

June 2016

Points of interest

- Risk & Resilience
- Early years
- Identity
- Secondary Science
- Acceleration



Up and coming presentations 2016

Nadine Ballam, Waikato University

Risk and resilience in gifted children and young people

The term 'resilience' infers that there is or has been risk to overcome and that the individual has adapted positively, despite these challenges. Resilience is developed as a result of a complex interaction of risk and protective factors. Literature indicates that resources that come with giftedness are considered to be major protective factors (Masten & Coatsworth, 1998). However, research has shown that there are also particular risks that are common to gifted children and young people (Ballam, 2013; Pfeiffer & Stocking, 2000). This presentation explores how ideas about resilience have shifted over time, with a particular emphasis on personal and environmental aspects that might influence the development of talent. Risk and protective factors believed to be common amongst gifted children and young people are presented. Implications for parents, educators and others who live or work with gifted children and young people are also considered.

Australian Association for the Education of the Gifted and Talented (AAEGT) conference in Sydney, 29 Sept - 1 Oct 2016 - 'Beyond the Boundaries in Gifted Education'.

Risk and resilience in gifted young people from low-income backgrounds

Gifted young people from low socioeconomic backgrounds are underrepresented in gifted and talented programmes in New Zealand schools (Ministry of Education, 2012). Consequently, there have been calls for further investigation in this area. This paper draws on findings from research that investigated the lived experiences of gifted and talented young people from low socioeconomic backgrounds, with an emphasis on risk and protective processes that might foster resilience.

Resilience literature indicates that resources that come with giftedness are considered a major protective factor (Masten & Coatsworth, 1998) and that conditions associated with poverty are considered to be a significant risk factor (Gallagher, 2008). This study explored the intersection of giftedness and poverty, and how these interacted in the lives of participants.

An electronic survey of 93 gifted young people between the ages of 17 and 27, and eight in depth interviews, inform the findings of this study. The qualitative methodology considered to be most appropriate for this research was Interpretative Phenomenological Analysis (IPA), as it allows the researcher to get an 'inside perspective' of participants' lived experiences (Smith & Osborn, 2008).

A significant finding that emerged from this research was that the limitations of having a gift or talent appeared to act more as a risk factor for these young people than limitations associated with their socioeconomic circumstances. Three key themes emerged from this study, and these included identity, drive and opportunities. From these three themes, and other key elements identified in participants' accounts, a resilience model for gifted young people from low socioeconomic backgrounds was developed.

Lyn Berresford — Registered psychologist & Director of Indigo assessment and Counselling

Gifted Children, Gifted Youth and Gifted Adults – Otara Campus/2nd year counselling students (April, 2015)



Square Pegs Panel. Christchurch parents and teachers (June, 2016)

NZAGC Conference 2015: Presented: The many faces of giftedness, square pegs discussion group, meeting social and emotional needs of gifted children.

Altogether Autism Conference 2015. Presented: Giftedness and Autism.

World Gifted and Talented Conference, Odense, Denmark, 2015 Poster presentation, 'The Sixth Language of Love'.

Mensa Conference, 2015 Presentation: Challenges of being young and gifted.

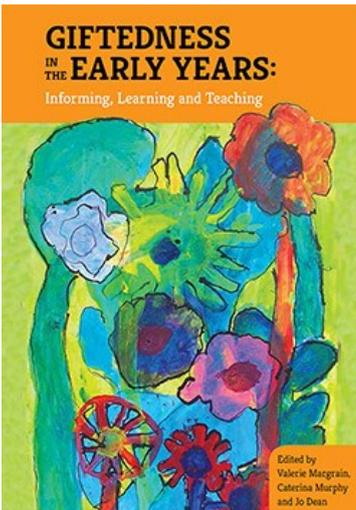
Jo Dean, Massey University

Chapter 4: Assessment for learning with young gifted children

Chapter 5: Looking at learning: Narratives of young gifted children

Chapter 11: Becoming Athena: Weaving a whāriki for young gifted children

Margrain, V., Murphy, C., & Dean, J. (ED).(2015). *Giftedness in the early years: Informing, learning & Teaching*. Wellington, NZ: NZCER.



This book is about changing perceptions—helping parents, early years teachers, and other key individuals to understand giftedness, and providing them with resources to help in identification and assessment for learning. The main audience is teachers in the early years, but the content will also be informative and helpful to parents, managers, principals, policy makers and researchers. The book draws on a range of overseas and New Zealand research evidence and literature, shares teaching and research experience, and suggests practical resources that have been found helpful for the early years educational context.

Louise Tapper & Tracy Riley

Tapper, L., & Riley, T. (2015). *Turning rhetoric into reality*. *Education Review: Sector Voices*, 34-35

With abilities and qualities across every learning area, culture, gender identity and socio-economic group, what does the future hold for gifted and talented students in Aotearoa New Zealand? The article outlines the belief that gifted and talented education professional learning, support and development at both pre-service and in-service levels needs to be increased.

Louise Tapper

Tapper, L., & Abbiss, J. (2015). Finding a “fit”: Gifted and talented adolescents’ identity negotiations. *New Zealand Journal of Educational Studies*, 50(2), 255-268.

This paper focuses on a major theme, identity negotiation, that arose from a qualitative study exploring the experiences of school for a group of gifted and talented adolescents in Aotearoa New Zealand. The perceptions and beliefs of the group of adolescent participants were prioritised within the phenomenological study. Findings highlight the complexities of the identities and identity negotiations of gifted and talented adolescents. Porous identity profiles within an Aotearoa New Zealand context were developed from the stories collected from the participants. These are summarised into a model which illustrates the tensions that can evolve around developing identities. The search for a “fit” in their particular socio-cultural milieu and in the world of school was a predominant concern for this diverse group of young people. The model and discussion are intended to assist educators in understanding the social and emotional vulnerabilities of gifted and talented adolescents and in critically considering the type of support needed to address their academic and social needs.

Janna Wardman

Wardman J. (2015). Full-year acceleration at high school: Parents support the social and emotional challenges of their children. *Gifted and Talented International*. 29 (2), 49-62.

Andi Delaune & Louise Tapper

Delaune, A., & Tapper, L. (2015). The well-being of gifted young children: Perceptions, pedagogy, and governance. *He Kupu*, 4(2).

This article considers the effects that the beliefs and understandings of giftedness, held by teachers and by those in wider society, have on the well-being of gifted young children within ECE services in Aotearoa/New Zealand. Young gifted children in ECE services make up a heterogeneous population of individuals with many diverse abilities. Societal and culturally constructed perceptions of giftedness held by teachers and significant adults can affect the self-concept of gifted individuals from an early age. Gifted children, like all children in the early years, learn in an interdependent environment and their social/emotional well-being is reliant on the attitudes and understanding of those around them. Feelings of well-being can be promoted through the trust that the gifted child and his or her whānau (family) have in their relationships with educators who have a thorough knowledge and understanding of the characteristics and the complexity of learning for gifted and talented children. This understanding is hindered by discrepancies in provision of information for teachers of young gifted children. Knowledge about the characteristics of giftedness can support gifted children’s learning through the dispositional learning framework. The well-being of gifted young children in the early years would be enhanced if all teachers and related professionals were trained in gifted education at the pre-service level. Further support at the governmental level for gifted education in the early years is needed for early childhood teachers.



Acknowledging support from

The Professional Association for Gifted Education

giftednz

Poipoia a tatou tamariki ihumanea
Nurture our gifted children

Our goals

- To advocate for equitable educational opportunities for gifted and talented students.
- To enhance the profile of gifted and talented education in New Zealand.
- To create a professional community for networking, supporting and learning.
- To encourage the pursuit and sharing of best practice in gifted and talented education.
- To provide liaison with international organisations and other national associations for gifted and talented education.

www.giftednz.org.nz

Carrie Vander Zwaag

Reporoa College Science Teacher/PhD Student (Supervised by Tracy Riley)

Presented at 8th HOPE meeting with Nobel Laureates – Japan 2016
at Japan's scientific research hub in Tsukuba

A Collaborative Approach to Assessing Differentiated Learning and Instruction in New Zealand Secondary Science Classrooms: Engaging Students, Teachers, and Whānau

Abstract

Differentiation is defined in the education profession as modification in curriculum and instruction to support students with academically diverse learning needs through adaptations in areas such as content, process, or product. Although differentiation is promoted both within New Zealand and the international educational community as a way to meet the unique needs of 21st century learners, very little research and evidence exists to provide teachers with the framework to do this effectively in mainstream science classrooms either internationally or within New Zealand. This poster presentation will discuss the online surveys, one-on-one interviews, and focus group instruments modified for and employed in this collaborative action research case study in rural New Zealand science classrooms. It will share an

innovative and culturally relevant format to engage teachers, students, and *whānau in New Zealand, as well as ways to apply the instruments to other contexts, incorporating multiple perspectives on how best to differentiate science curriculum to meet student individual interests, strengths, and needs within the global community. To find out more sweetasscience.weebly.com