

CAGE

Christchurch Association of Gifted Education

Newsletter

February 2016

Welcome: the CAGE committee sends greetings to all our member and prospective member schools. We would like to support your great work with Gifted students both at a school systems level and for classroom practice - where the real learning happens!

CAGE Coming Events:

Term One

Networking Meeting: Thursday 7 April, 4.30- 5.30pm

Rangi Ruru Girls School, Merivale Lane (car parking available). Follow the sign.

Be inspired for 2016

Join us for refreshments and relax after a hard working day

Bring your questions and answers and talk to other teachers who are passionate about Gifted Education.

Your committee has a great deal of experience and include GATE coordinators and advisers from a range of State and Private schools; high and low decile schools and represent all sectors of our education systems. We would also like you to tell us what you would like from PD this year.



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Term Two

GATE Symposium - 10 June 2016

Venue: Rangi Ruru School, Merivale Lane

Your committee is busy planning another great symposium.

Our Theme: 'Personalising Learning for Gifted Students: practical ways to add challenge and complexity to classroom programmes'

Owing to the success of our previous symposiums we have extended this from a half to whole day event 9.00am - 4.00pm.

This will include:

- ❖ Two keynote speakers
- ❖ Three practical rotation workshop choices
- ❖ A delicious lunch
- ❖ Refreshments at the end of the day

The price is yet to be fixed but as usual this will be very affordable with a substantial discount for member schools. This will allow schools to send as many teachers as they would like, to make the most of this great PD opportunity.

Please diary this great professional development opportunity! More to come...

Other PLD Opportunities:

Future Problem Solving Workshop

Future Problem Solving New Zealand Information and Training Workshop

A one-day workshop where you will have an overview of the three main components of the Future Problem Solving Programme and then learn and apply the skills of Global Issues problem Solving. This workshop is suitable for people new to the programme, or existing coaches wanting to brush up their skills.

CHRISTCHURCH

Facilitator: Robyn Boswell, National Director FPSNZ

Date: Friday 18th March 2016

Venue: St. Andrew's College, 347 Papanui Road, Christchurch.

Time: 9:30 am - 4:00 pm (probably 3.30pm)

Register at <http://fpsnz.co.nz/coachesworkshop> or email Julie Styan at admin@fpsnz.co.nz

Membership:

We have a current membership of 28 schools across the sectors with a healthy number of secondary from both State and Private schools.

Please help us improve that number by telling colleagues about the benefits of joining CAGE. The MOE has withdrawn most free, in depth support for Gifted Education this year and your committee work hard to bring schools affordable development for these often forgotten students.

Attached please find our membership application. You can have your school pay on line.

Articles/Readings:

Article 1

3 Ways To Engage Gifted Students in the Classroom

7 March 2014 - 4:54pm



If you are learning how to become a teacher, you should be aware of the different types of students that might come across your path. All students need guidance, but gifted children could use extra special attention. Gifted students show a high level of aptitude in multiple courses. Although excelling in different subjects comes easily to these individuals, they can become bored, distracted or lose interest in learning. As a teacher, you'll need to identify and implement different techniques to keep them engaged while in your classroom. Here are a few ways to help you keep your gifted students alert and fully stimulated:

1. Stack curriculum

One of the most frustrating experiences gifted students go through in the classroom is relearning material that they already know. Instead of going through the motions of just teaching the topics, allow students to demonstrate mastery at the beginning of the course. If they can show proficiency, offer them study guides instead of complete learning packets. This will give the students a chance to learn at a pace faster than the rest of the class and time to pursue other interests afterward.

2. Develop tiered curriculum

When you have identified an academically gifted person, you can't single them out and only attend to their needs. Consider adjusting your curriculum so it addresses the different ways each student learns, how quickly they absorb the material and the depth of their understanding. Multi-tiered and multi-dimensional instruction creates an environment in which every student can learn subjects at their own level.

3. Make the learning environment student-centered and project-focused

Student-centered learning is a teaching methodology that offers students a higher level of control over their education. They are allowed to make many different decisions, such as what they want to learn and the way they will learn. Of course, as the instructor, you should try to provide guidance and an overarching goal or objective that the student should achieve by the end of class. If curriculum can be described as a painting, you can administer the broad strokes with long-term projects that outline real-world problems, while your students provide the fine lines with topics they cover.

This article is sponsored by Western Governors University, a non-profit, accredited, [online university](#)

Article 2

Who cares? Using real-world perspectives to engage academically gifted learners

By [Linda Pigott Robinson](#)

In determining how to adapt the Standard Course of Study to the needs of academically gifted learners, one of the most important questions to ask about an objective is, “who cares?” In other words, what careers, individuals, or institutions actually deal with that objective in real life? Looking at academic content from these actual perspectives yields rich, rigorous, challenging learning for those who are ready to go beyond proficiency. It also provides a reason to learn, and addresses the students’ perennial question of “When will I ever need to know this?”

When approaching any lesson for a class with a spectrum of skill levels, a teacher needs to consider how the objective should be presented to students who are not quite ready for the grade level’s curriculum, students who are at the grade level, and students who are ready to go beyond. Pre-assessment — both formal and informal — is necessary to determine the present needs of individual students. The teacher can then determine what level of instruction is needed by which students. For those high-end learners who demonstrate early understanding and mastery of the concepts that must be learned, choices may be centered around real-life perspectives that relate to the Standard Course of Study objective.

Many current educational strategies and approaches build on this concept. These strategies include Problem-Based Learning (PBL), which requires students to assume the role of real-life professionals in approaching a situation that needs a resolution. In PBL, students must adopt the habits of mind of a particular profession, learning the language, concerns, and techniques associated with it. They must ask questions from the perspective of that adult role — which are not necessarily the questions they would raise as students. In designing *The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Learners (NAGC)*, the authors included the “Curriculum of Practice Parallel” for just this purpose as one of four ways to differentiate curriculum to challenge all learners — particularly the gifted.

WebQuests are another strategy designed to put students into real-life roles and perspectives to solve problems. Students choose their role and access information about a problem relevant to that role. In *Action Strategies for Deepening Comprehension*, Jeffrey Wilhelm advocates incorporating real-life perspectives into roleplays, text-structure tableaux, and other enactment activities.

We hope you enjoyed your CAGE Newsletter

RSVP for the above Professional Development

to

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