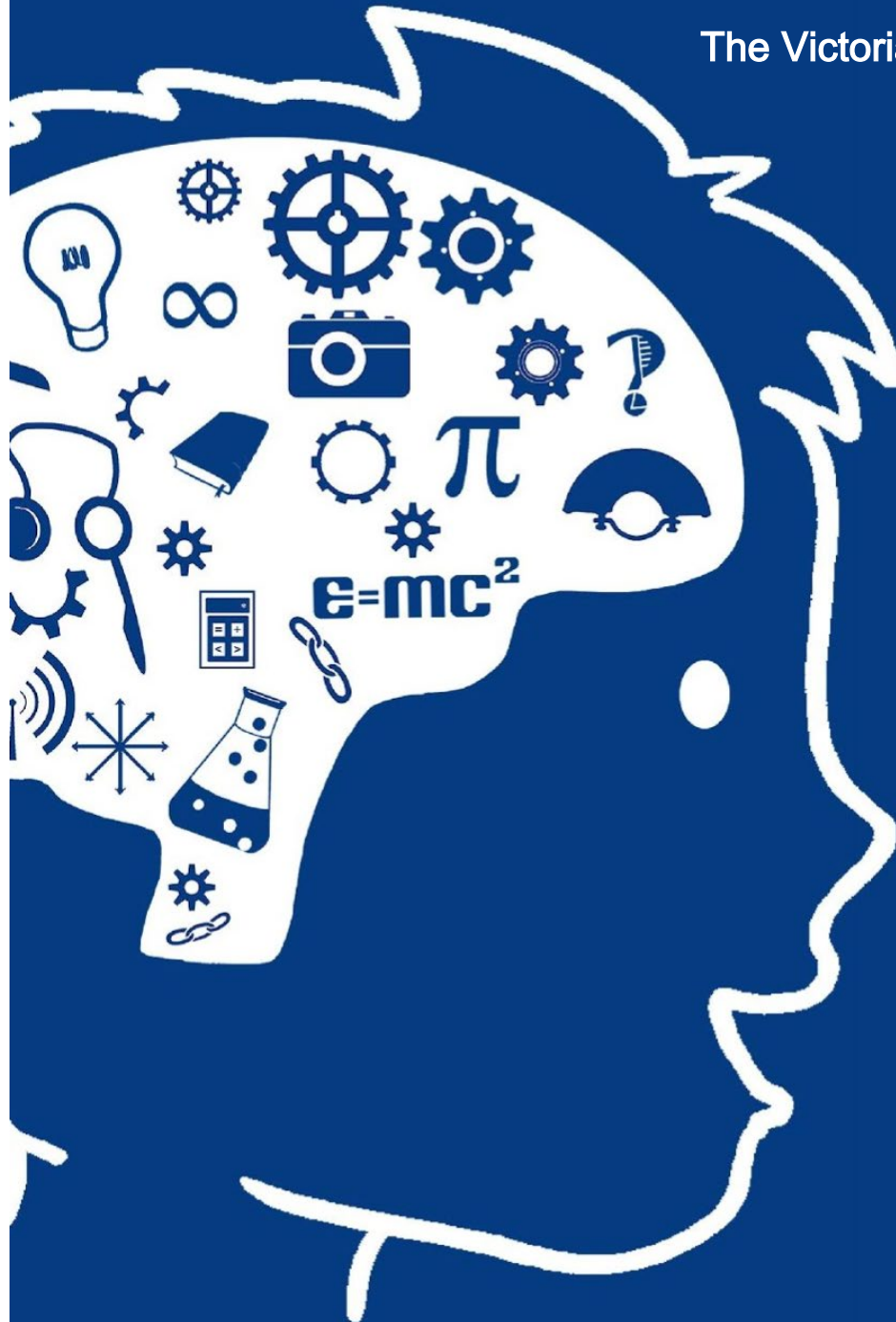
The Victorian Association for Gifted and Talented Children

World Gifted Symposium
National Education Summit
June 17, 2022

Developing a gifted program unique to your school

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Amy Horneman
Amy.Horneman@vagtc.org.au





We're everywhere

Website www.vagtc.org.au

Facebook @VAGTC

Email info@vagtc.org.au

Twitter @VicAGTC





Why on earth are you here? or How can we help?

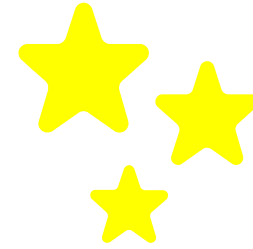


Tell us about your
context and your
needs...





Learning Intentions



We want you to learn that:

- Programming is unique in every context
- Programs need to be set up to be responsive to the needs of the unique students and cohorts
- Theoretical underpinning is essential to effective programming
- Programming happens best with a careful, collaborative, strategized approach



Success Criteria

You will know you are successful when:

- You have considered your unique educational context
- Your planning and strategizing responds directly to the needs of your gifted students
- You have explored how you might base programming decisions on an aligned theorist
- You have identified key collaborators and stakeholders
- You have the beginnings of a program structure in place

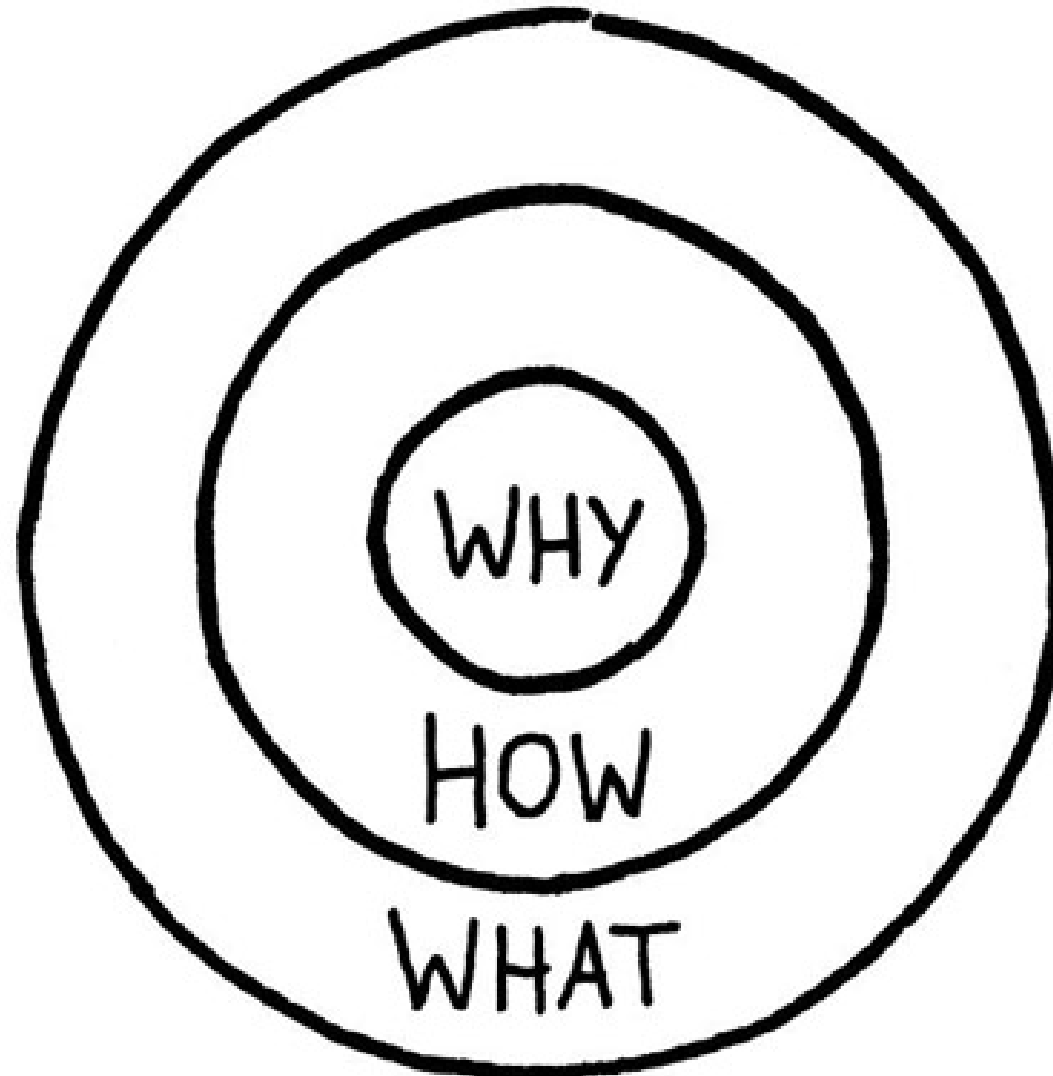


PROVIDE:
**Schoolwide/
Cluster-specific**

Developing a
program



Why program for gifted students?



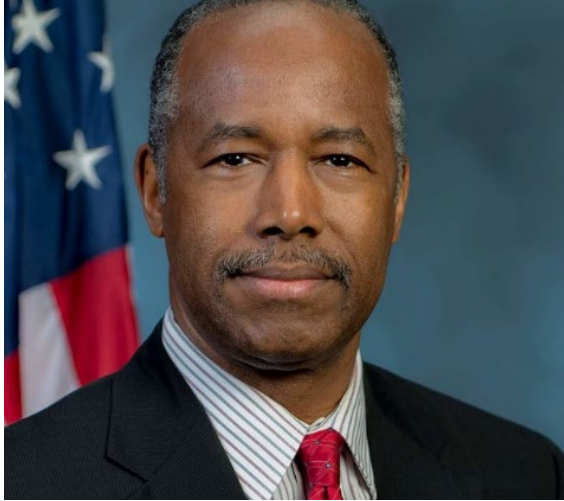
Simon Sinek's Golden Circles <https://thetrainingthinking.com/en/the-golden-circle-by-simon-sinek/>







Who am I?





**But what about the
'unfamous' ones?
The ones who'll never be
rich or famous?**

Do we have a responsibility
towards them?



Dear _____
You are the WORST & HORRIBLE teacher EVER!

~~Thank you~~ for everything you've taught me,
especially ~~_____~~.

You made me feel loved in class.

I think you're ^{not} special because I FEEL
SO SO SO BORED!!!!!!

My ^{not} favourite day of the year at school was
Thurs days because we ~~don't~~ ^{had} ASSEMBLY

One day I hope to GO AWAY!!!!!!

Over the holidays, I hope you ~~don't~~ ^{enjoy} NOT SEEING
ME!!!!!! You ~~deserve~~ ^{don't} a MEDAL ✖

Your student



G O N S K I - Every Child Moving Forward

Laying the foundations for learning
*according to the potential of the
student*

Equipping every student to grow and
succeed in a changing world

– what about contribution?

Creating, supporting and valuing a
profession of expert educators





The Department of Education (DET) T A R G E T S



- Learning for life
- Happy, healthy and resilient kids
- Breaking the link between disadvantage and student outcomes
- Having pride and confidence in our schools





Myths



Do you know of any?

Q: Why should the 'smart kids' get extra attention when they already know the work?

A: Highly able students are not asking for anything more than having the work delivered to them that will cater to their needs. They do not want anything extra necessarily, just a fair go at learning.



What's the point of all of this? – Our take

- See me & honour who I am [**basic human dignity**]
- Understand me & help me understand myself [**self-actualisation**]
- Help me to grow my abilities into talents I can express [**talent development**]
- Show me how to use what I've got to inspire, serve and improve my world [**talent dissemination**]



Guiding Principles



Successful provision must:

- Find each individual on the journey and facilitate their optimal development
- Develop character qualities and desirable personal interpersonal attributes - ***transactional vs transformational*** giftedness
- Meet needs: learning and personal development
- Provide opportunities for rigour, challenge, effort, struggle



KEY THEORISTS : A SNAPSHOT



Joseph Renzulli

The Schoolwide Enrichment Schoolwide Model - Triad Model; The Three Ring Conception of Giftedness

Francoys Gagne

The Differentiating Model of Giftedness and Talent (DMGT 2.0)



Robert Sternberg

Triarchic Theory of Intelligence (1985)
Measurements of Scientific Giftedness (2005)
Active Concerned Citizenship and Ethical Leadership (ACCEL) (2017)
Transformational Leadership + Giftedness (2022)





WHAT DO THEIR MODELS OF

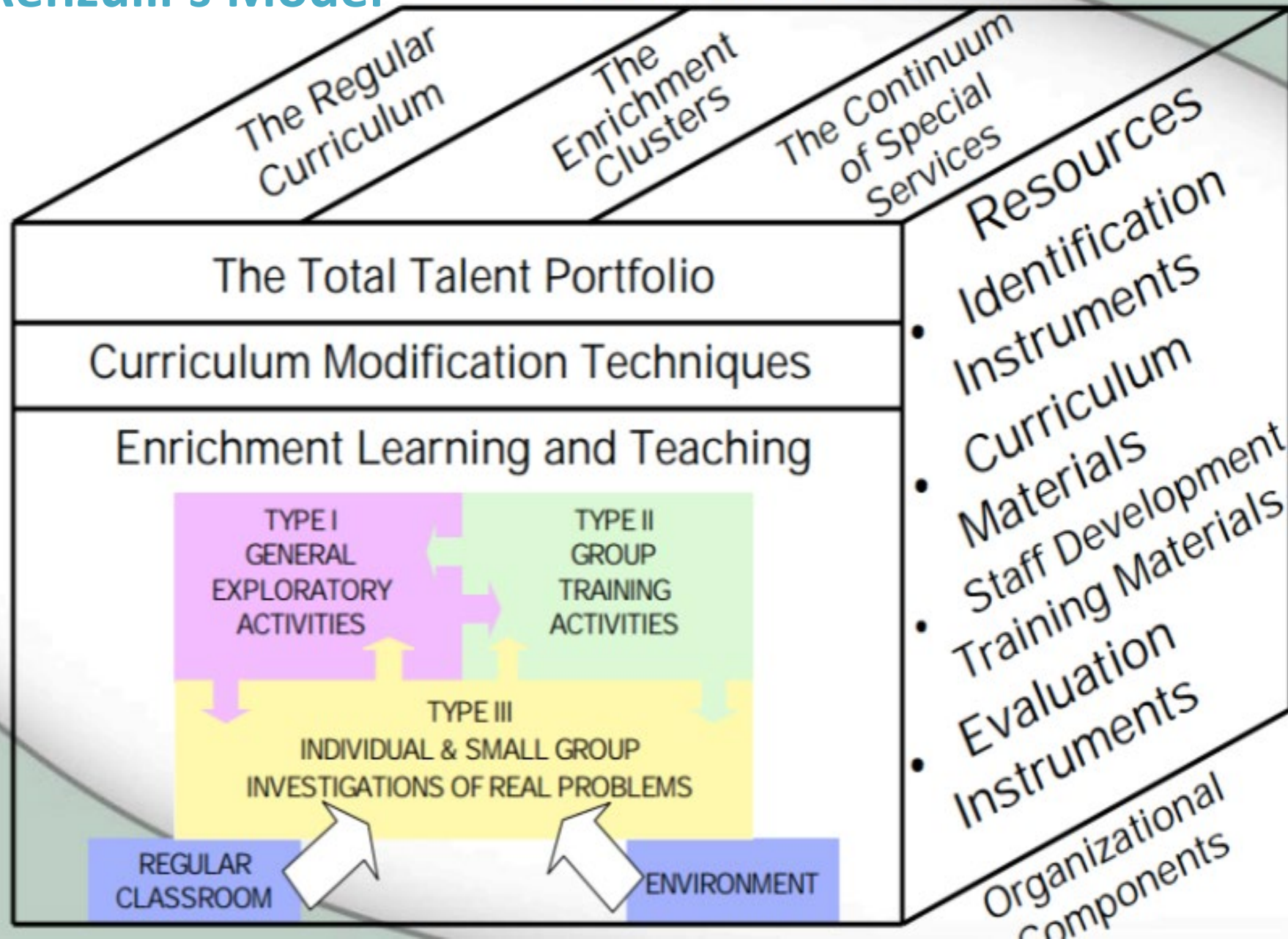
GIFTEDNESS + TALENT

LOOK LIKE?



Renzulli's Model

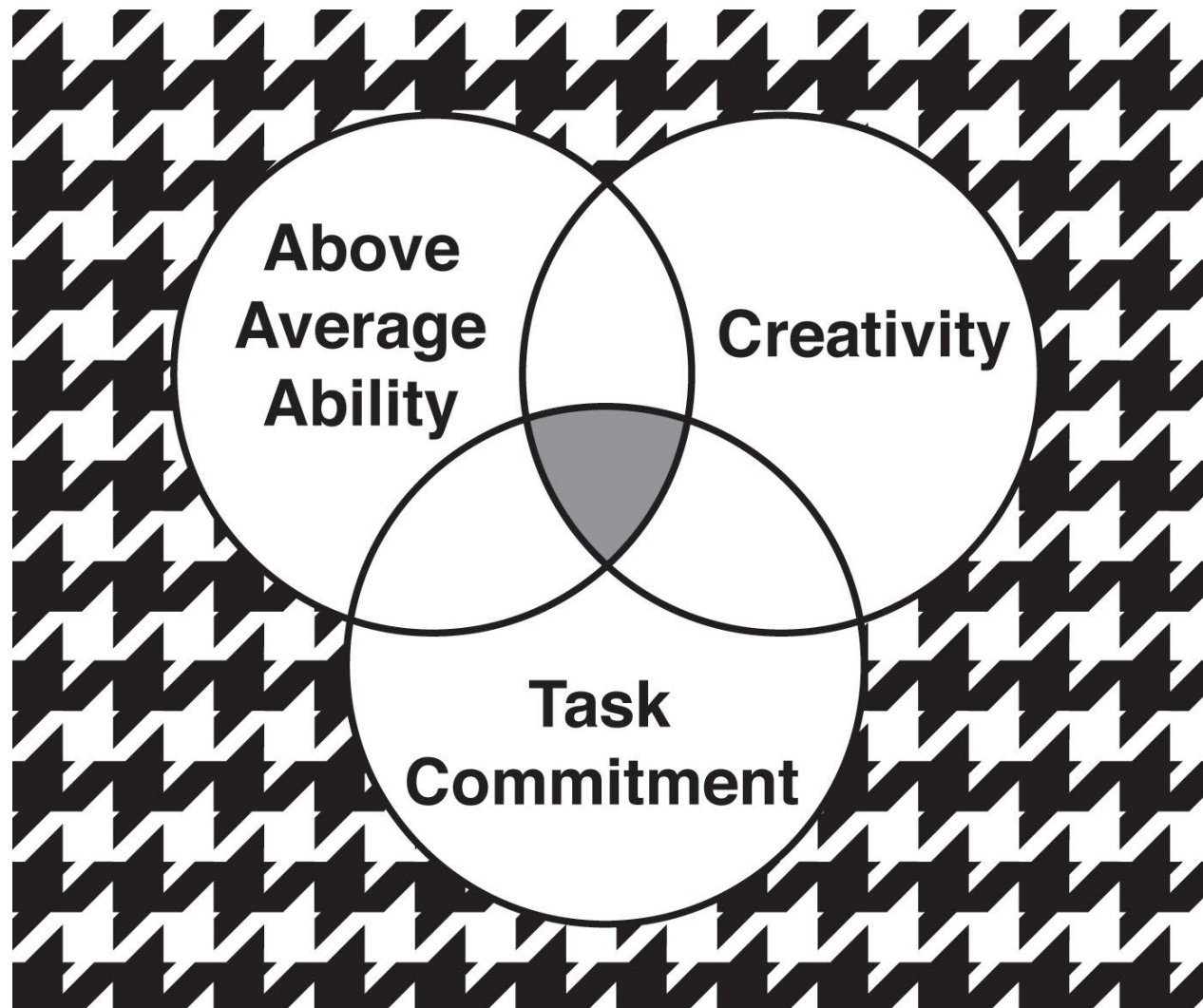
School Structures





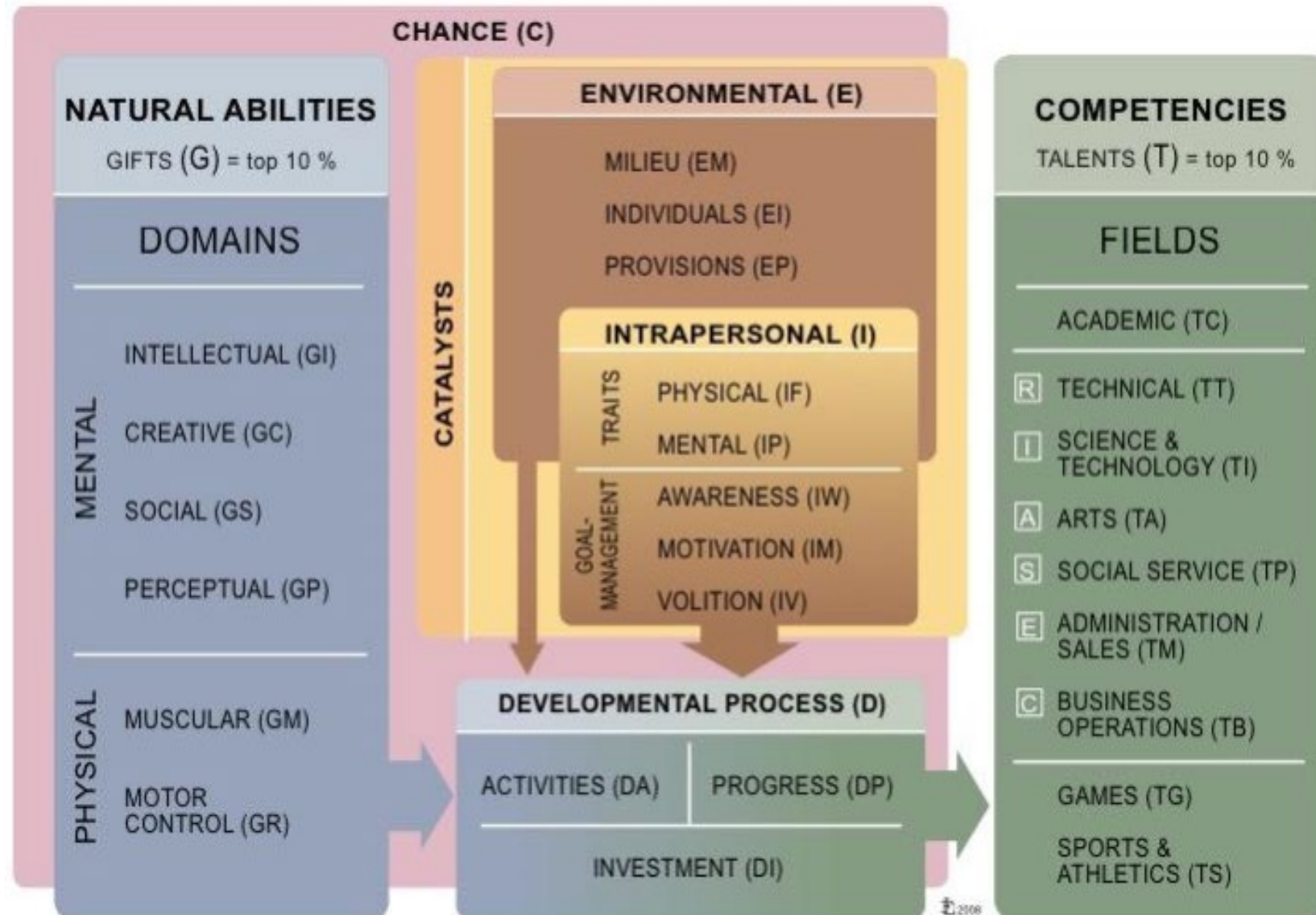
Renzulli's

Three Ring Conception of Giftedness





GAGNE'S THEORY OF TALENT DEVELOPMENT



Source: <http://gagnefrancoys.wix.com/dmgt-mddt#!dmgtenglish/cabg>

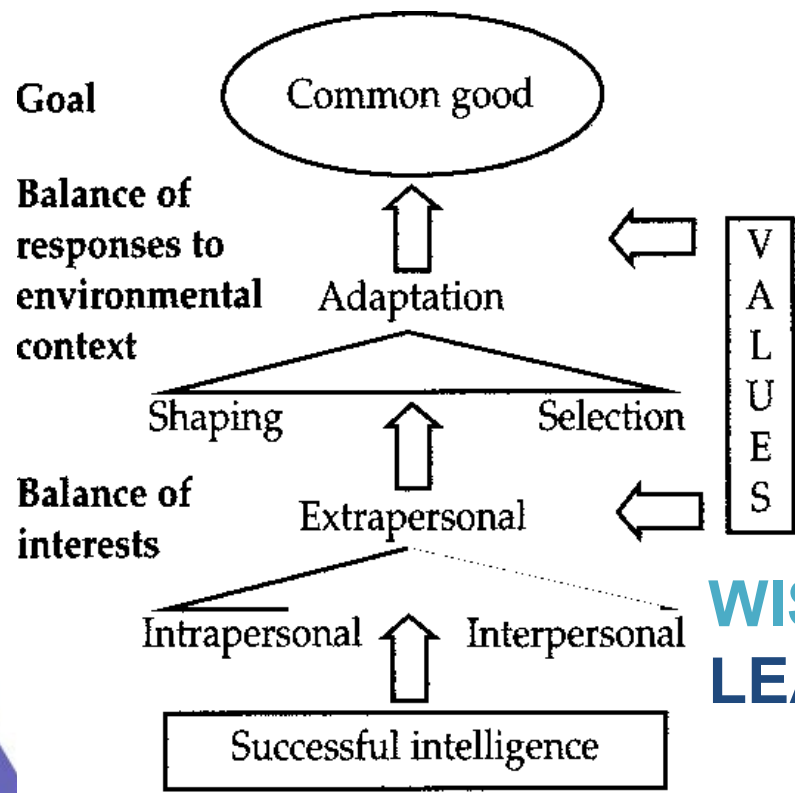


Analytical	Creative	Practical
Analyze	Create	Apply
Critique	Invent	Use
Judge	Discover	Put into practice
Compare/contrast	Imagine if ...	Implement
Evaluate	Suppose that ...	Employ
Assess	Predict	Render practical

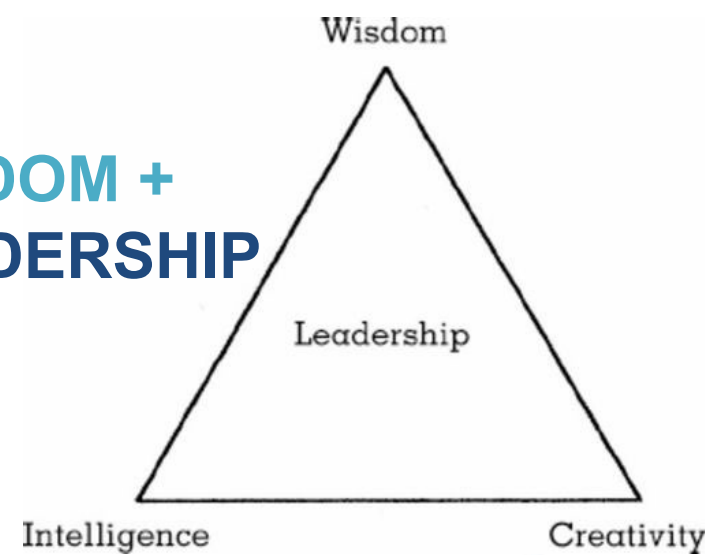
MEASUREMENTS OF SCIENTIFIC GIFTEDNESS

- ## MEASURING GIFTEDNESS
- Generating hypothesis
 - Generating experiments
 - Drawing conclusions
 - Reviewing, editing; and
 - Analyzing teaching.

STERNBERG'S TRIARCHIC THEORY



WISDOM + LEADERSHIP





WISDOM – ACCEL MODEL

(Active Concerned Citizenship and Ethical Leadership)

The Balance Theory of Wisdom

Wisdom is

- 1) The application of successful intelligence**
- 2) Toward the attainment of a common good**
- 3) Through a balance among intrapersonal, interpersonal, and extrapersonal interests**



How do we know who we're targeting?

Identification:

Checklists (qualitative)+ Data (quantitative)



<https://actualisedaily.com/entrepreneurship/six-tips-to-make-ideas-happen/>



Characteristics/Behaviours Checklists

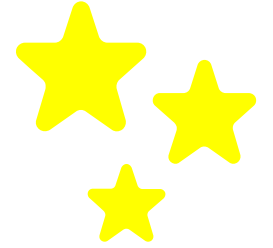


- **Janice Szabos** (handouts)
- **Michael Saylor:** with space to annotate/give evidence for each characteristic
<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/saylerteach.pdf>
- **Caroline Merrick:** positive/negative behaviours as two sides of the same coin <http://www.wmyc.vic.edu.au/wp-content/uploads/2015/06/Primary-Teachers-nomination-form.pdf>
- **Sharon Lind:** ADHD/giftedness checklist
<https://www.davidsongifted.org/gifted-blog/before-referring-a-gifted-child-for-add-adhd-evaluation/>
- **Lannie Kanevsky:** ways to identify giftedness in action through 'Brilliant Behaviours' and then target teaching and learning accordingly <http://possibilitiesforlearning.com/brilliant-behaviors/>



How do I know a child is gifted?

Some characteristics:



- **Quick to learn** and **make connections**
- Achieve monumental **milestones** earlier such as speech, walking, reading
- **Remember** information and skills acquired from earlier years
- Keen **observer** of the environment around them
- Ask difficult and **deep questions** such as about time or death
- Understand **abstract concepts** such as good vs evil - philosophical
- Have a much **deeper knowledge** about things or topics they are **interested in**



How do I know a child is gifted?



- Highly **imaginative** – may invent songs, stories
- Almost adult-like sense of **humour**
- Strive for **excellence**
- Easily frustrated and can be **seen as** being **emotionally immature** (e.g. outbursts)
- Can be seen to be **non-conforming**
- Deep sense of **social justice**
- Deep **empathy** for others – animals or people
- Advanced play abilities – can change rules to suit them
- Enjoy solitary play
- Enjoy the company of adults or older children
- **Leadership** skills above age-level



School-based examples

Example 1: Primary school approach: Altitude
(Primary School)

Example 2: Response to aspects of literature: What elements are required for balanced practice? (Whole School)

Example 3: Whole school approach: Dare to Dream!
(Large School)

Example 4: Whole school approach: INSPIRE
(Small School)



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1. Primary School Approach

Altitude (Primary School)

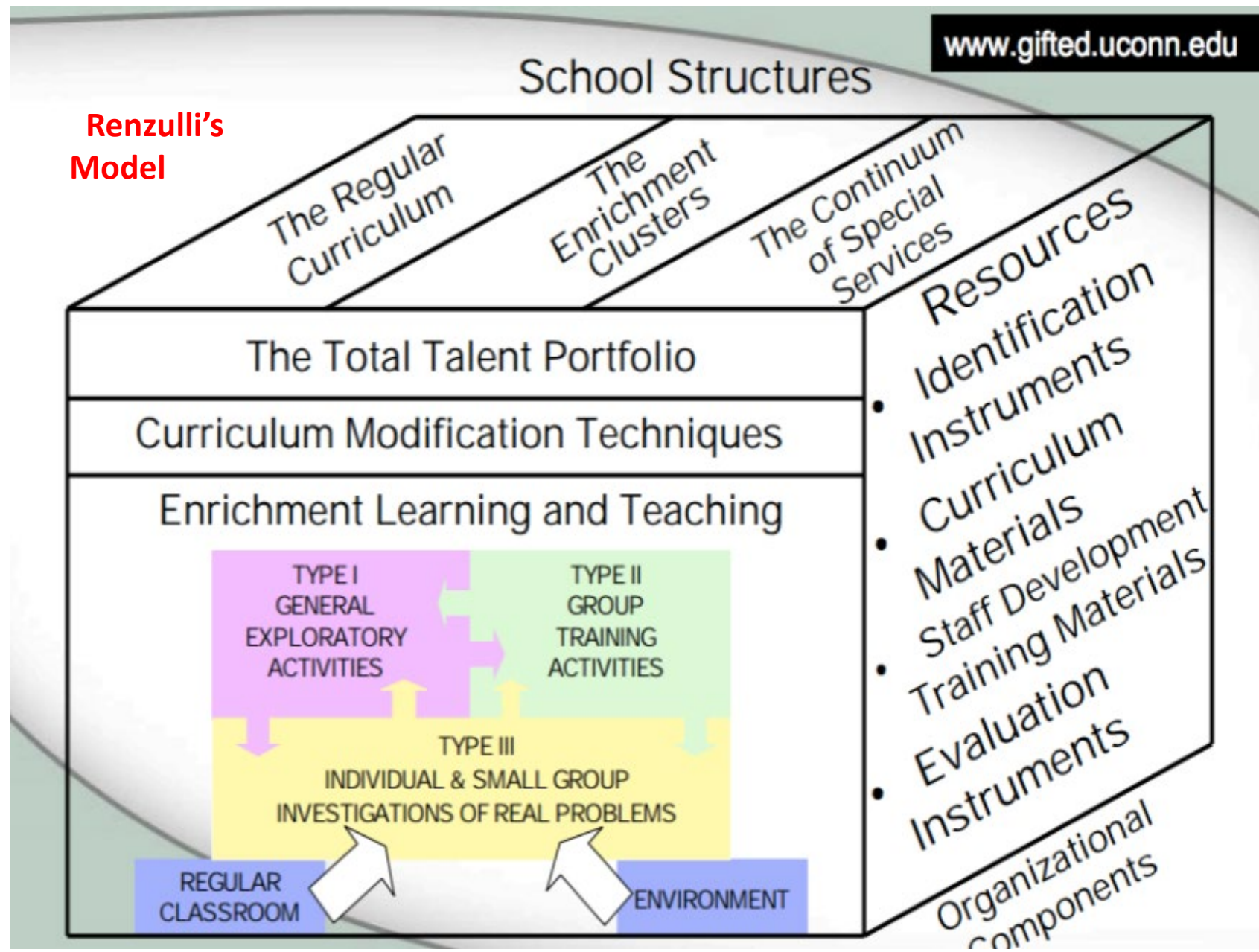


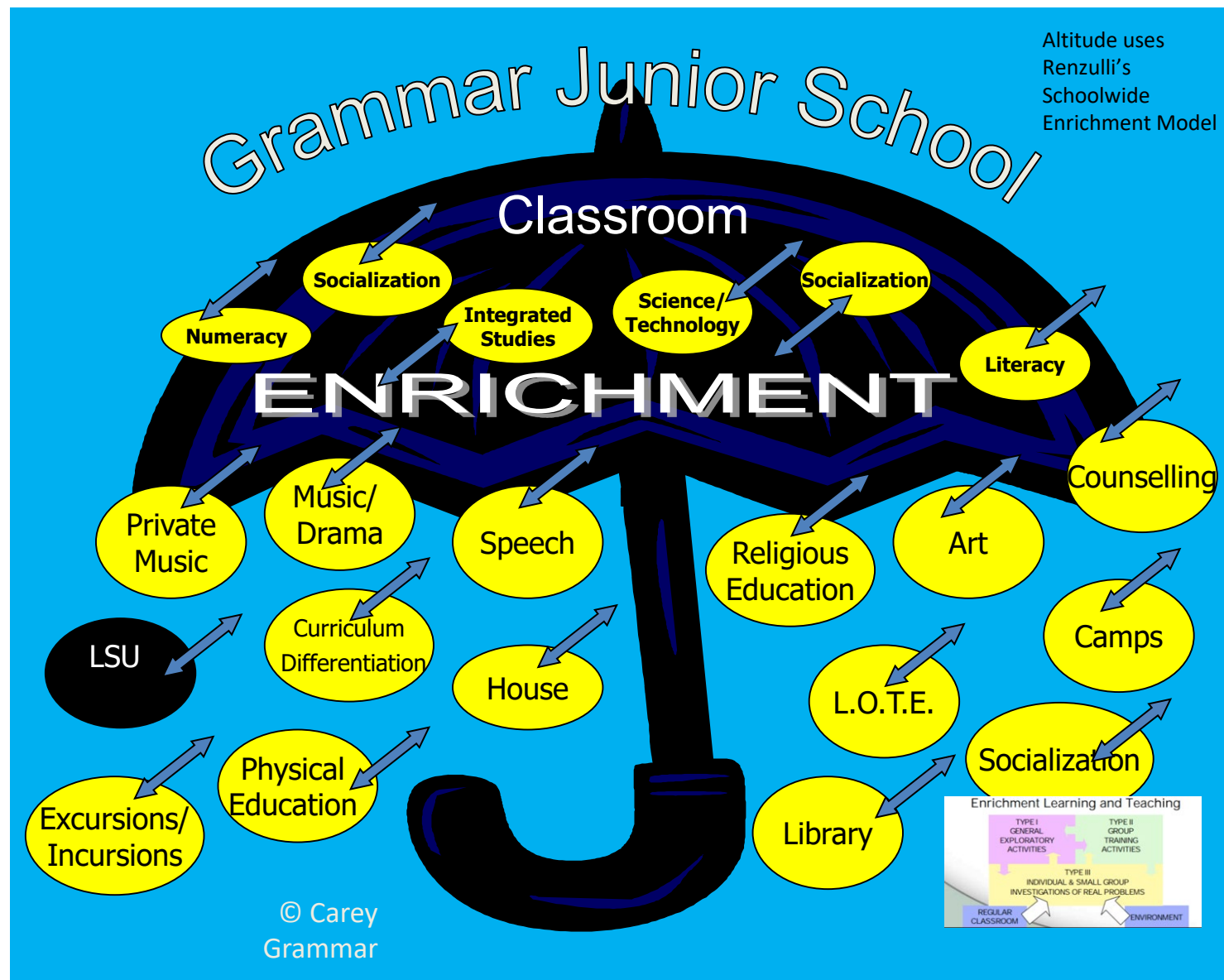
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**Renzulli's
Model**







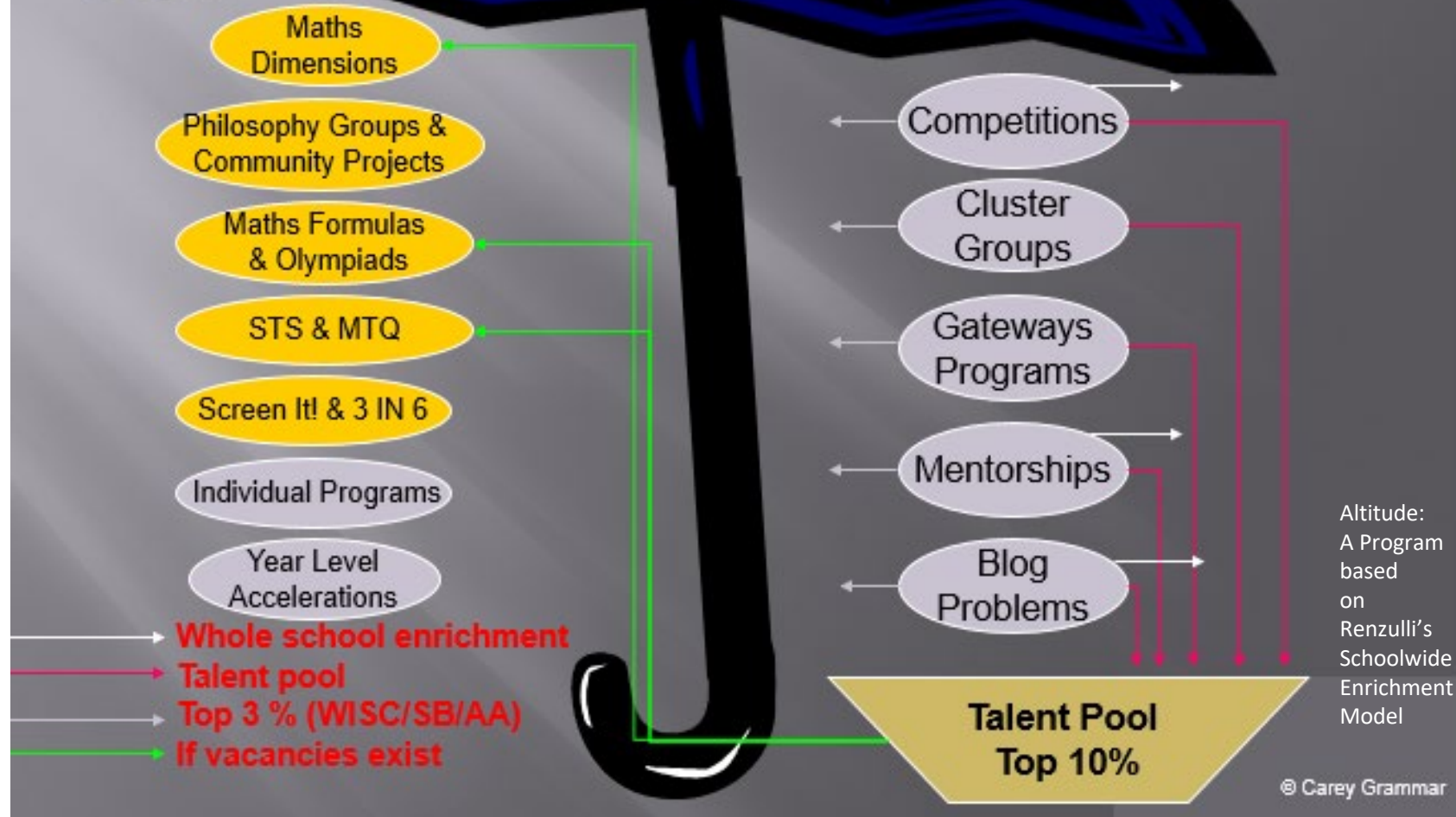
Whole School Enrichment

Altitude Program

Top 3% WISC/SB/AA

Key:
WISC – Weschler
SB – Stanford-Binet
AA – Academic Assessment

STS – Science Talent Search
MTQ – Maths Talent Quest





2. Whole School –

What elements are recommended for a balanced program?



<https://actualisedaily.com/entrepreneurship/six-tips-to-make-ideas-happen/>





Elements of an established program

(used in setting up/audit of programs)



<https://actualisedaily.com/entrepreneurship/six-tips-to-make-ideas-happen/>

1. Professional Development/ reading (staff development) (best with active leadership support)
2. Open, defensible identification
3. Case management of individuals (focus on wellbeing and adequate challenge/ records)
4. Chance opportunities – open entry
5. Subject-specific withdrawal (curriculum compacting in regular class)
6. Project/ Problem Based Learning
7. Acceleration





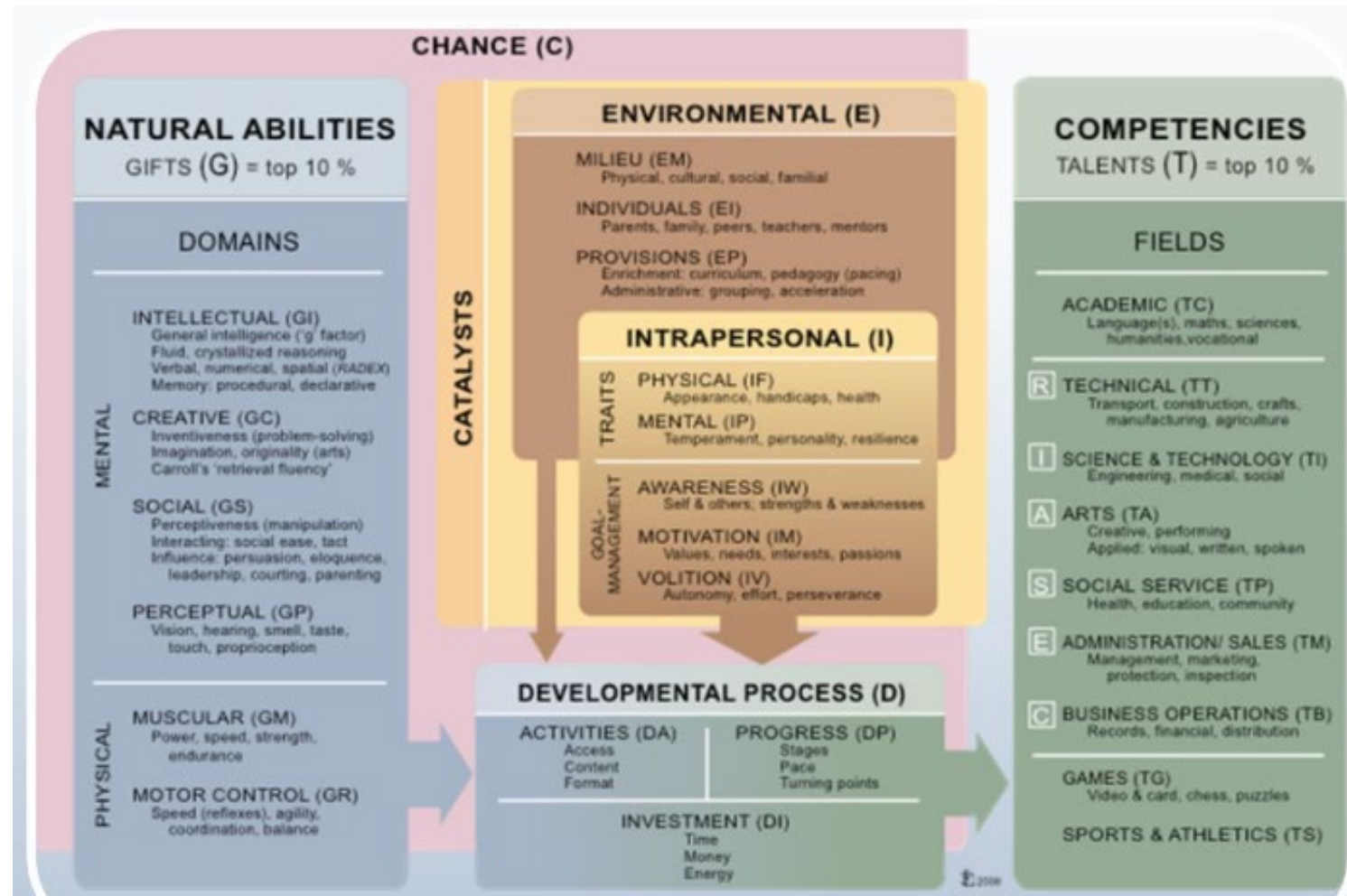
3. Whole School Approach – *Dare 2 Dream!* (Large School)



<https://actualisedaily.com/entrepreneurship/six-tips-to-make-ideas-happen/>



Gagné's theory of talent development



Source: <http://gagnefrancoys.wix.com/dmgt-mddt#ldmgtenglish/cabg>



‘Dare 2 Dream’ Program

Rationale

The 2012 Victorian Government enquiry into the education of Gifted and Talented students found that:

“The Victorian system is currently failing many gifted students... failure to provide appropriately for gifted students in the school environment can have severe and devastating consequences.”

This view was also elicited in the 2001 Senate Enquiry into ‘The Education of Gifted and Talented Children’.

Theoretical Underpinning

The D2D program is based on current research in the field of gifted education. The program compliments the Victorian Government Department of Education’s philosophy on talent development.

According to Gagne, talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities. The D2D program is one element in this process.



Philosophy / Goals

‘Dare 2 Dream’ (D2D) is a K-12 school-based enrichment program which strives to meet the specific academic and social emotional needs of highly able students while embodying the values of Mentone Grammar School.

In D2D we aim to:

- Provide our students with an educational environment that will stimulate individual interests in academic/talent areas
- Promote challenging learning experiences that develop intrinsic motivation, engagement and autonomy
- Foster high level critical thinking, problem solving and creative processes

Program Elements

In the classroom D2D students are involved in differentiated programs which include explicit direct teaching, small group learning, open ended tasks, personalised learning and creative guided inquiry. Weekly classes cover units in STEM, Philosophy, Maths Problem Solving, Critical Thinking, Robotics, Literacy and Writing. Mentorship is provided for individual and group competition focuses and to support outstanding academic performance.



Identification / Criteria for Inclusion



Students are identified through a variety of diagnostic and psychometric standardised tests, with students required to perform in the top 4% in at least one academic area. Other factors which are considered:

- Consistently high grades
- Classroom teacher nominations
- ‘Twice Exceptional’ students
- Anecdotal observation of achievements





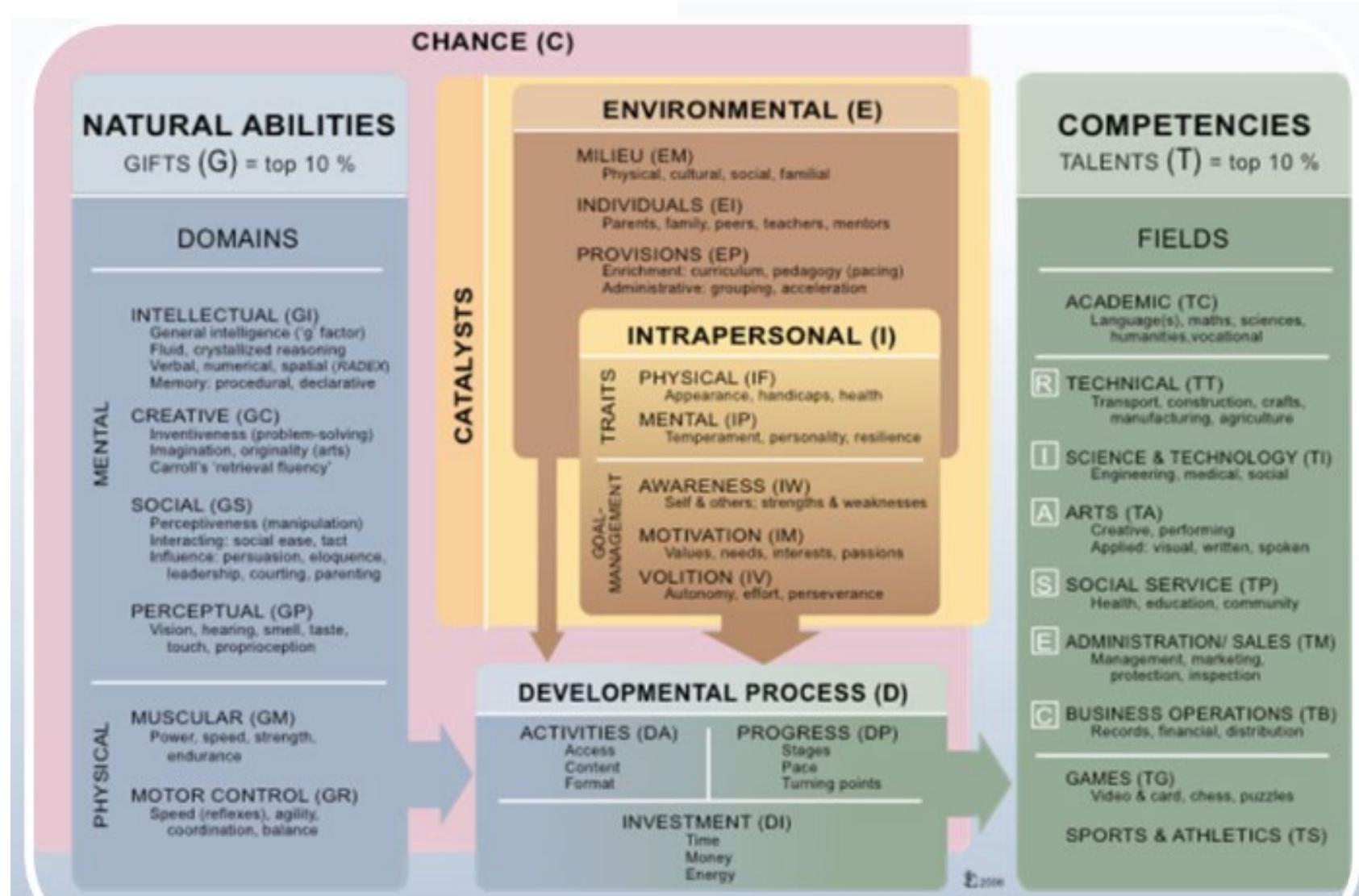
4. Whole School Approach – *INSPIRE* (Small School)



<https://actualisedaily.com/entrepreneurship/six-tips-to-make-ideas-happen/>



Gagné's theory of talent development





Rationale & Purpose

Northside Christian College seeks to see each child developed holistically to reach their full God-given potential and to live out 'the wonder of learning'. The INSPIRE program seeks to help students, their teachers and their families to understand themselves as learners and to strategically develop their gifts into talented outcomes in order to make a unique, service-oriented contribution to their world: "releasing potential to transform our world".

Definitions

Gagne's definitions of giftedness and talent are the foundation for understanding our target student population:

- ✓ Gifted: **potential** distinctively above average in one or more of the domains of human ability such as intellectual, creative, social and physical.
- ✓ Talented: **skills** distinctively above average in one or more areas of human ability.

Giftedness can emerge over time and can also be masked by twice exceptionality and other factors, and underachievement is common amongst gifted individuals



Stakeholders – Provisions and Relationships

I. Students: Development of the highly able individual (based on Gagne's DMGT)

1. Specialist intervention: • Individual learning plans (ILPs) • Specialist withdrawal classes	2. Mentoring: • Competition-specific for inquiry competitions • Each VCE/VCAL student • Scholarships/careers/pathways mentoring & application assistance	3. Enrichment opportunities: • Global thinking: philosophy conferences & breakfasts, model UN conferences • STEM workshops, activities (Lego, robotics) • Literature: book clubs, creative writing	4. Student leadership development: • Passion Projects • Senior student leadership development & training	5. Skills Development Competitions: • Future Problem Solving • Debating & Public Speaking • Maths Olympiads • Maths Talent Quest • Science Talent Search
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II. Staff: Professional development and support

- ✓ Consultation: students on ILPs, withdrawal classes, differentiation and enrichment strategies within mixed ability classrooms (Maker Model: content, process, product, environment).
- ✓ Collaboration: Student Wellbeing department and external health care providers
- ✓ Professional learning: delivery of PL for staff, reading recommendations, external PL opportunities

III. Parents: Positive home-school partnerships

- ✓ Consultation: student support group meetings, ILPs
- ✓ Open door philosophy: collaboration and consultation with stakeholders, including parents and external care providers
- ✓ Parent education seminars

IV. Community

- ✓ Student-led service initiatives (Passion Projects, Senior student leadership)
- ✓ Student voice through community publications (VAGTC Vision magazine)

Identification – Criteria for Inclusion

Identification of highly able students combines data collected through both standardised testing and characteristics checklists: achievement and ability testing (Academic Assessment Services); intellectual, social and emotional characteristics of highly able students (Linda Silverman) as identified by teachers and parents, recognising gifted underachievers as a potentially significant part of the student population:

- ✓ Specialist intervention – ILPs: students achieving in the top 3% of their cohort and show superior reasoning ability using AAS testing, or identified through teacher observation and checklists,
- ✓ Specialist intervention - withdrawal classes: students achieving in the top 10% of their cohort in any subject area, or identified through teacher observation and checklists
- ✓ Inquiry competitions, student leadership development, enrichment opportunities: self selection, based on student interest and task commitment + teacher recommendation + parental suggestion
- ✓ Mentoring: available to all students

Outcomes

What we seek to develop in our students as we journey with them:

- ✓ Life-long learners who never stop exploring the wonder of learning
- ✓ Critical and creative thinkers who can solve problems
- ✓ Self-actualised individuals
- ✓ Servant-hearted leaders: using gifts to serve and give back to our communities
- ✓ Wisdom and humility
- ✓ Resilience and growth: grit, growth mindset

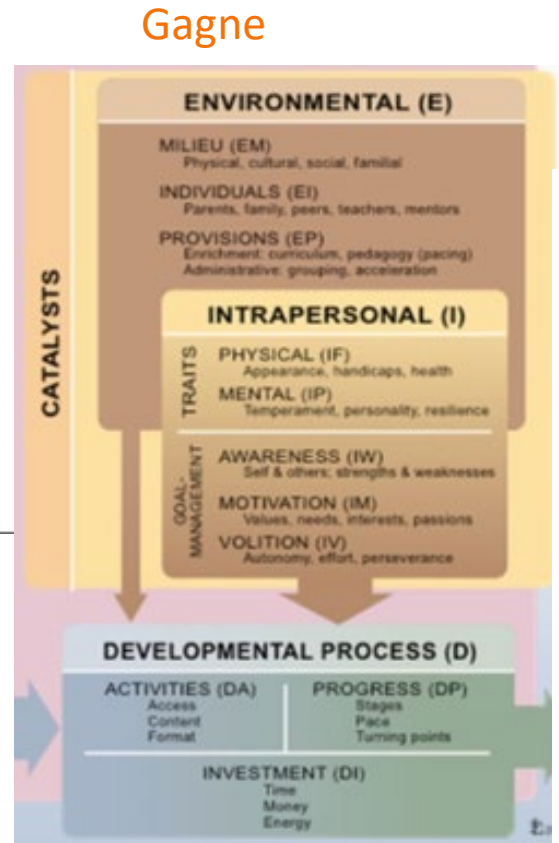
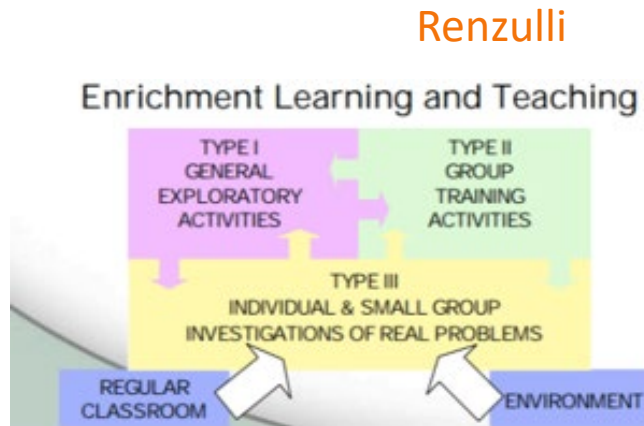


Key Theorists
 Francys Gagne: Differentiated Model for Giftedness and Talent
 June Maker: Model for Differentiation
 Joseph Renzulli: Schoolwide Enrichment Model, Three Ring Model
 Linda Silverman: Characteristics of Giftedness
 Robert Sternberg: Active Concerned Citizenship and Ethical Leadership Model, Triarchic Model

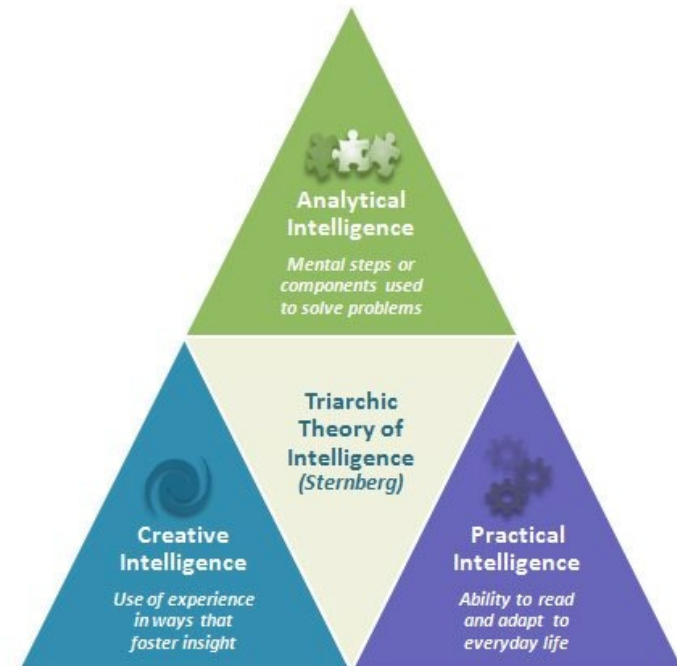


KEY THEORISTS: WHAT DO THEY HAVE IN COMMON?

Common areas of practice



Sternberg



Common Need for Differentiation



Key Programing Elements



<https://actualisedaily.com/entrepreneurship/six-tips-to-make-ideas-happen/>

1. Altitude

- Context
- Identification
- Theoretical Underpinnings
- Provisions – Talent Pool Top 10%
 - Further Testing Top 3%

2. Multifaceted Approach

- Mission & Purpose
- Identification
- Program Provision/ strategies of practice
- Wellbeing

3. Dare 2 Dream!

- Rationale
- Philosophy & Goals
- Theoretical Underpinnings
- Program Elements
- Identification – Criteria for Inclusion

4. INSPIRE

- Rationale & Purpose
- Definitions
- Stakeholders – Provisions and Relationships
- Identification – Criteria for Inclusion
- Outcomes
- Theorists





Preparing The Way

1. Determine the **needs and passions at a glance** of your highly able student cohort in the particular area you have identified ('cluster')
2. Identify the **community's values/culture**
 - E.g., service learning may be a good model
 - Acceleration models
3. **Acknowledge what you are already doing well** – and **build on it**
4. **Identify existing resources** – **internal/ external, people/ equipment**
 - E.g. Natural links to outside experts/passions
 - Teachers with a passion, a niche or interest
 - Nearby locations - natural or other

TAKE A MOMENT:

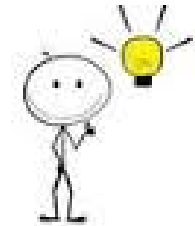
Can you speak to the above in your context? What is the best strategy to achieve these?



Preparing The Way

Don't forget to consider your 'outliers' needs and interests

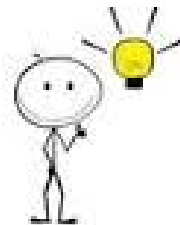
5. **Set up a vision:** what could it look like?
 - Draw up a one-page framework then you can expand on it – see brochure
6. **Start small and build slowly**
 - Set 1 or 2 key goals
7. **Get your school leadership on board**
 - Prepare a school policy
8. **Get key resources**
 - A commitment to staffing FTE for a minimum period (e.g. 2 years)
 - A budget/funding
 - Grants/partnerships e.g. Scientist in Schools, CSIRO partnership



Preparing The Way

Evaluation

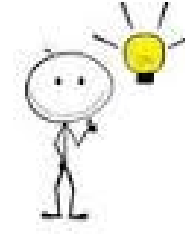
7. **Focus on one element initially**
e.g. mentoring, inquiry competitions, co-curricular, classes
8. **Think about enrichment opportunities:** 4-week clusters, general extension classes, special enrichment days
9. Consider how you might **communicate** with ***staff*** – ***parents*** – ***students***? LMS, newsletters, staff meetings, email
10. Plan out how you might **evaluate** the **effectiveness** of this program: surveys, stakeholders, results/outcomes



https://www.123rf.com/photo_30547101_stickman-with-a-light-bulb-has-an-idea.html



Brainstorm



Starting Points:

1. Circle all considerations on **Preparing The Way** that are options for you.
2. Are there other considerations you want to make in your context?
3. Think about what your first step might be...

What might your introductory framework look like?



1. What **name** could your program have?
2. What **theorist** might best suit the school values and culture?
3. What **criteria for inclusion** could be used: **provision** or **identification** first?
4. What **identification tools** will be used to identify the highly able cohort?
5. What are the **key elements (non-negotiables)**?
6. Possible **initial provisions** (start small and manageable)?
7. **Communicating** with staff, parents and students?
8. Formulating a first **scope and sequence**?
9. How could **evaluation** happen? Regular reviews?



Questions?

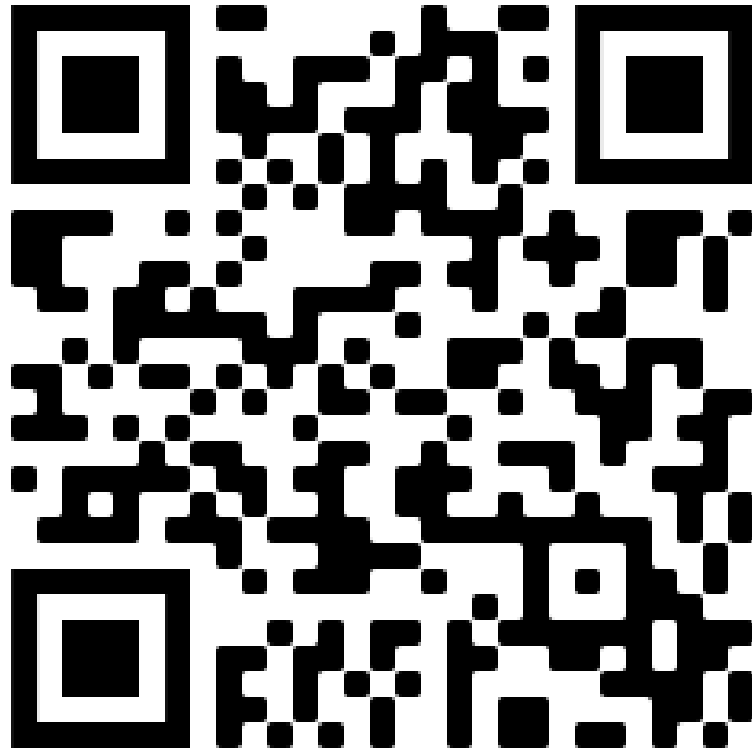


<https://review.firstround.com/40-favorite-interview-questions-from-some-of-the-sharpest-folks-we-know>





Please complete the survey



<https://forms.gle/4bwSNUUpo788PpPJr6>

Thank you for participating😊

Mark Smith

Mark.Smith@vagtc.org.au

Amy Horneman

Amy.Horneman@vagtc.org.au





Resources

Books

Betts, G. (2004). *Fostering Autonomous Learners Through Levels of Differentiation*. Roeper Review.

Clasen, D. R., & Clasen, R. E. (2003). *Mentoring: A Time-Honoured Option for Education of the Gifted and Talented (3rd ed.)*. In Colangelo, N. & Davis, G. A. *Handbook of Gifted Education*. Boston: Allyn & Bacon

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Porter, L. (1999). *Gifted Young Children*. Open University Press.

Renzulli, J. S. (2005). *Applying Gifted Education Pedagogy to Total Talent Development for All Students*. Theory Into Practice.

Roberts, J.L, & Boggess, J.R. (2020). *Teacher's Survival Guide: Gifted Education*, 2nd Edition, TX: Prufrock Press.

Rogers, K. B. (2002). *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.

Silverman, L. K. (2012). *Giftedness 101*. Springer Publishing Co Inc.

Tomlinson, C.A. (2021). *So Each May Soar: The principles and practices of learner-centred classrooms*. Alexandria, Virginia: ASCD.

VanTassel-Baska, J. (2005). *Gifted Programs and Services: What Are The Non-negotiables?* Theory Into Practice.

VISION magazine: A rich resource for both parents and educators, published twice a year by VAGTC





Resources

Websites

- The Victorian Association for Gifted and Talented Children (www.vagtc.org.au): become a member to receive resources, information, access to seminars, up to date research articles
- GERRIC (UNSW) Professional Development Packages for Teachers <https://www.unsw.edu.au/arts-design-architecture/our-schools/education/professional-learning/gerric-gifted-education/resources/professional-development-package-teachers>
- Department of Education and Training High Ability Toolkit <https://www.education.vic.gov.au/school/teachers/teachingresources/high-ability-toolkit/Pages/high-ability-toolkit.aspx>
- www.DavidsonGifted.org
- www.SENGifted.org
- www.NAGC.org
- www.hoagiesgifted.org
- www.VAGTC.org.au/Resources

Facebook discussion groups for interested parents/educators

@VAGTC

@Parents of G&T Kids

@Parents of gifted children- Australia





We're everywhere

Website www.vagtc.org.au

Facebook @VAGTC

Email info@vagtc.org.au

Twitter @VicAGTC

