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

Enrichment
acceleration

enrichment

differentiation
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?

Gardens for us

what is a garden?

Fire!

Discovery versus invention

SCHOOL

the meaning of time

<table>
<thead>
<tr>
<th>WALLS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Try it and see!