

*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





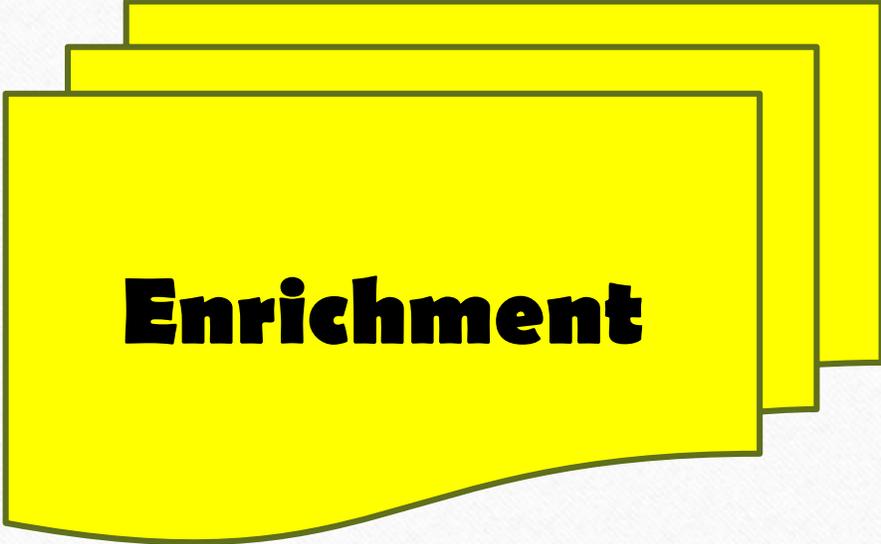
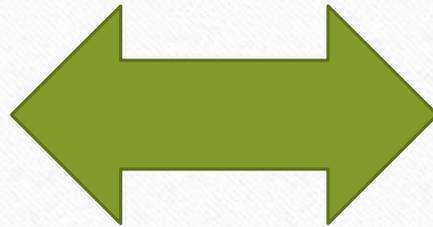
**Why????**

# Two basic components

one or both are in all strategies



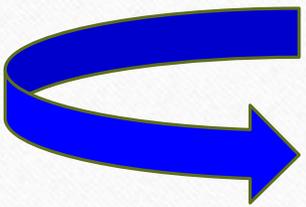
**Acceleration**



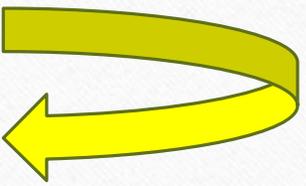
**Enrichment**

**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”....



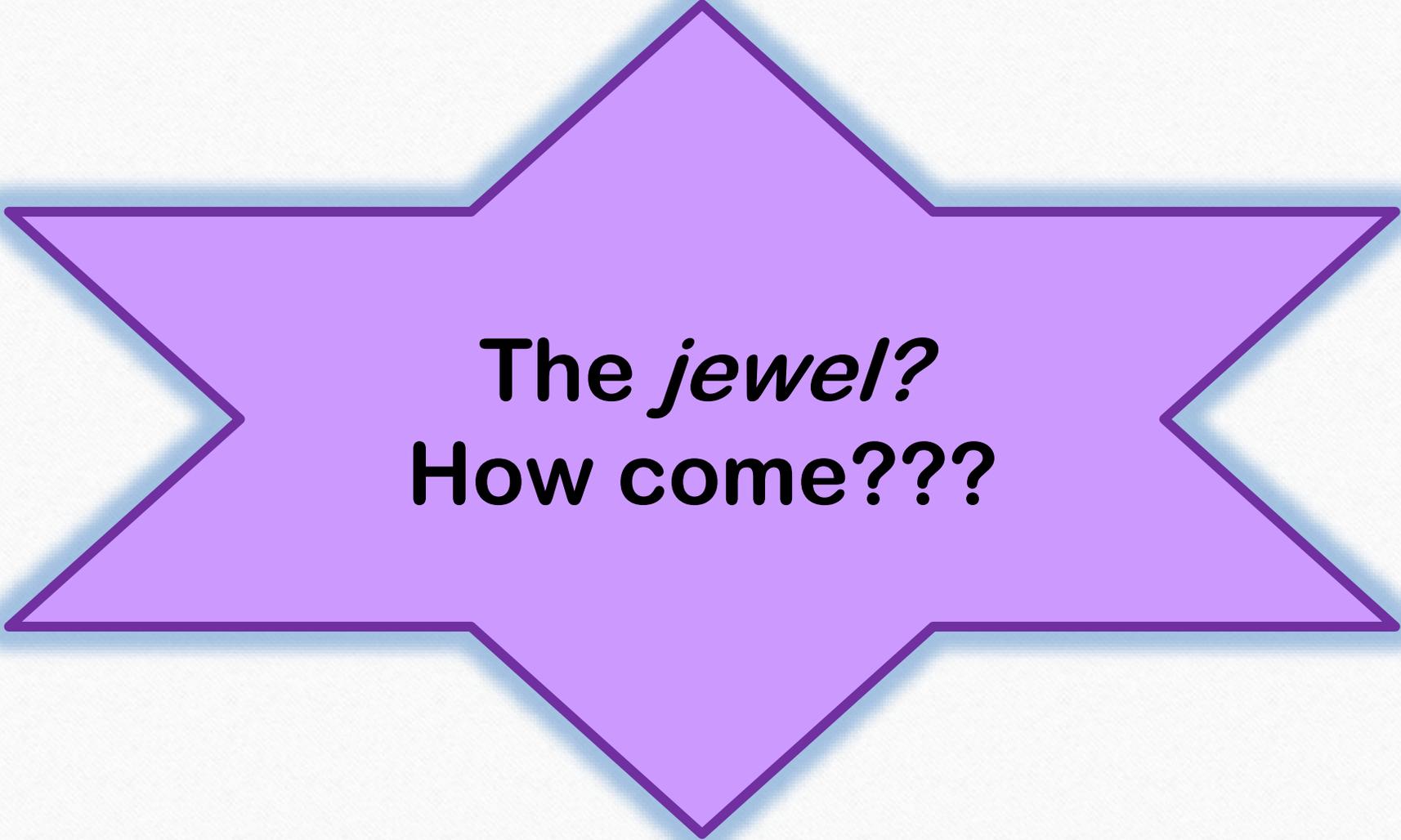
**In fact...**



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



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



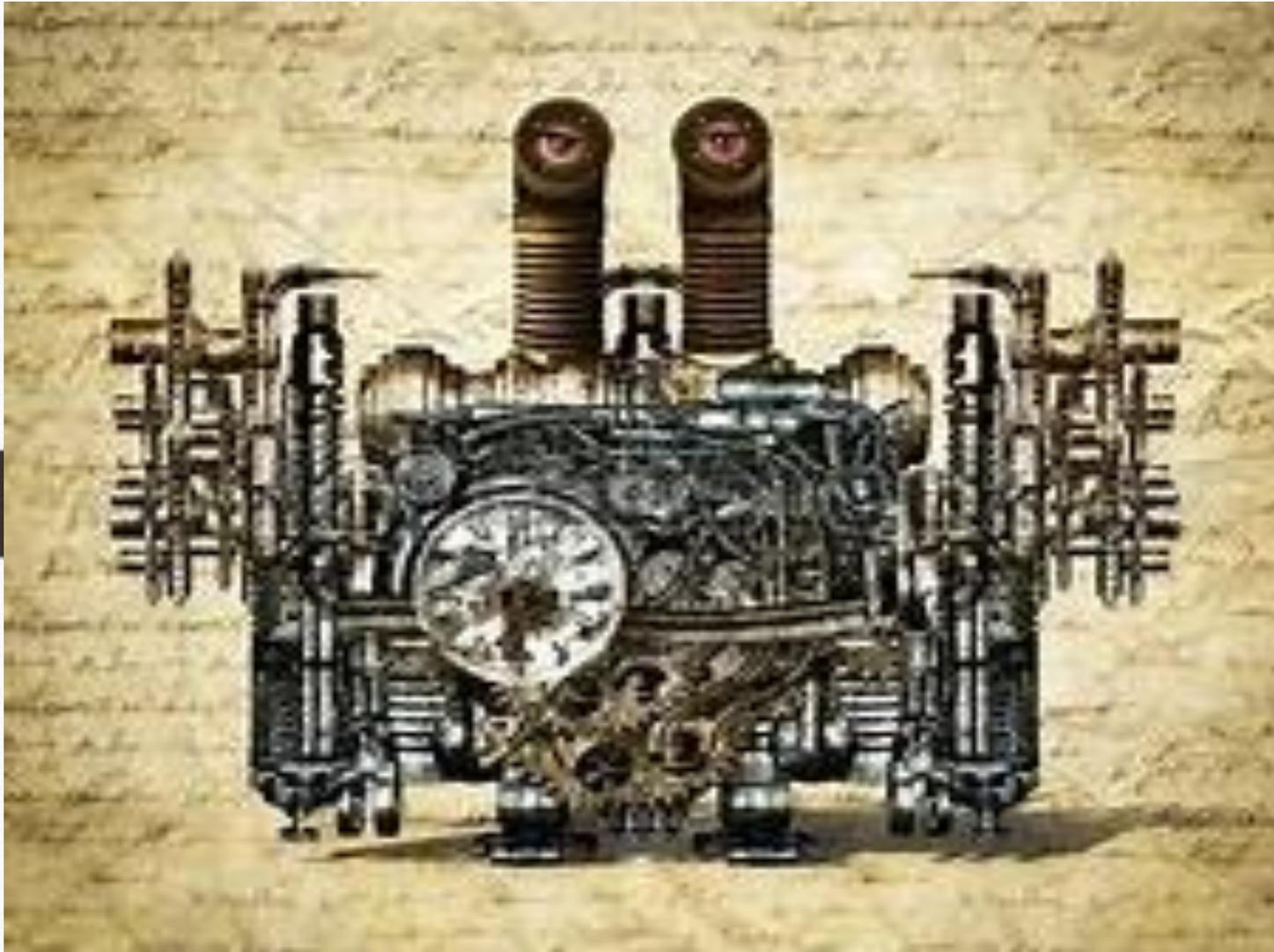
**The *jewel*?**  
**How come???**

**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?



## **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?



Discovery  
versus  
invention



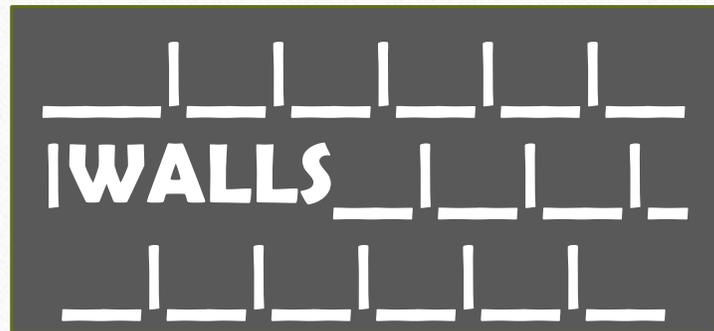
Gardens for us

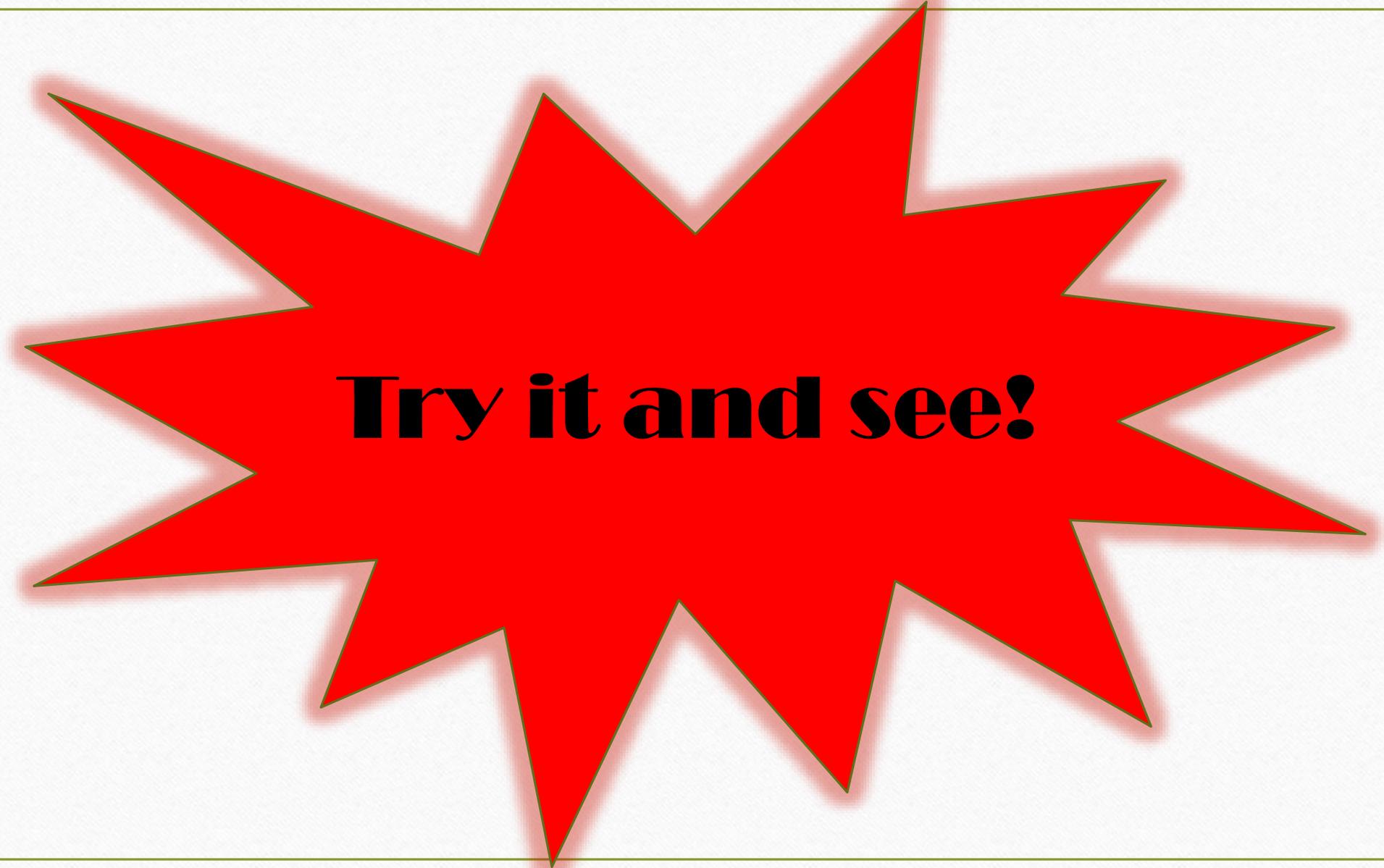


what is a garden?



the  
meaning  
of  
time





**Try it and see!**