

*Forgotten riches
in the gifted toolbox...*



A raft of strategies....

- *curriculum compacting ... tiered lessons...enrichment triad...project-based learning...enquiry learning... content/process/product... etc...*

Do teachers use these strategies?

Researchers tell us – often not at all!

1997 Westberg, Archambault & Brown

1999 W, A & B replicated in Australia

2015 Jacobs & Hertberg Davis

2017 Johnsen & Kaul





Why????

Two basic components

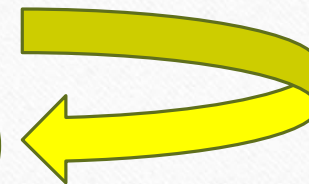
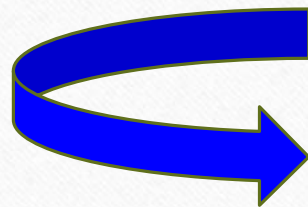
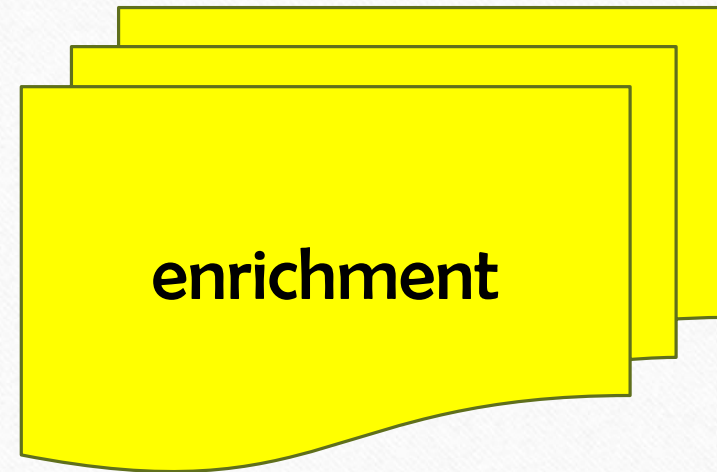
one or both are in all strategies



Acceleration

The diagram illustrates the relationship between two components: Acceleration and Enrichment. On the left, a blue parallelogram contains the word 'Acceleration'. On the right, three overlapping yellow rectangles contain the word 'Enrichment'. A large green double-headed arrow connects the two components, indicating a reciprocal relationship. The entire diagram is set against a light gray background with a thin black border. On the far left and right edges, there are dark gray horizontal bars that look like binder rings or clips.

Enrichment



But Neil Reid said....

Enrichment is just more
of the same...

...and acceleration is just
more of the same – sooner!

Was he right?



**In fact, research shows us
acceleration is very
effective when used
appropriately**

So YES!
A big ✓ for
acceleration

**And a plus-
it's easy to understand
and administer**

But enrichment is still seen dismissively....

“extra-curricular
activities”....

“non-essential”....



In fact...



**Enrichment
is the forgotten tool in
the gifted tool box**



**enrichment
is the
Jewel
in the
gifted
toolbox**



The *jewel*?
How come???

One Day School teacher Usha Pandit asked her class (aged 10-12) to define “being civilised”. Then she gave them a photo of a scene like this.....



**...and asked “Are
these people
civilised?”**

**She asked a younger class (6 & 7)
to create a machine of the future
– and to explain its social value.....**



*A time
machine so
if you make
a mistake,
at the end of
the day you
can go back
and fix it*

Handout

Were these tasks examples of acceleration?

Do they each have one right answer?

What criteria would you use to assess students' answers to these questions?

The key to Usha's approach

These tasks involve
thinking *about....*

They are *enriched*

Defining enrichment:

An absolutely necessary strategy adding depth of meaning & intellectual rigour

Challenging students to perceive & reflect on normally unconsidered connections & implications

Supporting exploration of values which may become central to their lives

Enriched material is a sign of a good gifted teacher.

Every teacher can accelerate material
... can every teacher enrich material?



**Er...
How do we
do it?**



**With just three
questions!**

AN APPROACH TO PLANNING for children who think conceptually

- 1. Why are we teaching this? Why is it important for children to learn about this topic?**
- 2. What concepts do children need to have or develop to achieve depth of understanding of this topic?**
- 3. What issues might arise when considering this topic? How can we use this topic to build values?**

Let's look at letterboxes....



Why is it important for children to learn about this topic?

Why does it matter?

- **A letterbox is an example of social organisation – of the ways in which we work together to achieve shared goals or needs.**
- **A letterbox plays a significant role in helping people communicate with each other.**
- **A letterbox can be an expression of originality and of the statement the owner wants to make about her or himself and her/his family.**
- **A letterbox, though apparently simple, is an example of an ingenious design solution.**

What *concepts* children will need to have or to develop in order to understand this topic in depth?

Communication

Mail

Postal service

Design as a process

Design as individuality


Unwanted mail

The postie's life

What *issues* might arise when considering this topic? How can we use this topic to help children explore and build values?

- Vandalism against letterboxes.
- Junk mail. Whether it's ever okay to give people messages that they didn't ask for.
- Do we have any responsibilities towards the postie?
- Whether letterboxes should be standardised.

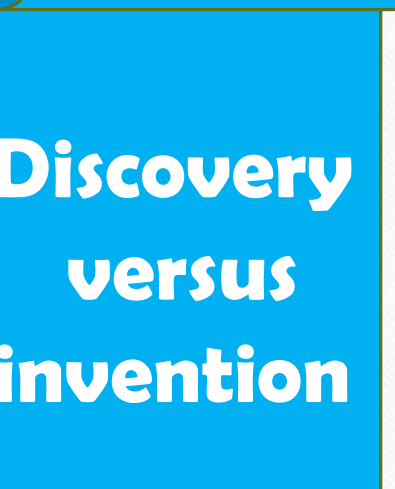
**This Three-Question
Planning Framework can
cover every age group and
every curriculum area
eg...**



**Why study
Shakespeare?**



Fire!

A blue scroll graphic with a gold border. The scroll is unrolled, showing the text "Discovery versus invention" in white, bold, sans-serif font. The scroll has a gold-colored binding on the left side.

Discovery versus invention




Gardens for us

what is a garden?



the meaning of time



SCHOOL

WALLS



Try it and see!