

Gifted education and higher order thinking: Improving learning outcomes for every student

- Increases knowledge about giftedness
- Broadens understandings about gifted students and their learning needs
- Promotes reflection on beliefs and attitudes towards giftedness
- Leads to enhanced classroom practice and skills that develop the higher order thinking skills of all students
- For teachers of all students in all classrooms

Gifted education and higher order thinking is a wide ranging and comprehensive professional development program for classroom teachers. The course equips teachers with knowledge and expertise that, when applied in explicit teaching programs, supports all students and, in particular, the gifted, in reaching their full potential. The program meets the needs of early primary through to senior secondary teachers working in a diverse range of settings in government, independent and international schools.

The aims of Gifted education and higher order thinking

The aims are to enhance participants' understanding of:

- the concept of giftedness
- commonly observed cognitive and affective behaviours and characteristics associated with giftedness
- using inclusive identification methods to identify gifted students
- ways to develop appropriate learning experiences for gifted students
- ways to improve gifted students' critical, creative and caring thinking skills
- ways to develop higher order thinking in all students

Teacher Development Course

The course incorporates group workshops, individual classroom-based action research and highly practical readings. It is designed to enhance classroom teachers' skills and knowledge to better support the learning needs of gifted students across the curriculum. It supports teachers in developing teaching and learning strategies and units of work that are inclusive of their gifted students while also being appropriate for all students in their classroom.

Trained Tutors deliver 27 hours of face-to-face learning in nine modules which, when combined with between module readings and research, is equivalent to more than 40 hours of professional development.

The course provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, a number of tertiary institutions around the world, and in Australia, will grant credit towards further post-graduate studies. Further information is available at www.unlockingtheworld.com.

The outline of Gifted education and higher order thinking

Module 1: Concepts of giftedness and characteristics of gifted students

- Evolution of the concept and definitions of giftedness.
- Commonly observed characteristics and behaviours associated with giftedness.
- Recognising the differences between gifted students and high achievers.

Module 2: Identifying gifted students

- Methods of identification.
- Importance of selecting a combination of identification measures that are inclusive of all students.
- Uses and constraints of some identification measures.

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Module 3: Differentiation and the core curriculum

- Further understanding of the characteristics of gifted students.
- Factors to consider in developing appropriate learning activities for gifted students.
- Differentiation options applicable at individual, group and class levels.
- Appropriate differentiation options for specific abilities of individual gifted students.

Module 4: Differentiation and Bloom's Taxonomy

- Structure and elements of Bloom's Taxonomy.
- Planning learning activities and differentiated instruction for gifted students in mainstream classrooms using Bloom's Taxonomy.

Module 5: Critical thinking

- Key elements of critical thinking.
- Critical thinking tools for implementation in the classroom.

Module 6: Graphic organisers

- Structure and function of graphic organisers.
- Use of graphic organisers in differentiated curriculum.
- Role of graphic organisers in providing a window into students' thinking.

Module 7: Creative thinking

- Key elements of creative thinking.
- Creative thinking tools for implementation in the classroom.

Module 8: Multiple intelligences

- Characteristics of Gardner's multiple intelligences.
- Planning curriculum, learning and teaching activities using multiple intelligences as a framework.

Module 9: Caring as thinking

- Social and emotional characteristics and vulnerabilities associated with giftedness.
- Affective characteristics and their impact on cognitive advancement.
- Affective learning needs specific to areas of vulnerability.
- Learning activities to meet the affective learning needs of gifted students.

Other Unlocking the World professional development programs

- **Teaching ESL students in mainstream classrooms: Language in learning across the curriculum**
Understanding the role of language in learning
- **ESL in the mainstream for the early learner**
Critical role of adults in scaffolding children's learning
- **How language works: Success in literacy and learning**
A course that shows teachers how to work with students to use knowledge *about* language to become confident users *of* language across the curriculum
- **Inclusive education: Teaching students with learning difficulties and disabilities in mainstream classrooms**
Knowledge and skills to develop an understanding of inclusive education practices for students with learning difficulties and disabilities

You will find details of these programs at www.unlockingtheworld.com.

For more information:

ECD Publishing

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