



SHINE

Solve. Hypothesise.
Investigate. Navigate. Enrich.

Gifted and Talented Education
Lara Ognenis NPCC Presentation 2021



Spread his Wings and Fly!

My son was "invisible" to the School Folks at his old school. I made up a story in my mind that his giftedness was like a pair of huge, heavy, invisible wings, that most teachers couldn't see. These wings were filled with light and sparkled so brightly that looking directly at them could be painful.

Most people only saw the way those invisible wings knocked things over and made my son wobble when he walked. Everyone could tell he was different, and most thought he was just clumsy and awkward, and he was clumsy at walking, flying and sitting at a desk. His flying was clumsy because he was young and inexperienced, but I did sometimes observe tremendous grace. But didn't every mother find her own child to be miraculous at times?

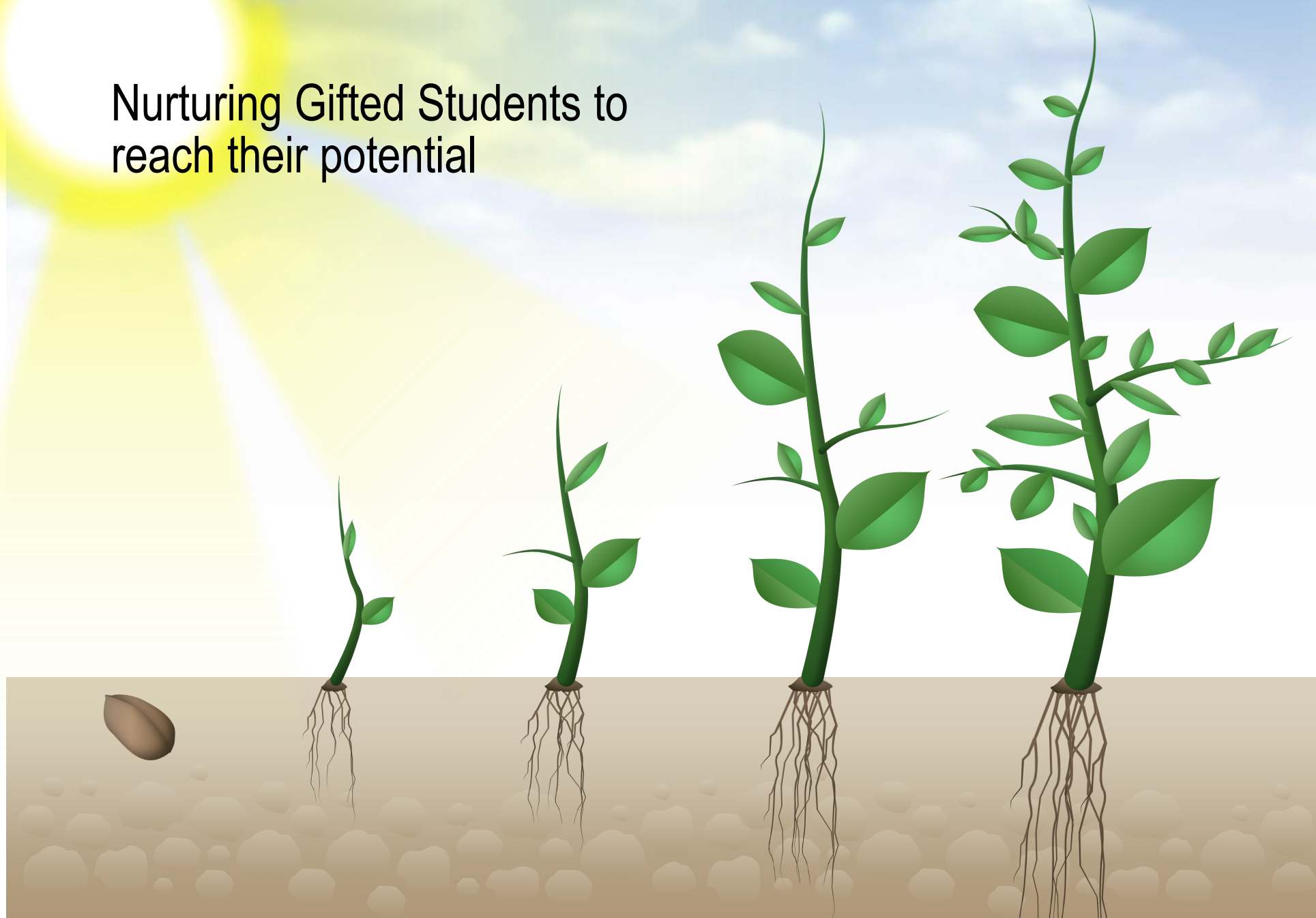
There was almost no place to practice flying during the school day. We were concerned that he hold his wings politely in and not knock over the other children. It was sad that he came home so tired and worn out from holding those wings tightly against his body, but we didn't know what else to do. The wings would take care of themselves until the wonderful day when he could use them, wouldn't they?

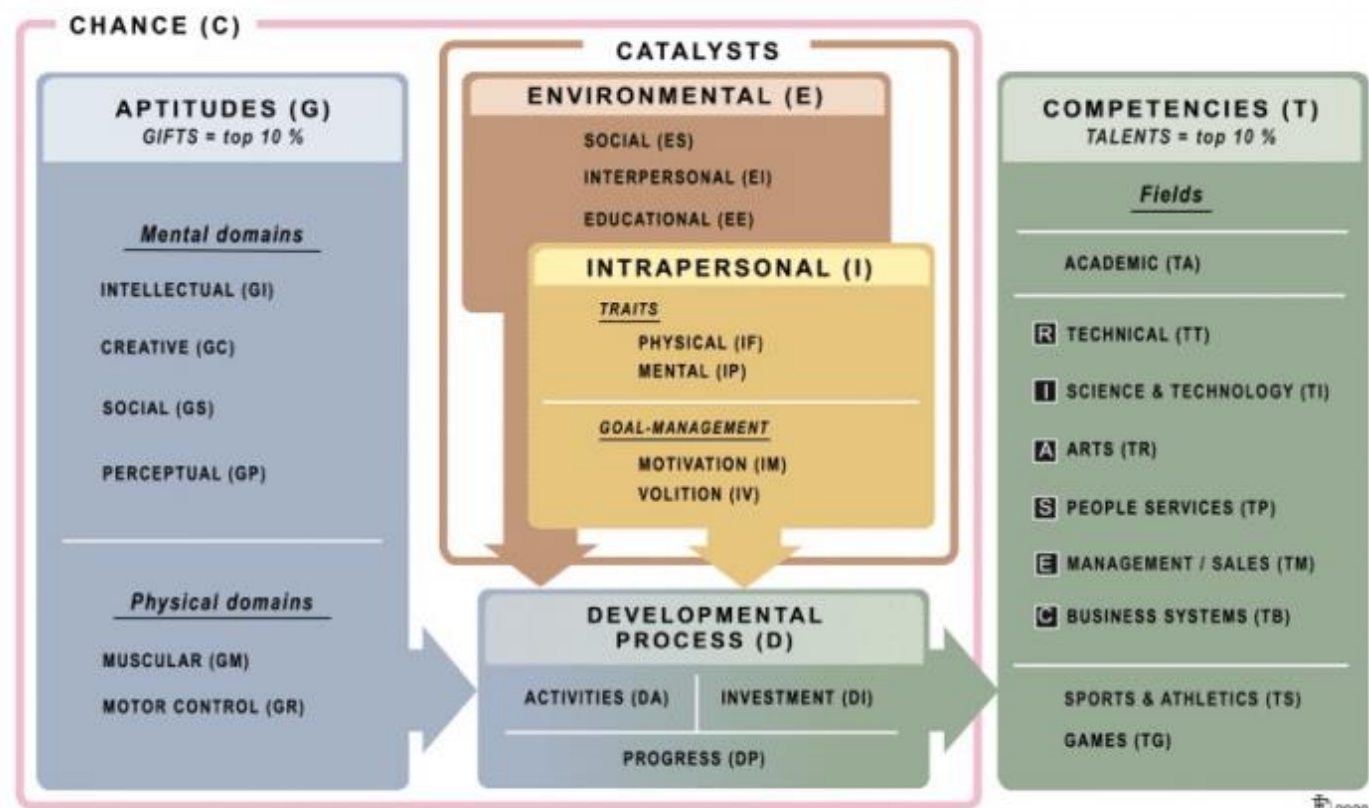
It doesn't work quite that way, and we got quite an education. I'm grateful to my son for opening my eyes. It is sad as it is when a teacher doesn't see a child's wings. But there isn't anything sadder than a winged person who can't see his own wings, but only feels a vague heavy weight, and sees people around him get mysteriously knocked down.

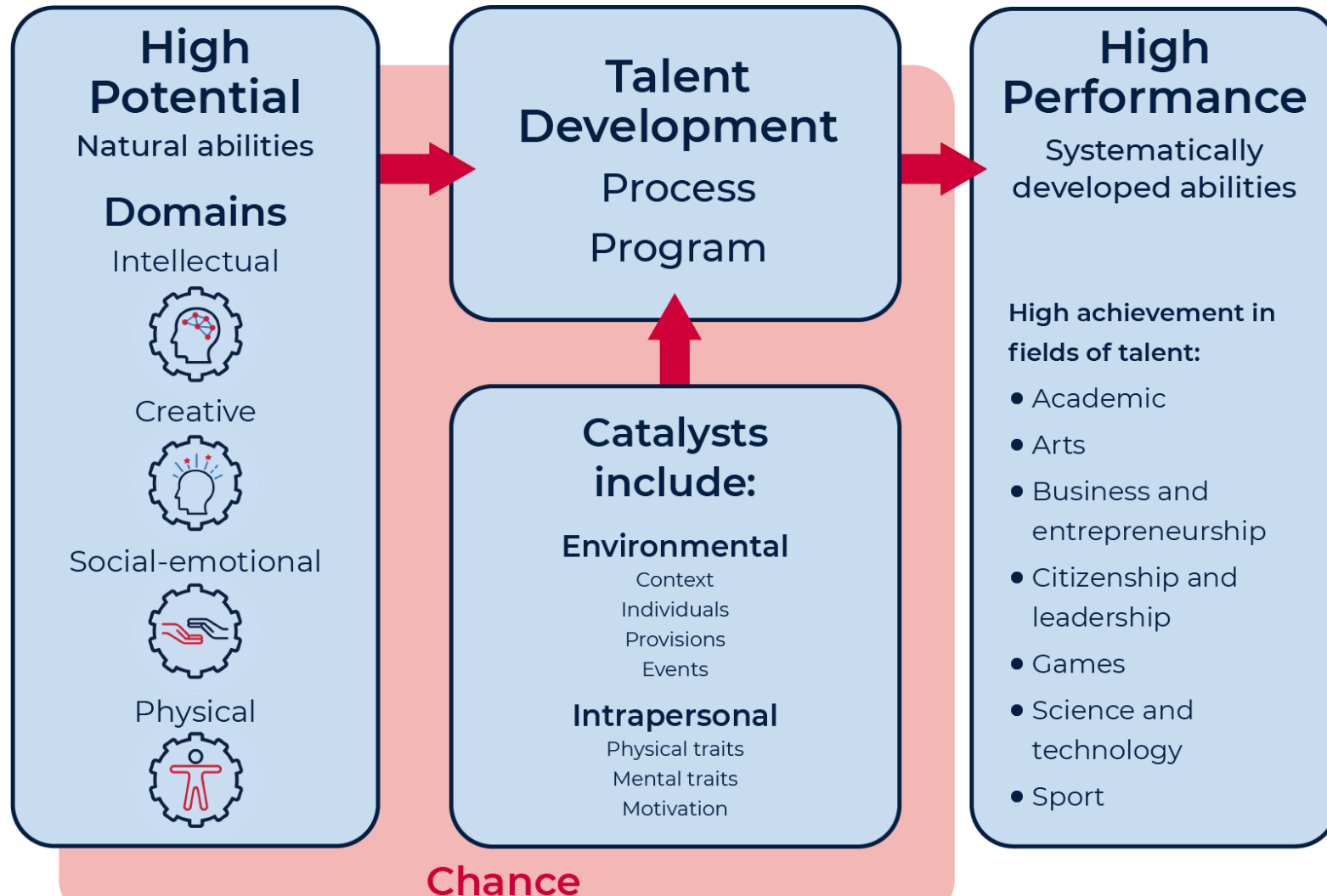
The number one reason for educating ourselves about gifted issues, and unraveling our own pasts, is to be able to hold a mirror up to our children so they can see and understand themselves better, strengths and challenges both. – Grinity

<https://www.hoagiesgifted.org/metaphors.htm>

Nurturing Gifted Students to
reach their potential









Identification

- Top 5-10% of intellectual ability
- Early Childhood
 - Teacher Nomination
 - Age-appropriate cognitive ability test
- Primary
 - Every two years students are evaluated with aptitude tests and invited into the SHINE or extension programs
- Secondary
 - Aptitude tests
 - Academic performance

Assumptions and misconceptions

~ High Achiever, Gifted Learner, Creative Thinker ~

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.

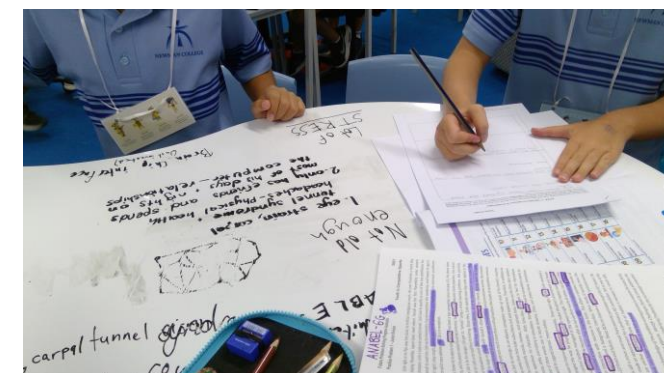
Assumptions and misconceptions

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Kingore, B. (Spring 2004). High Achiever, Gifted Learner, Creative Learner.
Understanding Our Gifted.
www.bertiekingore.com

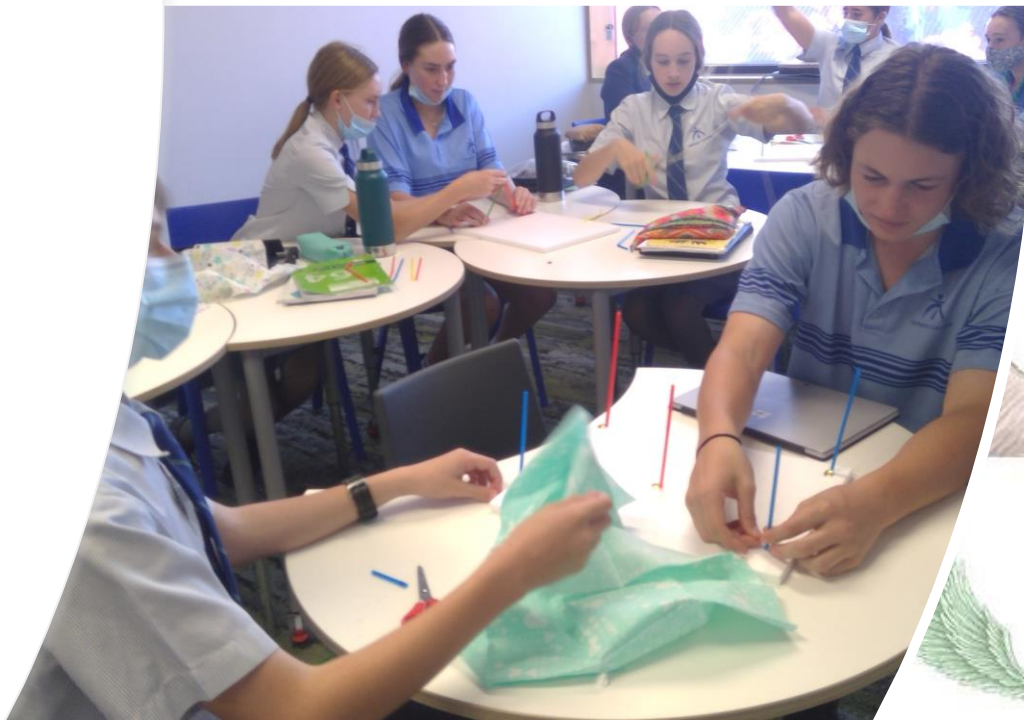
Progression

Early Years	Primary	Secondary
SHINE at Marian	SHINE at Lavalla	SHINE at Marcellin
Passion and Perseverance	Discovery and decision-making	Challenge and create
Pre-primary - Enrichment and extension	Year 3 – 4 SHINE program Year 5 – 6 SHINE program	Creative writing (Yr 7 – 10) Architecture (Yr 8 – 9) STEM investigation (PBL) (Yr 7 – 8) Philosophy (Yr 7 – 9)
Year 1 – 2 SHINE program	Tiered instruction (mainstream) Extension pathways (flexible entry) - Mathematics number - Discovery Mathematics Art Extension	(Term-by-term programs) Above by invitation Extension pathways (Year 9 – 10 various disciplines) Differentiated instruction (mainstream)



Discovery Learning

- Da Vinci Decathlon – Art, Poetry, Mathematics, Science, Cartography, Code-breaking, Legacy
- Future Problem Solving
- STEM Challenge Day
 - Bridges, Hovercrafts, Turbines etcetera
- Think Tank Challenge
 - Real-world problems combining geographical and scientific understandings
- UWA Partnerships
- PBL Immersion



Where to?

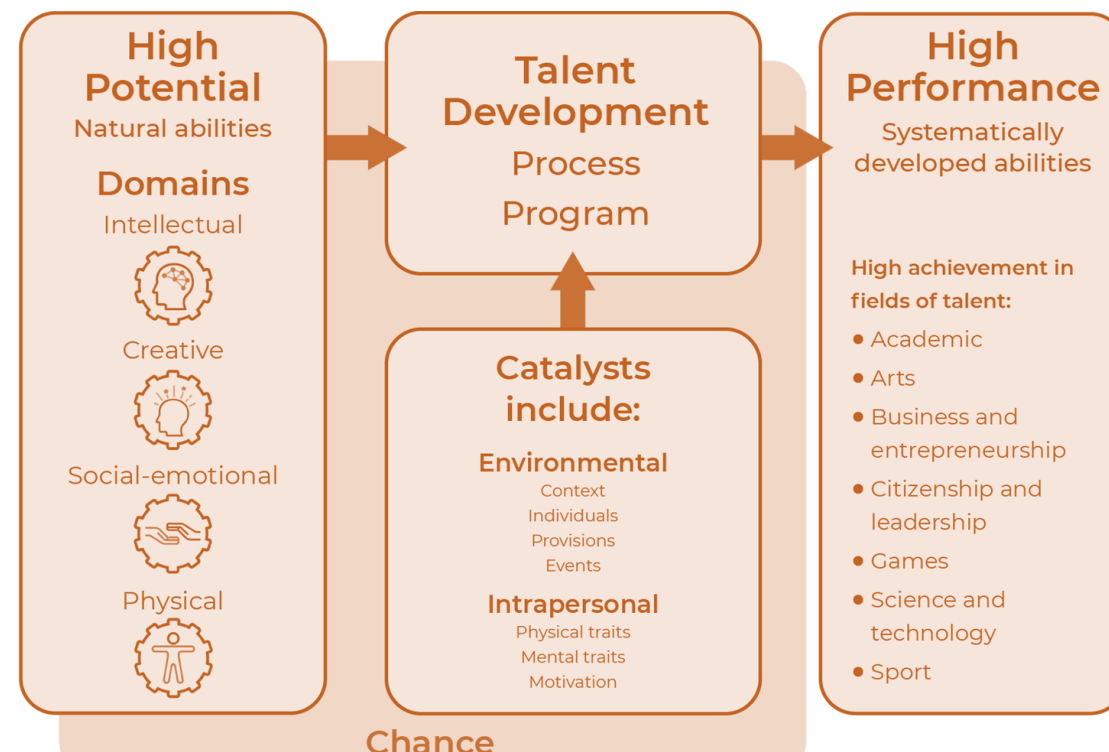
- Development of SHINE program
 - Reflect, review, refine
- Extension pathways
 - Year 9-10
 - Year 7-8 cluster grouping
 - Rich learning tasks
- Personalised learning
 - Students in the top 1 – 5% require further differentiation
 - Personalised learning
 - Consideration of twice exceptional student needs
- Consistent tiered instruction (secondary)
- Lighthouse staff members
 - ASIP transformational learning group
- Parent consultation
- CELEBRATE



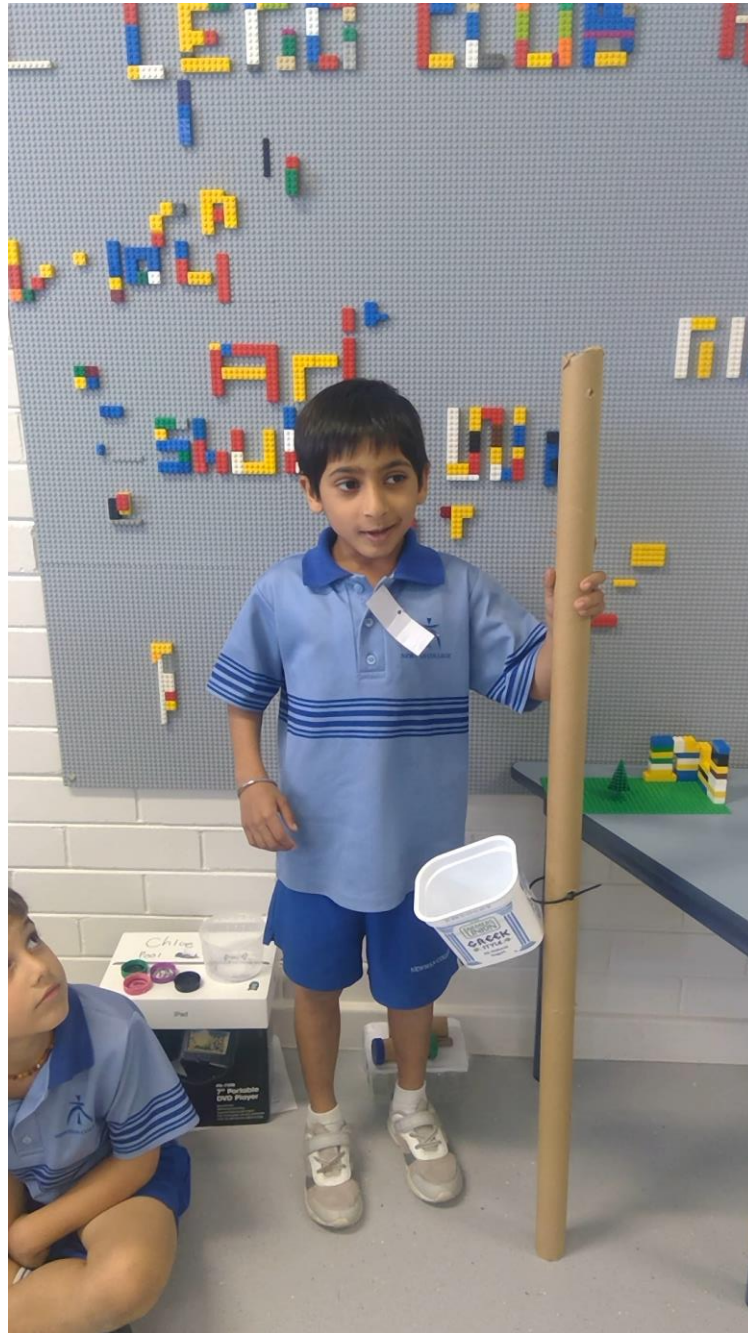
Celebrate

Catalysts

- Performing Arts programs – Production, Dance troupe etcetera
- Creative Writing Program
- Music program and ensembles
- Specialist sports programs
- Technologies – coding in primary school, uptake in Senior School
- Media Arts
- Excellence in sports – basketball, swimming etcetera
- Principal's Assemblies
- PBL
 - Immersion
 - End of year PBL
 - Primary PBL
- Staff Expertise and Support
- Academic competition
 - Science competitions
 - Maths competitions
 - Writing competitions







Reflection



3 things you have learnt about gifted and talented students



2 areas I would like to learn/know more about...



I wonder...





Thank you