WHO ARE ‘GIFTED’ STUDENTS?

• Everyone?
  All children have relative strengths.

• Who?
  Top 1-2%
  Top 15%
LEVELS OF GIFTEDNESS

• Mildly
• Moderately
• Highly
• Exceptionally
• Profoundly
LEARNING DISABLED AND GIFTED

• Harder to detect with regular testing
• ADHD
• Memory problems
• Dyslexia
• Asperger's
• More
• Very important they are catered for
WHY DIFFERENTIATE?

• Under achievement
• 63% with IQ > 130
• 18-25% drop out of High School (American study)
• Boredom
• Misbehaviour
WHY DIFFERENTIATE?

• Time wasted
  Moderately gifted 50%
• Social isolation
• Emotional frustration
• Stress
HOW TO DIFFERENTIATE

• No single answer – every child is different
HOW TO DIFFERENTIATE

• Pre-test
• Teach what is not known
• Short term groupings
HOW TO DIFFERENTIATE

• Next year’s work.
• Must have whole school working together.
• Liaise with High School for year 6 students.
• Consult with a team.
• Could help highly gifted and above.
HOW TO DIFFERENTIATE

• Extra work for ‘top group’
• Problem solving pages (e.g. iMaths)
• Think Tanks
• Differentiated worksheets
• Open ended problems (e.g. paint for school)
• Good for moderately gifted
HOW TO DIFFERENTIATE

• Competitions
• AMC
• ICAS
• Engineering Games
• Chess
• Tournament of the Minds
• Robocup
HOW TO DIFFERENTIATE

• Competitions
• APSMO
• AMT
  Maths Challenge
  Newton
  Dirichlet
  Euler
GROUPINGS

- Selective classes
- Maths Enrichment Group in School
- Working with older students
- Groups across schools
CONCLUSION

• Pre-test to teach what is not known
• Allow students to work with intellectual peers
• Provide challenging material (e.g. AMT)
• Don’t panic if you can’t do it – buy solution books and/or learn together.