

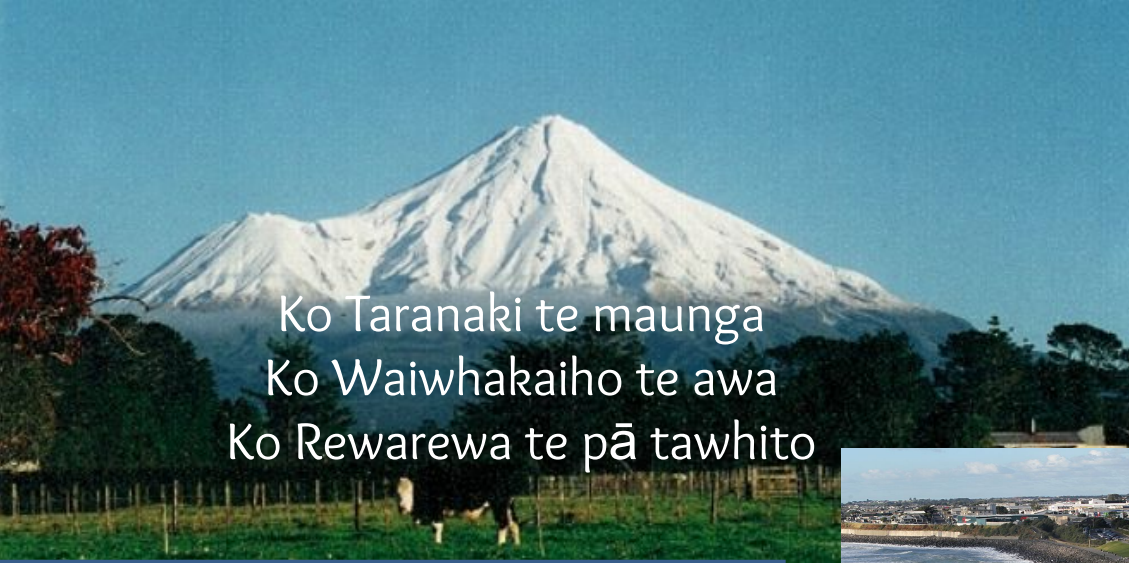


Waka Tīwai Regional Network Hui

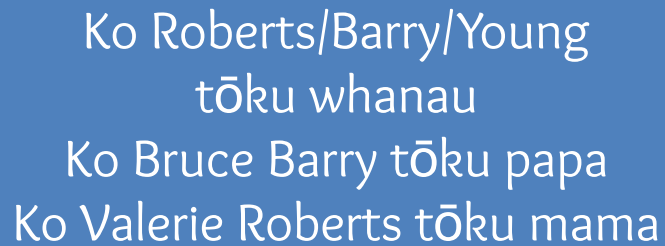
Making Good Choices for Gifted Learners within Literacy

Taranaki Term 2 2019





Ko Taranaki te maunga
Ko Waiwhakaiho te awa
Ko Rewarewa te pā tawhito



Ko Roberts/Barry/Young
tōku whanau
Ko Bruce Barry tōku papa
Ko Valerie Roberts tōku mama

Ko Cushla Young tōku ingoa



**Naku te rourou
nau te rourou ka
ora ai te iwi**



*With your basket
and my basket
the people will
live*

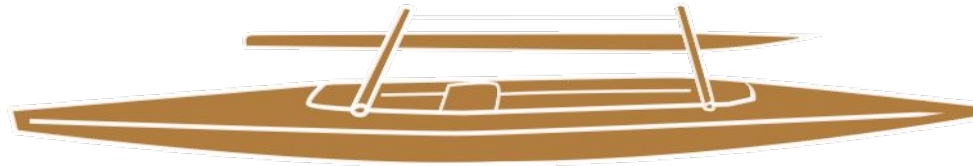




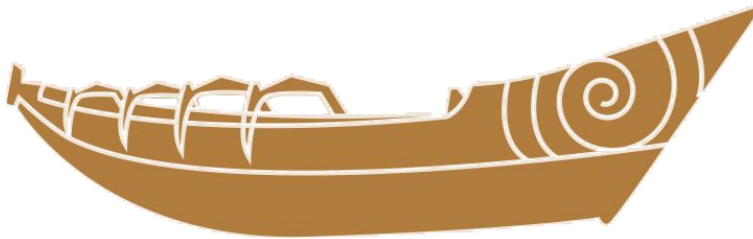
- Peer to peer, 'just in time' support for teachers
- Improve the quality of education offered to young gifted New Zealanders
 - *Sharing professional expertise*
 - *growing local networks*
 - *nurturing local leadership*
 - *developing professional pathways*



Waka Ama



Waka Tīwai & Kōpapa



Waka Hourua



Waka Tīwai

Mahi

*Network - Learn from and alongside each other
Growing capability to meet the needs of gifted learners
Practical*

Kaupapa

*Whanaungatanga
Kotahitanga*



Waka Tīwai Regional Networks

Hui 1: Meeting needs within Literacy

Hui 2: Digital Education - how to effectively consider gifted learners in a digital education pedagogy.

Hui 3: Science

Hui 4: tbc locally

Post Hui Online communication, collaboration and contribution



Why me? Why you?

Why me?

Now your turn...

1. Name
2. Position
3. School
4. What would you like out of today and involvement in this hui?
5. Something you think about when you think of gifted learners and literacy
(strength, challenge, fun fact, research finding, question/wondering)



Agenda

4:15pm	Effective, efficient programme ideas for literacy, with gifted students in mind.
5:00pm	Collaboration between participants
5:30pm	Resourcing
5:40pm	Online Component Goal Setting Evaluations



Why is it important?

Meeting the needs of Gifted and Talented Students

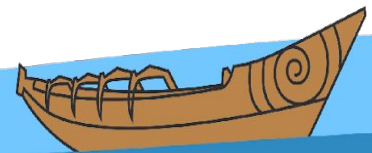


Table 2. ERO's recommendations for teachers and school leaders



ERO recommends that teachers:

- communicate, consult, and collaborate with parents, whānau, and the school community to develop a shared understanding of gifted and talented education;
- provide challenging and differentiated programmes for gifted and talented students in the regular classroom;
- provide appropriate feedback and support for gifted and talented students to achieve in and make progress with their gifts or talents;
- develop an understanding that every teacher has responsibility to teach the gifted and talented; and
- develop awareness of the particular social and emotional characteristics of gifted and talented students, and promote their holistic wellbeing.

ERO recommends that school leaders:

- designate a person or team to lead the school's provision for gifted and talented students and give them support;
- develop and foster a school-wide understanding of gifted and talented education;
- promote ongoing participation in school-wide professional development, and specialist training and development for people specifically responsible for gifted and talented education;
- develop inclusive and appropriate definitions and identification processes for gifted and talented students that reflect student diversity and encompass a variety of gifts and talents; and
- institute appropriate self-review processes to determine the effectiveness of provision for gifted and talented students.

Education Review Office, 2008a, page 2

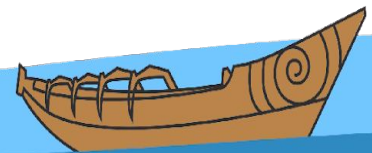




Shared understanding of Gifted (asynchronous) learners

Visit [Padlet](#) to include ideas.

<https://padlet.com/cushla/x45ddvkzh3pr>



Cushla Young + 7 1m

Shared Understanding of what a Gifted Learner is

Share your thoughts about what a gifted learner is. You can think specifically in literacy or more generally.

Care for conservation

Can be misconstrued as defiant or

Can be misconst

Can be misconstrued as defiant or disrespectful

Wants to work independently or alongside someone they consider an equal

Can be perfectionists and not like to try things they think they'll "fail" at

Sometimes don't fit in socially

Can show over excitabilities... May/may not what these are

intense, quirky, sometimes difficult

Can lack social/emotional skills

Intuitive thinkers, know the answer without knowing why

Often think "outside the box"

Enjoy a challenge, growth mindset

Curious natured

Can be easily bored in a classroom setting

will look at things from 'different' angles

Can be introverted or extroverted

Special learning needs e.g. twice exceptional

Divergent thinkers... think outside the square

Someone who has a higher than average intellectual skill set

try to fit in

Academically advanced



Some understandings to consider...



Criteria for developing school-based definitions of giftedness and talent

A school-based definition of giftedness and talent needs to:

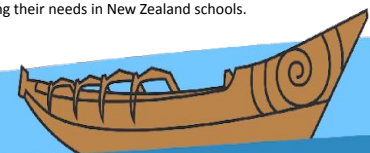
- reflect a multi-categorical approach that includes an array of special abilities
- reflect a bicultural approach that incorporates Māori concepts
- recognise multicultural values, beliefs, attitudes, and customs
- recognise both performance and potential
- acknowledge that gifted and talented students demonstrate exceptionalism in relation to their peers of the same age, culture, or circumstances
- provide for differentiated educational opportunities for gifted and talented students, including social and emotional support
- reflect the context and values of the school community
- acknowledge that giftedness is evidenced in all societal groups, regardless of culture, ethnicity, socio-economic status, gender, or disability (learning, physical, or behavioural)
- recognise that a student may be gifted in one or more areas
- recognise that a student's gifts and talents will emerge at times and in circumstances that are unique to that student
- be grounded in sound research and theories.



Meeting Needs

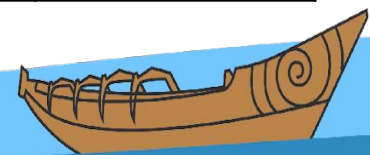
Qualitative Differentiation		
Content	Process	Product
Abstract	Higher Level Thinking	Transformational
Issues/Problems	Problem Finding/Solving	Taking action
Multi-disciplinary	Authentic to the field	Authentic to the field
Ethical	Service	Appropriate audience
In Depth	Accelerated pace	Comprehensive
Complex	Group interaction	Individual contribution evaluated
Open-ended	Open-ended	Appropriately evaluated
Novel	Flexible	Novel
Self-selected	Self-directed	Self-selected

Adapted from Ministry of Education. (2012). Gifted and talented students: Meeting their needs in New Zealand schools.



Meeting Needs

Intellectual	Creative	Social	Emotional	Psychomotor	Cultural
Abstraction	Originality	Like-minds	Authentic	Energy outlet	Links with home
Reasoning	Open-ended	Interest groupings	Interest/ Passion/ Strength	Relaxation	Local community
Evaluation	Risk-taking	Flexible groupings	Appreciation	Movement	Local content
Depth	Imagination	Negotiation	Understanding	Kinaesthetic options	Language
Mentors	Open to left field	Problem-solving	Power-sharing	Self-select product	Cultural processes and product



Making Good Choices for Gifted Learners within Literacy

Higher order thinking	Digital Education	Sophisticated Texts
Integration with inquiry	Big Ideas	Acceleration
Choice	Competitions	In-depth analysis



Myths about Gifted Readers

- All gifted readers are the same
- Gifted readers will flourish left to their own devices
- Gifted readers are experts when it comes to comprehension and analysing texts
- Gifted readers know how select appropriate reading materials
- All gifted learners are good at reading



Independent Reading Projects (IRPs)



Research Pyramid: [Unit Plan](#)

Context: Teaching information literacy skills. Used from Years 5 upwards.

[Slides](#)

Research pyramid

Choose a topic from the list on the wall and complete as many of these pyramid tasks as you can. Your topic should be linked to our school-wide inquiry. Use the Google Slides to monitor and track your work each week. Keep on top of the project and manage your time well.

		Question Time Write down five questions that you want to find out about your topic. Make sure these questions are 'open' questions.			
		Mind Map It Mind map everything you know about the topic.			
		Key Words Use a non-fiction book. Check out the glossary. Write down ten topic vocab words and the meanings of these words.	Circle Map: Defining Think deeply about your topic. Identify as many words, numbers, pictures, symbols for each part of the circle.	Plan your study Plan out how you are going to find out information using the Vibe Map.	
		Main Ideas Complete the Main Ideas Pyramid Organiser.	Bubble Map: Describing Think about your topic. Describe it in categories or qualities. Think in adjectives.	In My Words Using a note-taking strategy, answer one of your questions in your own words and in detail.	
Graphic Bubble Map Compare your topic to a bubble. Find out what is similar and what is different.	Different Sources Think about all the different ways of finding information. Complete the 'Using many sources' slide.	Fact Find Read a text on your topic and seek out an answer to two of your questions. Write down at least 3 sentence of facts.	In My Words Using a note-taking strategy, answer one of your questions in your own words and in detail.	Topic Maps Think of how you would group your topic. Write the top idea first then show smaller groups underneath.	
Google It! Using the internet, research some information on your topic using your key words. Complete a mind map on what you've found out.	Influencing Factors Think about your topic. What things influence it positively and negatively. Complete a T Chart.	Facts Read a text on your topic and seek out an answer to two of your questions. Write down at least 3 sentence of facts.	In My Words Using a note-taking strategy, answer one of your questions in your own words and in detail.	Icons and Symbols Complete the Icon Map worksheet. You should come up with as many icons or symbols as you can.	
Reproduce It! Reproduce one page of text you've found particularly interesting on your topic. Make sure it's in your own words.	In My Words Using a note-taking strategy, answer one of your questions in your own words and in detail.	Sketch It! Choose a chapter or sub-topic in your book. Draw a sketch to show a scene or technology concept. Make sure your sketch is labeled.	Facts Read the other half of your 3rd book. Think about your questions. Using a graphic organiser, write down at least ten facts.	Thinkers Keys Complete the thinkers keys on your topic.	True or False Using the information you have found out so far, create a True or False quiz for a classmate. You should have ten items in your quiz.
Opinion! Come up with an outrageous future for your topic. Think of potential technology related to your topic. Draw it.	Report Write a report on your topic. You should have four parts to your report.	Poster Life Create a poster with visual impact. Use photos, pictures, text and colour to make your key information stand out. You must persuade your audience to do something.	Speech Write a speech on your topic. Your speech should be 2 minutes long. You should use props or visuals to keep your audience's attention.	3-D Model Create a 3D model based on your topic. You should publish some of your notes in your own words.	Explain Everything Create an Explain Everything on this topic. It must be at least 5 slides long and include video and audio.
				Songwriters Write a song with facts about your topic. It should have a chorus and have at least 5 verses.	Assessing my work Pick one presentation you've done in this row. Complete the Self Assessment.

A-: complete all tasks

A: complete 34 tasks

A-: complete 30 tasks

B+: complete 26 tasks

B: complete 24 tasks

B-: complete 20 tasks

C+: complete 18 tasks

C: complete 14 tasks

D: under 12 tasks completed – see me.



Independent Reading Projects (IRPs)

Research Pyramid



Description

An independent reading project called Research Pyramid that teaches information literacy using a pyramid structure.

Show more

Groups

- All Groups (4)
- Nutrition
- Space
- Science
- Extension

Edit Students & Groups

Due Dates

Fri Jan 25	Research Pyramid Sli...
Fri Nov 30	1st Tier Task Tracker
Fri Dec 14	2nd Tier Task Tracker
Fri Jan 25	3rd Tier Task Tracker
Fri Jan 25	Self Assessment

Classes

Help

Goals

L3 Information Literacy
This project will teach you the following research skills.
1. Finding information.
2. ...
3. ...
Show more

ALL GROUPS

Outline of Tasks
Here is the outline of tasks and points for each task. This information is also in your Slides.
Research Pyramid Outline

ALL GROUPS

List of Topics
Choose a topic from the list below.

Resources

What is Research
Watch this YouTube clip to help you begin to plan your research.

What is rese...
What is research?

ALL GROUPS

Find and Use Information
Watch this YouTube clip on how to find and use information.

LIBRARY
FINDING AND
HOW INFORMATION IS SO MUCH
IT HAS TIME, NOT TIME

Evidence

Starts Mon Nov 5

Research Pyramid Slides
These slides are where you complete the tasks and link in all the work you have done in other ...
Show more

Individual Evidence

Due Fri Jan 25

Research Pyramid - hapara

Activity Status

0	0	0
Started	Submitted	Assessed

ALL GROUPS

Starts Mon Nov 5

1st Tier Task Tracker
Please update this task tracker as you complete them. This is how I will track your progress and ensure ...

Rubrics

Standards Rubric
Here is the rubric on what we are learning and the standards for grading.
Research Pyramid Project Sta...

ALL GROUPS

Reading Project Exemplar
Check out a completed slide from a previous student. Note: this is a different project but it will give you ...
Show more
Copy of Step Two - Brooke Jo...

ALL GROUPS



Independent Reading Projects & the Gifted Learner

What makes this suitable for Gifted Learners?

Model and Key Elements:

- self-directed
- loads of choice
- teaches time and task management
- meaningful independent work.
- provides creativity in product
- open-ended and promotes higher order thinking



Independent Reading Projects & the Gifted Learner

Key Elements to making this work in the classroom:

Model and Key Elements:

- integrated with inquiry topic
- regular feedback
- linked with guided reading lessons to provide more explicit teaching
- incorporate metacognitive thinking into elements
- Link with Blooms
- Encourage or include fertile questions



Some samples from the IRP of a Gifted Learner



Persuasion Wall The Art of Persuasion

List your Topics here:

1. (Main one) World Education
2. The Elections and Politics
3. Students having access to technology



Some samples from the IRP of a Gifted Learner



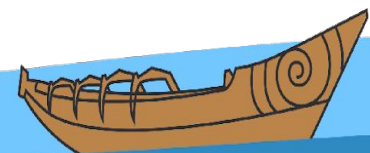
NAME OF TEXT	TYPE OF TEXT	WAS IT WORTH-WHILE?	WHAT TASK DID YOU USE IT FOR?
Benefits of tech in the classroom	Website article	Yes!	Knowledge
Spark ad for tech	Radio ad	Yes!	Knowledge
5 problems of tech in the class	Website article	Yes!	Knowledge
Educating the world: how to get students in developing countries to learn	Website article	Yes!	Knowledge
Countries with the highest literacy rate	Website article	Yes!	Knowledge
Stereotypes of tech	Website article	Yes!	Knowledge
Labour: Education	Website Article	Yes!	Knowledge
Labour: Announced Policies	Website Article	Yes!	Knowledge
Just landed: Russian schools	Website article	Yes!	Knowledge
Stuff Politics: Labour announces 'big boost for education'	Website Article	Yes!	Knowledge



Cushla Young
Nov 11, 2017

Resolve

You have read very widely, Caila!



Some samples from the IRP of a Gifted Learner



Caila's Tracker

Total Tasks: 78
Total Points: 540

weeks	Tasks	Began	Done	Points
1	Mind map, Hierarchical Organiser, Discussion Web, 5 Open Questions, PMI, Emotive words, Note taking, In my own words, Reproduce it, 5 New open questions	✓	✓	50
2	Fact find, Using many sources, Book report, In my own words, Thinkers hats, Double bubble map, Decision making guide, T chart in my own words, Fix the problem, Mind map it, In My own words, Summarise	✓	✓	70
3	Fact find, In my opinion, Mind map it, Back it up, Emotive Words, Book report, fact or opinion, Two characters,	✓	✓	95
4 & 5	Revising tasks -	✓	✓	5
6	Sketch it, Dream it,	✓	✓	20
7	Persuade Me, Poster, Dream it, Poster	✓	✓	40
8	brochure, Programme it, Songwriters, Debate	✓	✓	40
9	Digital story, 3D model, Poster, Poster, Poster, Poster, Poster, Poster, Poster, Poster, Your Choice, Poster, Poster, Poster, Poster, Poster, Poster, Poster	✓	✓	190
10	Poster, Poster, Poster, Assessing Myself	✓	✓	40



Some samples from the IRP of a Gifted Learner



DISCUSSION WEB

PROS

Women and men are equal in education in all countries

Both genders have equal chance of getting jobs

People would get out of poverty because they have jobs and are earning money

With more people educated, we could overcome problems easier (i.e. climate change)

Think of all the Pros (positives) and Cons (negatives) about your topic. Detail! At least 3 listed under each heading.

CONS

Religious reasons may prevent that and get leaders of countries very angry with schools for admitting all students and disobeying the law

People could get severely injured (i.e. Malala)

Many leaders would disagree and many members of the community would get very angry

Students who go to school could get imprisoned or killed because they aren't allowed to go or aren't supposed to

Everybody in the world should be educated the same



Cushla Young

Nov 11, 2017

Resolve

Excellent pros and cons here, Caila. You have thought deeply about this opinion.



Some samples from the IRP of a Gifted Learner



5 OPEN QUESTIONS

What is the main reason students don't have access to tech? What stops them?

What country do students have the most tech in, and why is that? What steps do they take to achieve this? How can we get other countries to catch on?

Open questions begin with: What, Why, Where, Why, When, How... they have answers that require more than a simple yes/no answer. Your questions can be fact finding ones or opinion questions. They can cover any of your 3 topics.

What benefits to tech have on students? How does it empower the learning process?

What is bad about students having tech? What are some roadblocks? How does it not improve the learning process?

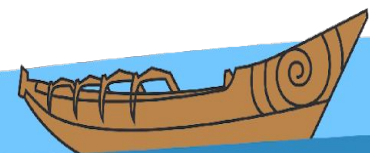
What tech is best for students, and why? How can we get that tech to schools?



Cushla Young
Nov 11, 2017

Resolve

Excellent deep and strong open questions!



Some samples from the IRP of a Gifted Learner



REPRODUCE IT!

Take a photo or screenshot of a few paragraphs of a text you've read. Reproduce one page of text you've found interesting. Make sure it's in your own words.

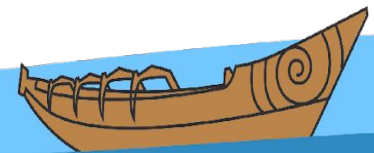


LITERACY

Literacy is an essential skill. You need it. But in some places, some people are not so fortunate, like the difference between men and women being educated. Here are some stats of countries.

- Afghanistan - 43% men, 13% women.
- Guinea-Bissau - 58% men, 27% women.
- Central African Republic - 65% men, 34% women.
- Mozambique - 65% men, 33% women.
- Yemen - 71% men, 30% women.

This data shows that in poorer countries, men are seen as more of a priority to be educated than women. Many children, sometimes, don't fall into any of these percentages. These students are actually quite lucky, as some do not get to set foot in a school at all.



Reflection on this resource



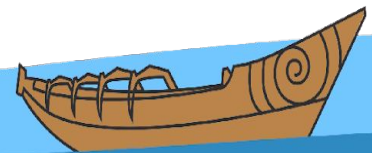
Discuss amongst yourself:

How is this resource appropriate for gifted learners?

How could I adapt it for my age group, class, learners?

What elements would need to be thought about, integrated, changed?

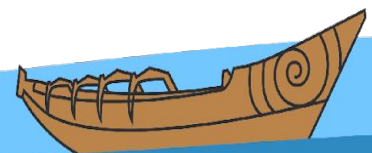
What action could I take based on what I have learnt so far?



Some other gems..

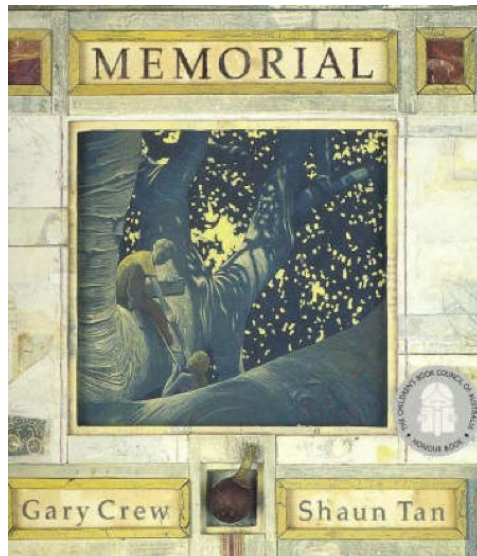
It's always good to learn from others...

- [Literacy Shed](#)
- [Pobble365](#)
- [The kids should see this](#)
- [TED Talks for Kids](#)
- [Twinkl Imagine](#)

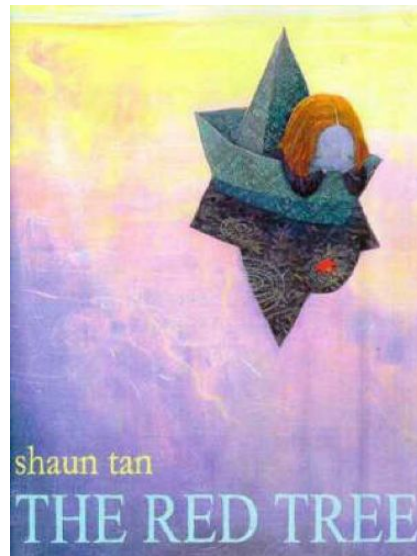


Sophisticated picture books

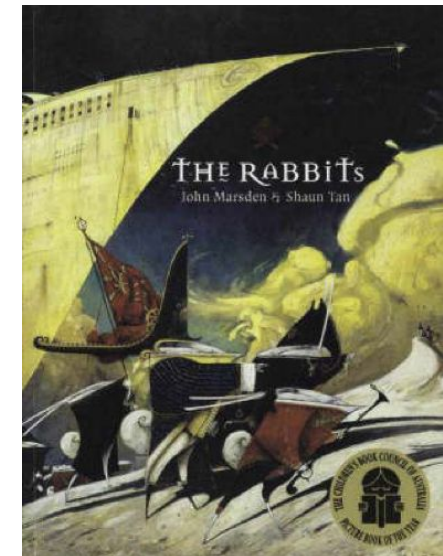
Sophisticated picture books that deal with universal themes and 'big' ideas also have considerable appeal for gifted readers



Aftermath of war



Depression



Colonisation



Network sharing



Resourcing

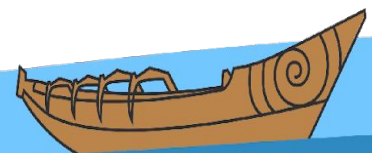


- Articles
 - Books
- Teaching Examples
 - Online materials
- Goldfish Boy, Lisa Thompson, Counting by 7's with Literature Circle.
- The Mysterious Jar: higher level thinking, maths.
- [100 word challenge](#). Great exemplars. Showcase.
- [Wonderopolis](#)



Online Collaboration

- Go to Slack.com
- On the home page type in your email address and click on the purple box 'get started'.
- Once redirected to a new page - click on the box 'Find your Slack workspace'.
- You will then be sent an email with a link to confirm your email address.
- Open the email and click 'confirm email'
- At some point during this process you will be asked to choose a password.
- Once directed to a new page you will see the Gifted Aotearoa Workspace and will be able to log in.

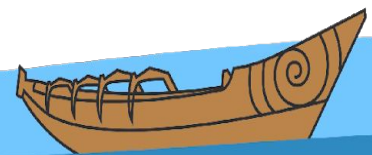


Online Collaboration

Post hui online collaboration



1. Upload Resource
2. Introduction & key takeaway from hui
3. 1 original posting
4. 1 response



Application to Practice



Spiral of Inquiry: Helen Timperley





Evaluations





Waka Tīwai Regional Network Hui

*Making Good Choices for Gifted Learners using a strong
Digital Education Pedagogy*

New Plymouth 22nd August 2019

