

Tough Times for Gifted Students

Irene Daniels

da Vinci Decathlon

Tournament of Minds

The Learning Enhancement
Department K-12
Lake Joondalup Baptist College

Academic All-stars Tournament



The Learning Enhancement Centre

Presentation Themes and Objectives

- ❖WHAT? TRANSFORM your thinking about Gifted students.
- ❖WHY? Provision for Gifted students from a secular and Christian perspective.
- ❖HOW? Steps to Provision and examples.



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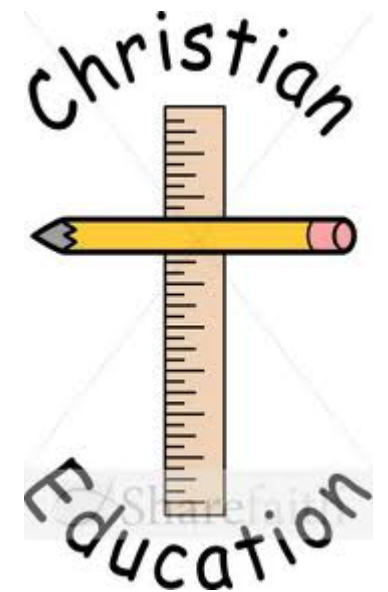
WHY?

Why did you become a teacher?

Why do you work in a Christian school?

WHO?

WHO are the Gifted kids? Describe some you know.



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“Provision for the academically gifted can give rise to some unease among Christian teachers, at least among those who have reflected on the topic. Care for the weakest students can seem a more natural fit for Christian instincts toward care of the vulnerable, and allocating resources to special programming for the most able can raise fears of *elitism*.”

David I. Smith and John Shortt, (Eds) , Foreward , Christian Higher Education for the “Best and Brightest” a special issue Journal of Education and Christian Belief, 14:2 (2010).

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TRANSFORM

- *“So here’s what you’re to do, God helping you: Take your ordinary everyday life – your sleeping, eating going-to-work life - and place it before God as an offering. Embracing what God does for you is the best thing you can do for him. Don’t become so well-adjusted to your culture that you fit into it without even thinking. Instead, fix your attention on God. You’ll be changed from the inside out. Readily recognize what he wants from you, and quickly respond to it. Unlike the culture around you, always dragging you down to its level of immaturity, **God brings the best out in you, develops well-formed maturity in you.***

Romans 12:1-3.(The Message)

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Myths.....

are created and continue to exist because they explain phenomena that are not easily understood or appear to validate ambiguous ideas with ambiguous evidence” (Kaplan, 2009)

What Myths (Beliefs) about Gifted children or their education are you aware of?

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MYTHS

- All children are Gifted.
 - Everyone is Gifted in their own way.
 - Gifted students don't need help, they'll do fine left on their own.
 - Gifted education programs are elitist
 - Gifted students are happy, well adjusted and popular in school.
 - Gifted Education requires an abundance of resources.
- (Refer to <http://www.nagc.org>)

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Myth...

All children are Gifted

and

Everyone is Gifted in their own way.

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“Giftedness” is a universal attribute?

Giftedness is not ordinary; giftedness is extraordinary

“In their own way” is a metaphorical expression

“Everyone is gifted” is a response

“Everyone is gifted” is a defense

‘gifts’

gifts’ is a colloquial term we use to describe someone’s best qualities.

‘gifts’ can also refer to someone’s abilities, skills, talents.

Someone may be good at something ‘relative’ to their weakness, it is their strength.

Does this mean they are ‘gifted’? No.

Everyone is *not* Gifted in the educational sense of the word.

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Spiritual gifts.....Biblical gifts

- Prophecy, Teaching, Serving, Exhortation, Giving, Giving and Compassion, Healing, Working miracles, Tongues, Interpretation of tongues, Wisdom, Knowledge, Faith, Discernment, Teaching, Apostleship, Helps, Administration, Evangelism, Shepherding.

(Romans 12:6-8, 1Corinthians 12:4-11; 1 Corinthians 12:28; Ephesians 4:11)

Kenneth Kinghorne *Gifts of the Spirit*

“It is the duty of the Church and every believer to discover one’s *spiritual* gifts, then develop these gifts, and finally, to use these diverse gifts from different personalities for work in the ministry of Jesus Christ.”

Harry S. Dent *A Layman Looks Through the Bible for God’s Will*

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Spiritual gifts

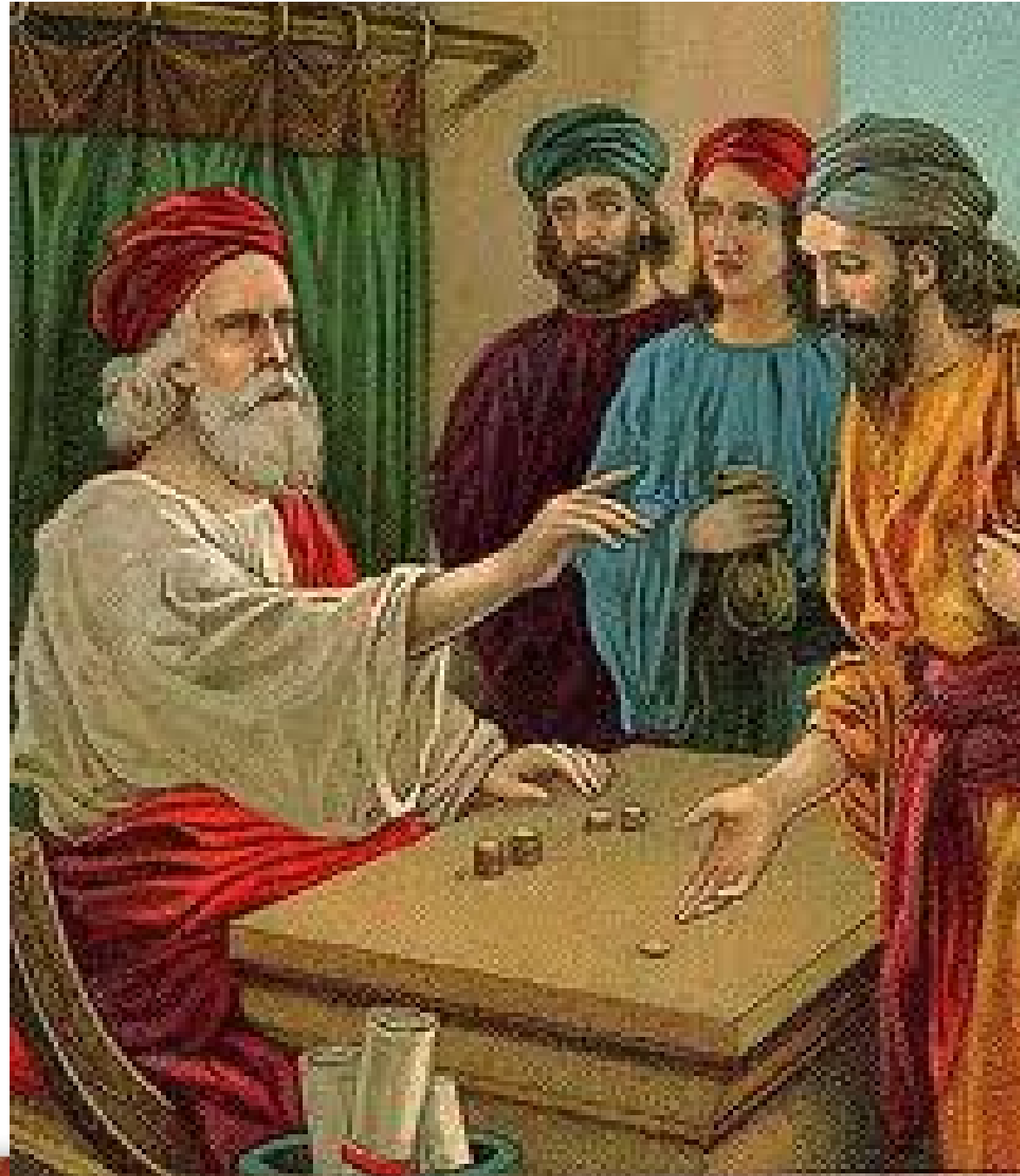
“The use of the word ‘gifts’ in these passages refers to specific abilities that God gives us (believers) for the service of the body. These are a specific working by the Holy Spirit (1 Cor 12.11) and therefore, should not be confused with the potential or manifest abilities, also given by God in various measures to all human beings in His creation.”

p 107 Cooney & Kershaw, Gifted and Talented Students in Reclaiming the Future: Australian Perspectives on Christian Schooling.

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Parable of the Talents



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‘Gifted’ in an Education body of knowledge

- ❑ A technical, professional term used by educators.
- ❑ A comparative term
- ❑ An adjective

“When we say that someone is gifted it compares their capacity to learn and apply what they learn to that of their same-aged-peers.”

(Michael C. Thompson, from a speech delivered at the Indiana Association for the Gifted 1998 Annual Conference)

Printed in *IMAGES*, the journal of the Indiana Association for the Gifted)

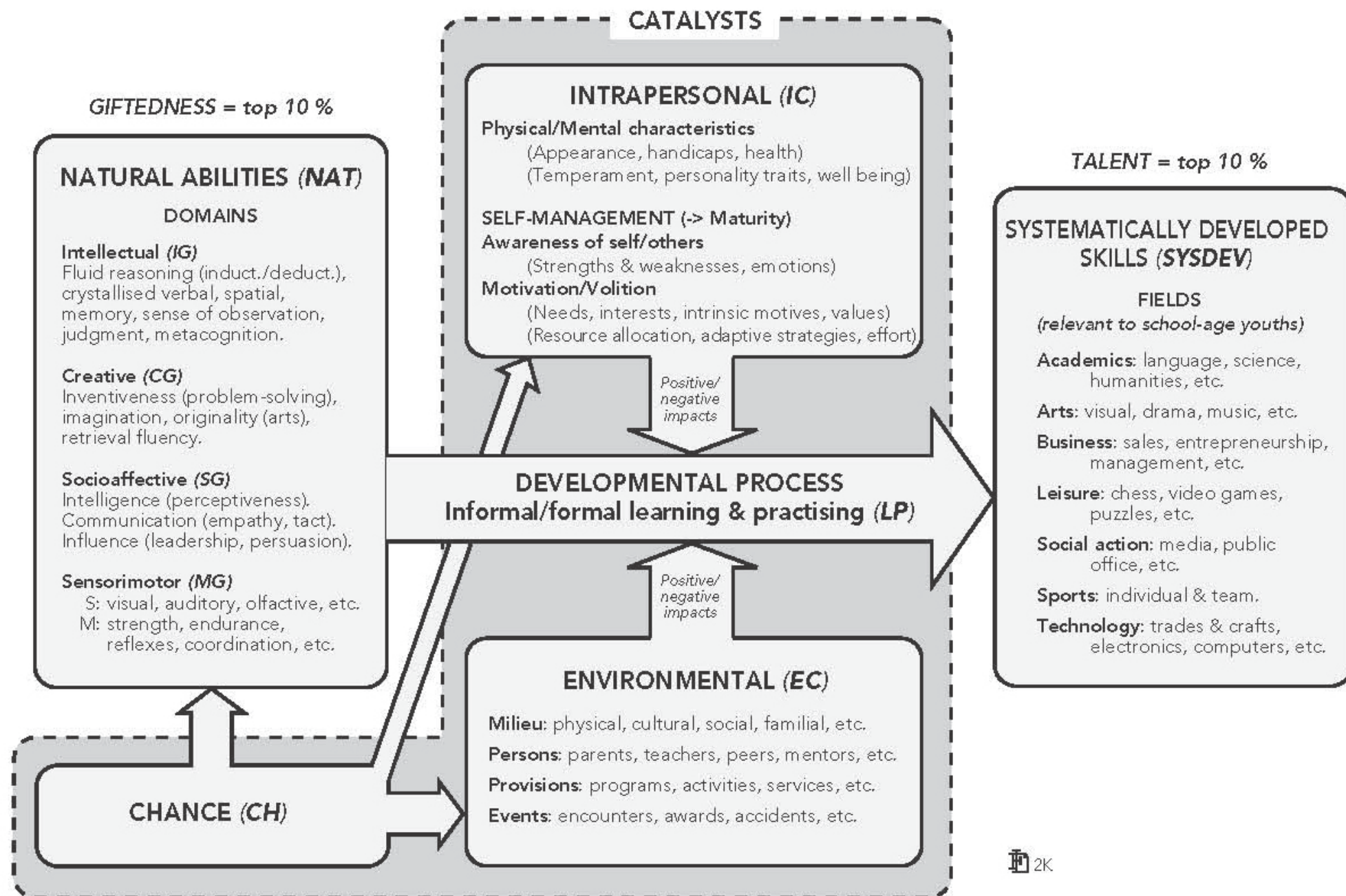
■ “Giftedness is outstanding **potential**, aptitude, untrained and natural ability, spontaneously expressed...in at least one ability domain...to a degree which places the individual at least among the top 10 percent of age peers.”

(Francois Gagne, 2002)

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Gagné's Differentiated Model of Giftedness and Talent (DMGT.2003)



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What does it mean to be “Gifted”?

- “Giftedness is a greater *awareness*, a greater *sensitivity*, and a greater *ability* to understand and transform perceptions into intellectual and emotional experiences.”

(Dr Annemarie Roeper, 1982)



Gifted
satellite
dish for
incoming
stimuli

- “Cognitive complexity gives rise to emotional depths. The gifted not only *think* differently from their peers, they also *feel* differently.”

(Silverman, 1993)

www.sengifted.org

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What does it mean to be “Gifted”...?

- “Giftedness is ***asynchronous development** in which **advanced cognitive abilities** and **heightened intensity** combine to create inner experiences and awareness that are qualitatively **different** from the norm. This asynchrony increases with higher intellectual capacity. The **uniqueness** of the gifted renders them **particularly vulnerable** and requires modifications in parenting, teaching and counseling in order for them to develop optimally.”

The Columbus Group, 1991, cited by Martha Morelock, "[Giftedness: The View from Within](#)", in [Understanding Our Gifted](#), January 1992

- ***Asynchrony** in the gifted means :a lack of synchronicity (eveness) in the rates of their cognitive, emotional and physical development.”
(Morelock, 1992)

- The majority of psychologists and educators working with intellectually gifted children now accept that these children’s emotional and social maturity is more closely linked to their *mental age* than to their chronological age.

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Emotional Dimension of the Gifted

❖ Overexcitabilities (Supersensitivities)

- Psychomotor
- Sensual
- Intellectual
- Imaginational
- Emotional

Dabrowski

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Psychomotor

- A heightened capacity for being active and energetic
- Love movement for it's own sake
- Surplus of energy
- Rapid speech
- When emotionally tense may talk compulsively, act impulsively, display nervous habits, show intense drive, compulsively organize, become competitive, misbehave.
- Can be mentally riveted to a task but can fidget, twitch with excitement. May be misdiagnosed as ADHD.

Sensual

- Sensory aspects of everyday life –seeing, smelling, tasting, touching, hearing- are more heightened than for others.
- Not just enjoyment, intense experience of it.
- Derive great pleasure from their unusual sensitivity to music, language and foods.
- Can cause frustration – supersensitivity to tags on clothing, socks with seams, sensitive to lights, may become exhausted from noise, overwhelmed by odours, react strongly to certain textures and tastes of food.

Intellectual

- Curiosity, asking probing questions, concentration, problem solving, theoretical thinking.
- Incredibly active mind, constantly seeking to gain knowledge, search for understanding and truth, endeavour to solve problems.
- Devour books, avid readers.
- Ask endless questions.
- Independent thinkers and keen observers who may become impatient or upset if others do not share their excitement about an idea.
- Can be introspective; enjoy mental puzzles that involve focus, concentration and problem solving. Content to sit and think for long periods of time.

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Imaginational

- Drawn to complex imaginative schemes, usually with great drama.
- Rich imagination, fantasy play, imaginary friends, animistic thinking, daydreaming, dramatic perception, use of metaphors, all very appealing.
- Young children may mix fantasy and fact.
- Mind-wandering, creative, divergent.

Emotional

- Extreme and complex emotions and feelings. Puzzling. Prone to depression.
- Worry excessively about the well-being of others, show a heightened concern for (and reaction to) the environment around them.
- Heightened sense of right and wrong, injustice and hypocrisy
- Form strong emotional attachments to people, places, and things. Strong memory for feelings. Often accused of overreacting.
- Intensity of feelings comes out in their compassion, empathy, sensitivity, sometimes anger.
- Feelings of inadequacy and inferiority.
- Need for security. Problems adjusting to change.
- Physical response to emotions (stomach aches caused by anxiety, for example)
- May show frequent temper tantrums(age 3+) and displays of rage, possibly related to losing a game, feeling left out, needing to be the best, not getting their way.
- Adolescents become involved in social causes, idealistically trying to help others or the environment. Can become very sad, cynical or angry when they discover others don't share their idealism and sensitivity. Extreme sensitivity and reaction to other's feelings and the injustices in the world, can be painful and frightening to them.

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Spiritual Intelligence/Giftedness

Spiritual Intelligence--our most fundamental intelligence—enables us to explore the need for meaning and values in our lives.

IQ – beginning of 20th century, Aristotle's definition "a rational animal", psychologists discover ways & means to measure intelligence, computers have IQ.

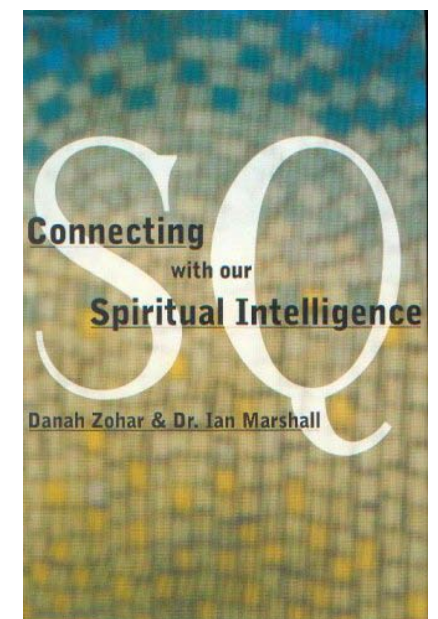
EQ - mid 1990's, Daniel Goleman, a basic requirement for the appropriate use of IQ. Exists in higher mammals.

SQ – late 20th century, uniquely human, most fundamental of all three.

- what we use to develop our longing and capacity for meaning, vision and value.
- allows us to dream and to strive.
- underlies the things we believe in and the role our beliefs and values play in the actions that we take.
- in essence, what makes us human.
- Spiritual Intelligence explores how accessing our SQ helps us to live up to our potential for better, more satisfying lives.

“Connecting with our Spiritual Intelligence” Danah Zohar & Ian Marshall

http://www.hent.org/ref/sq_connecting.htm



SPIRITUAL: (Adjective)

1. of soul: relating to the soul or spirit, usually in contrast to material things.
2. of religion: relating to religious or sacred things rather than worldly things
3. Temperamentally or intellectually akin: connected by an affinity of the mind, spirit, or temperament. 'spiritual mother'
4. Refined: showing great refinement and concern with the higher things of life

http://encarta.msn.com/dictionary_1861712032/spiritual.html

SPIRITUALITY (noun) Having to do with deep, often religious feelings and beliefs, including a person's sense of peace, purpose, connection to others, and beliefs about the meaning of life.

http://www.cancer.gov/Templates/db_alpha.aspx?CdrID=441265

CATEGORIES OF GIFTED AND TALENTED STUDENTS

1. **High achieving students**: identify themselves by the quantity and quality of their responses or activities. Outstanding ability or talent in one or more areas is evident.
2. **Covertly-able students**: appear to need less attention. Quietly get on with their work and complete tasks set. Shy, reticent, may not ask many questions or show their advanced ability because they do not want to be different. Not easily identified unless given the opportunity to experience challenging tasks or problems. Girls form a large proportion of this group.
3. **High-potential students**: have behaviour problems and may be aggressive, withdrawn and very active or disruptive. Not easily identified. The behavioural problems that may mask their potential ability may be psychologically based, result from a physical handicap or be attentional such as Attention Deficit Disorder.
4. **Underachieving students**: are those whose performance in school is very much lower than their intellectual potential. Produce little or no work yet at times show evidence of outstanding ability in a particular area.
 - Causes of underachievement: deprived socio-economic background, non-English speaking background, family dynamics/dysfunctionality, boredom, lack of challenge, isolation, fear of failure, anxiety, low self-esteem, pressure to conform.
 - Students may need counselling or other intervention to address the problems.
 - 5. **Students with special needs**: including underachievers, females, Indigenous students, students from non-English speaking backgrounds, students with disabilities, geographically-isolated students and students from low socioeconomic backgrounds.

PROFILES OF THE GIFTED & TALENTED.

- A theoretical model to profile the Gifted and Talented that *differentiates* gifted individuals on the basis of
 - ☐ Behaviour,
 - ☐ Feelings
 - ☐ Needs.
- Purpose of this model:
- Provides a framework for a better understanding of these students looking at their feelings, behaviour and needs.
- to increase awareness among educators and parents of differences among gifted children,
 - provides guidelines for identifying gifted children.
 - can be used to develop appropriate educational goals for the gifted.
- Remember, it is not a diagnostic classification model.

Developed by Betts & Neihart, 1988, University of Northern Colorado.

Source: www.davidsoninstitute.org

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PROFILES OF THE GIFTED & TALENTED

(BETTS & NEIHART, 1988)

TYPE I: Successful

TYPE II: Challenging

TYPE III: Underground

TYPE IV: Dropouts

TYPE V: Double Labelled

TYPE VI: Autonomous

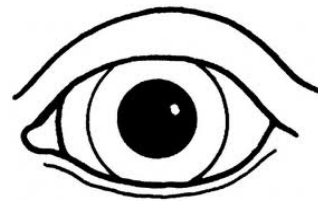
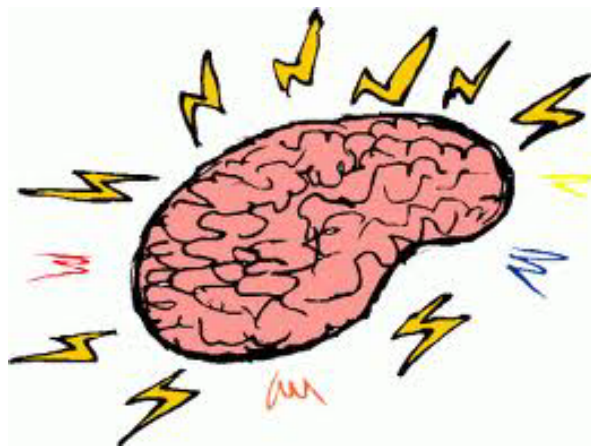
See the Matrix for information on Feelings & Attitudes, Behaviours, Needs, Adults & Peers Perceptions of Type, Identification, Suggested Home Support and School Support, for each profile.

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Activity: Right brain Response to the Gifted student

- Right brain – looking at the big picture, more holistic, synthesising, creating ideas, more visual, lateral thinking.
- Y-Chart : Creative and critical thinking, analysis, response, using intuition, senses, imagination.



• Looks like

• Sounds like



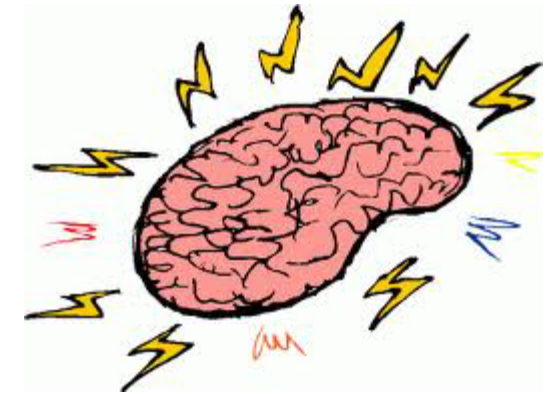
• Feels like



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P.M.I. Chart



Plus (Agree)

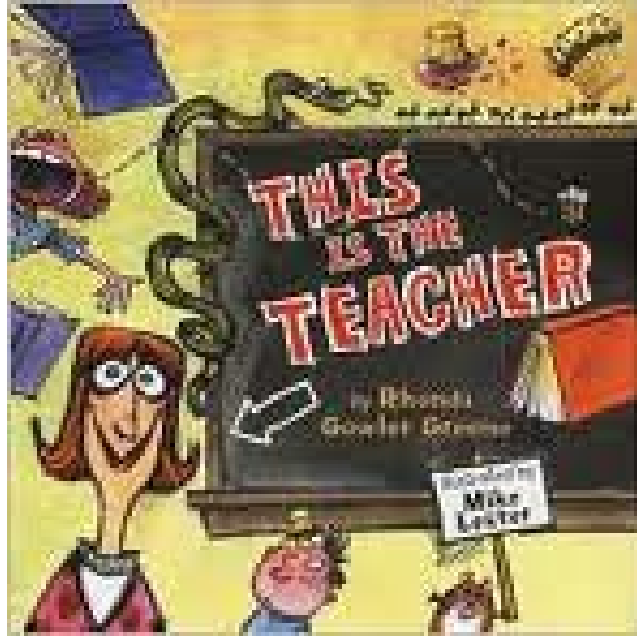
Minus (Disagree)

Interesting (Undecided)

P.M.I. Chart		
Plus (Agree)	Minus (Disagree)	Interesting (Undecided)

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Teachers
Touch the
future.

Teachers
bring dreams
to life.

School is a building that has
four walls –
With tomorrow inside.

Lon Walters

A teacher affects
eternity,
he can never tell
where his
influence stops.

Henry B. Adams



To teach is to
touch a life
forever.

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MYTH: Gifted students are happy, well adjusted and popular in school.

Why?



Declan

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MYTH: Gifted students are happy, well adjusted and popular in school.

- “The **uniqueness** of the gifted renders them **particularly vulnerable** and requires modifications in parenting, teaching and counseling in order for them to develop optimally.”

*The Columbus Group, 1991, cited by Martha Morelock,
"Giftedness: The View from Within", in Understanding Our Gifted, January 1992*

“ Care for the weakest students can seem a more natural fit for Christian instincts toward care of the vulnerable”.

We need God's wisdom and heart in judging who are the ‘weakest’ and the ‘vulnerable’.



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Why should Christian teachers have a positive response to the “Education of the Gifted” body of knowledge?

- Because of their belief that God created all students and equally loves them.

“For you created my *inmost being* and knit me together in my mother’s womb”

Psalms 139:13

- To model **God’s love** for students through showing acknowledgement of the Gifted student, as having particular needs which are unique and different from other students. Differences between individuals need to be recognised as part of the way God has made us.
- 1 Corinthians 12:14-18 The analogy of the church as being like a body made up of many different parts. God values individual diversity, but stresses that this is not an excuse to judge one another. Our differences are to enable us all to serve God, function effectively as a unit and to serve each other.

“*For no matter how significant you are, it is only because of what you are a part of.*”

Corinthians 12:16 MSG

- To equip and encourage students to fulfill their God-given potential for God’s glory.



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What Biblical perspectives should we be teaching our Gifted and talented students?

Whatever the ability, it is a gift of God and not a basis for personal pride.

- *Who made you superior to others? Didn't God give you everything you have? Well, then how can you boast, as if what you have were not a gift? (I Corinthians 4:7, TEV)*
- *From The Message "Isn't everything you have and everything you are sheer gifts from God? So what's the point of all this comparing and competing?"*
- *Students need to learn to use their abilities in His service, rather than to make a name for themselves. Example of Nimrod Genesis 10 and 11 who was commended for using his abilities "as unto the Lord" .*
- *The only accurate way to understand ourselves is by what God is and by what he does for us, not by what we are and what we do for him. (Romans 12:3-4, MSG)*
- *Principles from The Parable of the talents: Both servants doubled what they started with. They were equally faithful with what they had been given. Need to show diligence and application. Not choose to underachieve, crippled by perfectionism.(bury talent) "It's criminal to live cautiously like that...Get rid of that 'play-it-safe' who won't go out on a limb." Matthew 25*

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Christian schools and Gifted and talented Education

“to offer education at a level that fails to challenge the talented and gifted is as *unbiblical* as offering education beyond the reach of those with learning disabilities.”

Badley and Dee, *A Biblical Ethics for Gifted and Talented Education*, p.28)

“We should encourage the full development and use of whatever gifts people possess. Neither individuals nor the institutions in which they learn and work should bury talent, either by benign neglect or by intention. Education should encourage the development of all children’s gifts and talents – including the talented and gifted – so that society can benefit from their full development and expression so that God, the author and giver of every good thing can be glorified.”

Badley and Dee, *A Biblical Ethics for Gifted and Talented Education*, p.28. in *Christian Higher Education for the “Best and Brightest”*, Bratt,K and Holberg,J (Eds) *A Special Issue of the Journal of Education and Christian Belief*. Vol 14:2 (Autumn 2010)

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Christian schools and Gifted and talented Education

- The Biblical Theme of Justice support's educators giving attention to the needs of the talented and gifted. Justice demands that gifted students, because they have a need, receive differentiated education so that they can reach optimal potential. (Badley and Dee, *A Biblical Ethics for Gifted and Talented Education*, p.26)
- Supporting Christian parents of gifted students.
- Promoting Christian philosophy and perspective in this growing and popular area of Education. For example "Spiritual IQ and Spiritual Giftedness" theory.
- As Christians we believe that what God gives is good. (Psalm 85:12). If the abilities of the gifted come as good gifts from God, schools should treat their gifts accordingly.

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MYTH – Gifted Education requires an abundance of resources.

Truth: Most important requirement is free

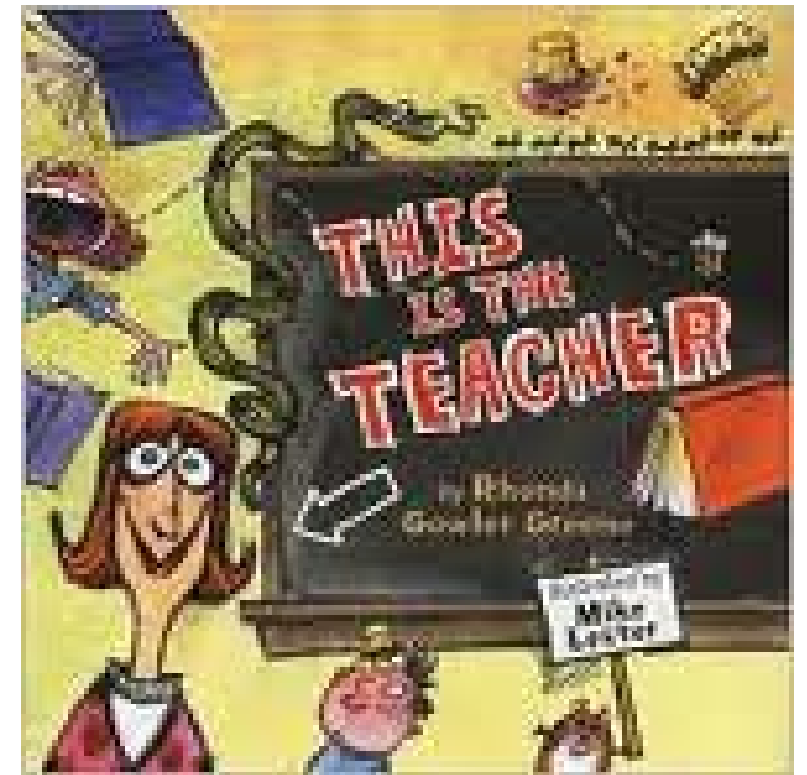
YOUR

ATTITUDE

Colossians 3:23

“Do your work willingly, as though you were serving the Lord himself, and not just your earthly master.

In fact the Lord Jesus is the one you are really serving, and you know that He will reward you.”



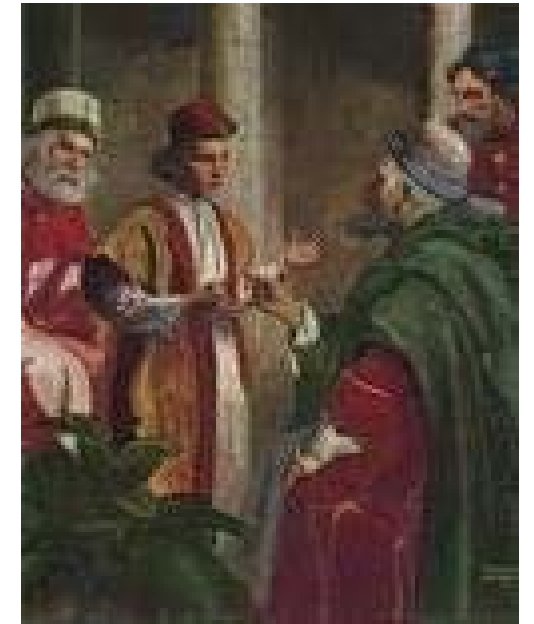
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Myth: Gifted students don't need help,
they'll do fine left on their own.

Truth:

- ❑ Gifted students need to spend time with their ability peers. (Example of Jesus in Luke 2:46-47)
- ❑ These students may need special training to exercise their gifts of leading or teaching others.
- ❑ Gifted students need to fulfil their own God-given purpose.
- ❑ Some students may enact negative behaviour as a result of not having their needs met.



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Provision for Gifted Students

WHY???

What do they need???

Example-

Objectives of Tournament of Minds:

- To provide the challenge of real, open-ended problems.
- To develop creative problem solving approaches and techniques.
- To foster cooperative learning and teamwork.
- To stress positive reinforcement and celebrate excellence.
- To encourage experimentation and risk taking.
- To expand and reward creative and divergent thinking.
- To stimulate a spirit of inquiry and a love of learning.

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Student Evaluation of Extension Activities

1. Please tick the box to show the degree of value you attribute to aspects of being involved in the OzCLO Competition.

	Very important	Important	A little important	Not very important
a. Having an opportunity to work with other students who are at my intellectual level & interested in the same activities as me.				
b. Getting to know other students who I would not usually mix with.				
c. Being intellectually challenged and learning something new.				
d. Having the opportunity to work with a different teacher				
e. The opportunity to be in a competition and represent my school at an interschool level.				
f. The opportunity to visit UWA				

Provision

Step 1 : Audit of current provisions.

Many are occurring for all students which Gifted students gravitate to and enjoy. Some of these could perhaps be expanded. Examples -

- After school/lunchtime Clubs
- Music/band
- Production/drama/speech competitions
- Extra opportunities offered such as writing competitions, Maths competitions.
- In class- ability groups for Maths and Reading.
- Leadership –student council.



Step 2: Plan for In class differentiation.

Investigate providing this through technology. Use many free computer program sites.

Use of tiered assignments and Bloom's taxonomy activities.

A plethora of information about differentiation on the web and in books.

Step 3 : Special Enrichment Programmes for all

Programmes for all students which the Gifted will especially enjoy and benefit from .

- Night of the Notables
- Spelling Bee
- Any free incursions – AISWA, or whole class excursions.

Step 4: Programmes targeted at Gifted students.

Extension in an area of high ability .e.g. Have Sum Fun Maths Competition. These students do value spending time with their intellectual peers, and acknowledgement of their unique needs and characteristics.

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Identification of Gifted students

Why Identify? Clarify your purpose in seeking to identify these students.

Principles

- An ongoing process, not a once off event.
- A matrix of data is needed.

Objective Measures (Standardised tests of ability or achievement)

- Standardised tests of Intellectual Potential e.g. WISC-IV, Stanford Binet Iv or V, TOLA,
- Aptitude Tests: Raven's SPM
- Standardized academic achievement tests e.g. NAPLAN, PAT Maths, PAT Reading, S.A. Spelling test, TORCH, MYAT, ACER tests, ICAS Competitions
- Class teacher designed tests and assessments

Subjective

- Checklists for Parent, Teacher, Peers, Self (Student)
- Specific selection criteria , gifted co ordinator created task.

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PRINCIPLES OF EFFECTIVE IDENTIFICATION

- Research-based guidelines for determining a school's identification process:
 - ❑ Use tools and strategies in harmony with the definitions of giftedness & talent in school policy.
 - ❑ Multifaceted: Using multiple criteria, and a variety and balance of subjective & objective measures.
 - ❑ Ensuring tools and strategies are reliable and valid.
 - ❑ Examining the intrapersonal and environmental catalysts influencing the expression of giftedness.
 - ❑ Beginning the identification process early to help prevent chronic underachievement.
 - ❑ Identification should be an ongoing process.
 - ❑ Teachers with training in gifted education are more effective in identifying gifted and talented students.
 - ❑ Primary reason for identifying a gifted and/or talented student is to provide an appropriate educational program.

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MYTHS

- All children are Gifted.
 - Everyone is Gifted in their own way.
 - Gifted students don't need help, they'll do fine left on their own.
 - Gifted education programs are elitist
 - Gifted students are happy, well adjusted and popular in school.
 - Gifted Education requires an abundance of resources.
- (Refer to <http://www.nagc.org>)

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Recommended Websites

- Gifted Education Professional Development Package for Australian Teachers
Very comprehensive and contains many useful resources and links.

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/gifted_education_professional_development_package.htm

- Australian Association for Education of the Gifted, which has links to state sites. NSW is particularly comprehensive. Free downloadable book "*Giftedness from an Indigenous Perspective*". www.aaegt.net.au

- The "All Things *Gifted*" resource for parents, educators, administrators, counselors, psychologists, and *gifted* children and teens! www.hoagiesgifted.org

- (American) National Association for Gifted Children
<http://www.nagc.org/myths.aspx>

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Gifted Education Solutions

IRENE DANIELS

Irene.daniels1@bigpond.com

Available for consultation

Areas available:

Identification of Gifted and talented students.

School Gifted and talented Policy.

Audit of current provisions and future planning.

Marketing to parents of Gifted and talented students.

Information sessions for parents and/or staff on a variety of topics
e.g. Social-Emotional characteristics and needs of the Gifted.

A Christian response to the Gifted.

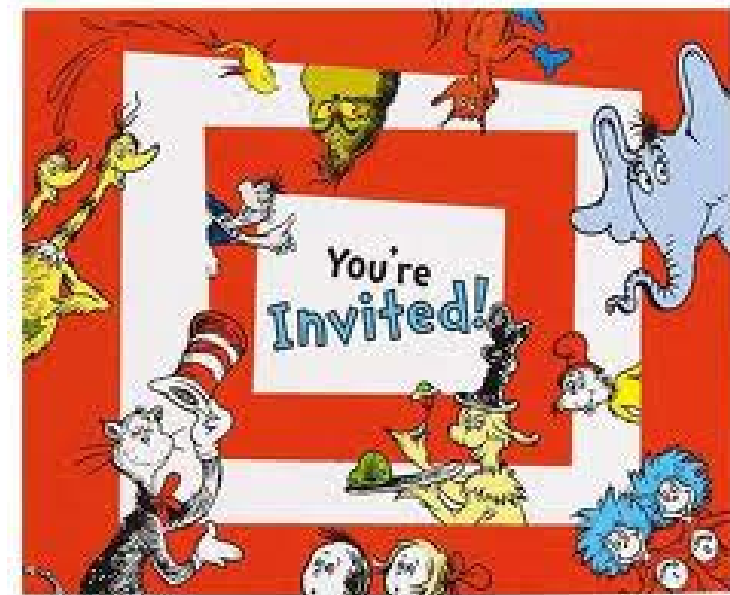
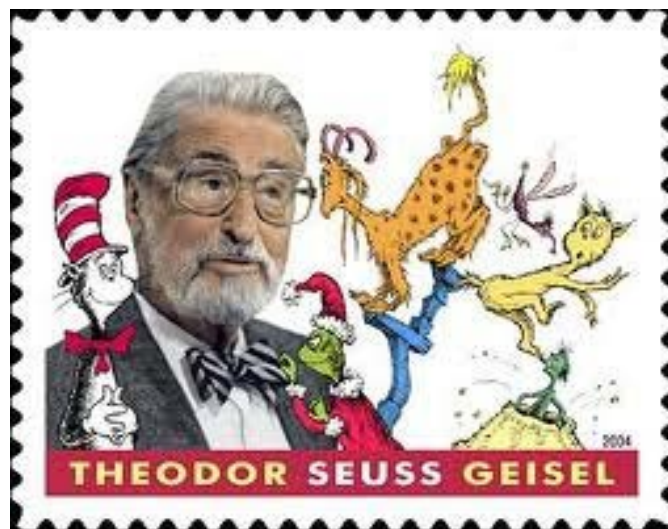
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"If Dr. Seuss had a gifted child...."

- Poem from the Hoagies Gifted webpage. The "All Things *Gifted*" resource for parents, educators, administrators, counselors, psychologists, and *gifted* children and teens!

www.hoagiesgifted.org



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