



DIVERSE GIFTED VOICES

WHAT'S YOUR PITCH?

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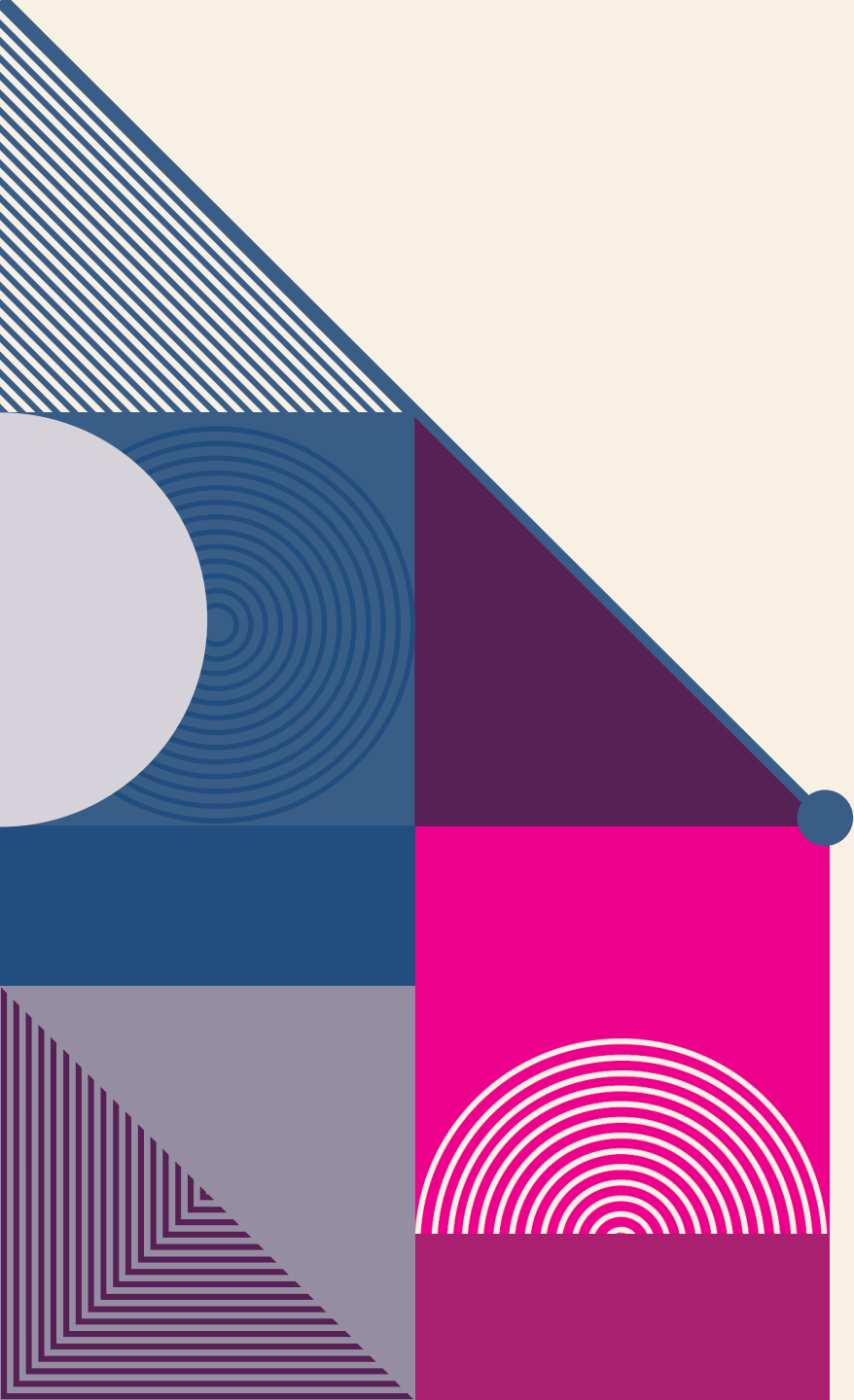
Diverse gifted voices: What's your pitch?

You know the strategies but how do you make them stick in your collaborations?

If we are to act to address the issues raised for diverse gifted students, then we need to be able to articulate them simply and briefly, to help others understand and act.

You know what to do, but how can we make it happen?

Bring one gifted education issue most important to you, decide on your audience (classroom teacher, HOD, principal etc) and let's create an elevator pitch you can use so your diverse gifted students benefit.



I want YOU to do SOMETHING specific.
I'll give a reason for you to care based
on what YOU find important.
I'll say briefly how my work
supports this very important issue.
I'll conclude by telling you about
what happens if YOU do the THING.



STEPS TO A GREAT PITCH

An elevator pitch is a brief, persuasive speech that can be used to spark interest in a project, idea, or product. It needs to be succinct (brief), while conveying important information, 1- 4 minutes.

- Identify your purpose/the problem
- Summarise in one simple sentence what your project / idea / product does or provides.
- Describe the benefits of your project / idea or product.
- List the features that differentiate your project / idea or product.
- What sets it apart or makes it stand out from others?
- Explain key features of your proposal.
- Give an example of a successful outcome of your project.
- What will be achieved as a result?
- Sum your project / idea or product up in one key sentence to persuade your audience.



STATE THE PROBLEM

Approximately 57,000 diverse students who are gifted in Queensland state schools are in mainstream classrooms most of the time and are at risk of not getting their needs or right to an appropriate education met.

These diverse students with high potential are not reaching the full extent of their ability (Henderson & Jarvis, 2016; CESE, 2019) and we cannot afford to waste talents and our human resources (Ninkov, 2020).

Research tells us these gifted students are spending 80% of their time working on curriculum that is redundant (Callahan et al., 2015) as teachers tend to concentrate their efforts on those students who have yet to meet minimum standards or benchmarks, wrongly believing that gifted students will get by on their own (Jarvis & Henderson, 2014; Walsh & Jolly, 2018).

Furthermore, diverse children who are gifted from disadvantaged backgrounds who face disability, poverty, low socioeconomic status, poorly educated parents, and/or who live in non-native English-speaking homes suffer the most from the lack of gifted differentiated provisions (Tirri & Lane, 2017, p.241).



DID YOU KNOW THAT...?

Gifted students may be among the most marginalised students in education and that most students who are gifted are in regular classrooms?

We have approximately 57000 students who are gifted in Qld state schools who are at risk of not getting their needs or right to an appropriate education met because teachers do not know how to differentiate for them

Students who are gifted and from disadvantaged backgrounds including poverty, disability low socioeconomic status, poorly educated parents or where English is not their first language suffer the most from the lack of gifted differentiation



HOWEVER, WE KNOW THAT,

1. Money is tight
2. The capacity of the Department of Curriculum, Teaching and Learning is stretched
3. Teachers need more specific advice to plan and provide for students who are gifted



SOLUTIONS!

Multi-tiered systems of support (MTSS) can address inclusive gifted differentiation.

Several school across several QLD regions are already using MTSS.

So, a networked collaborative approach using high quality in-house and external professional learning mentors sustained over time will be a key factor in facilitating gifted differentiation at the whole school level.

Multi-tiered systems of support (MTSS) can address this problem.

Inclusion “represents an approach that looks into how to transform education systems to respond to the diversity of learners” (Ninkov, 2020, p.286).



THIS IS A CALL TO ACTION

INCLUSIVE GIFTED EDUCATION

A focus now on building capacity for professional learning will allow you to make a difference in the effective use of differentiation including gifted learners and importantly student learning outcomes, well into the next decade.