

# Abstract

This presentation displays some initial findings from a national survey and selected interviews conducted for a doctoral research project. The aim of the research is to develop an 'ideal type' of initial teacher education (ITE) programme that will prepare student teachers to provide for gifted and twice-exceptional (both gifted and disabled) children in early childhood settings in Aotearoa New Zealand. Preliminary results of the project show that little attention is currently being paid to this area of gifted education in many ITE programmes; this is despite Government policy that states that provision for gifted learners should be supported by ongoing high-quality teacher education. The presentation will also invite professional dialogue from those present about what an ideal ITE early childhood programme might comprise. The anonymous data will further inform the development of the research project. Such an ideal type programme will assist graduating teachers and practitioners to support gifted and twice-exceptional children in their practice.

**Transforming an initial teacher  
education programme to one that  
meets gifted children's needs**

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# Overview

- ② Defining giftedness
- ② How to identify gifted children
- ② Government documents
- ② Initial findings of first two phases of data collection

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# Defining giftedness

- 🌐 At least one ability domain to a degree that places an individual at least among the top 10% of his or her age peers (Gagné, 2004).
- 🌐 Giftedness is inherited (nature) but is also developed by external influences (nurture) (Ministry of Education, 2008).
- 🌐 Giftedness can be found among people from all cultural, ethnic and socio-economic groups (Ministry of Education, 2008).

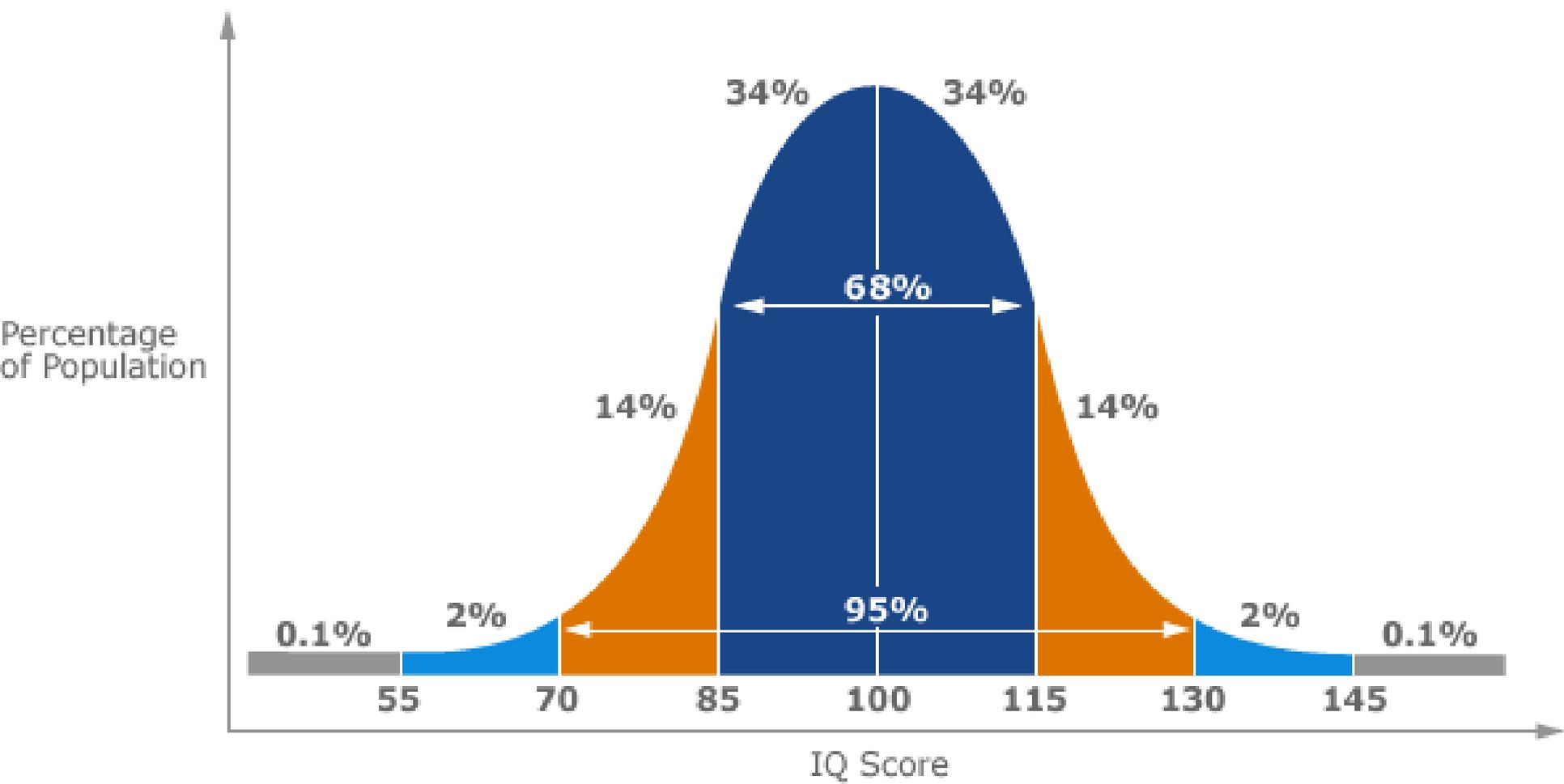
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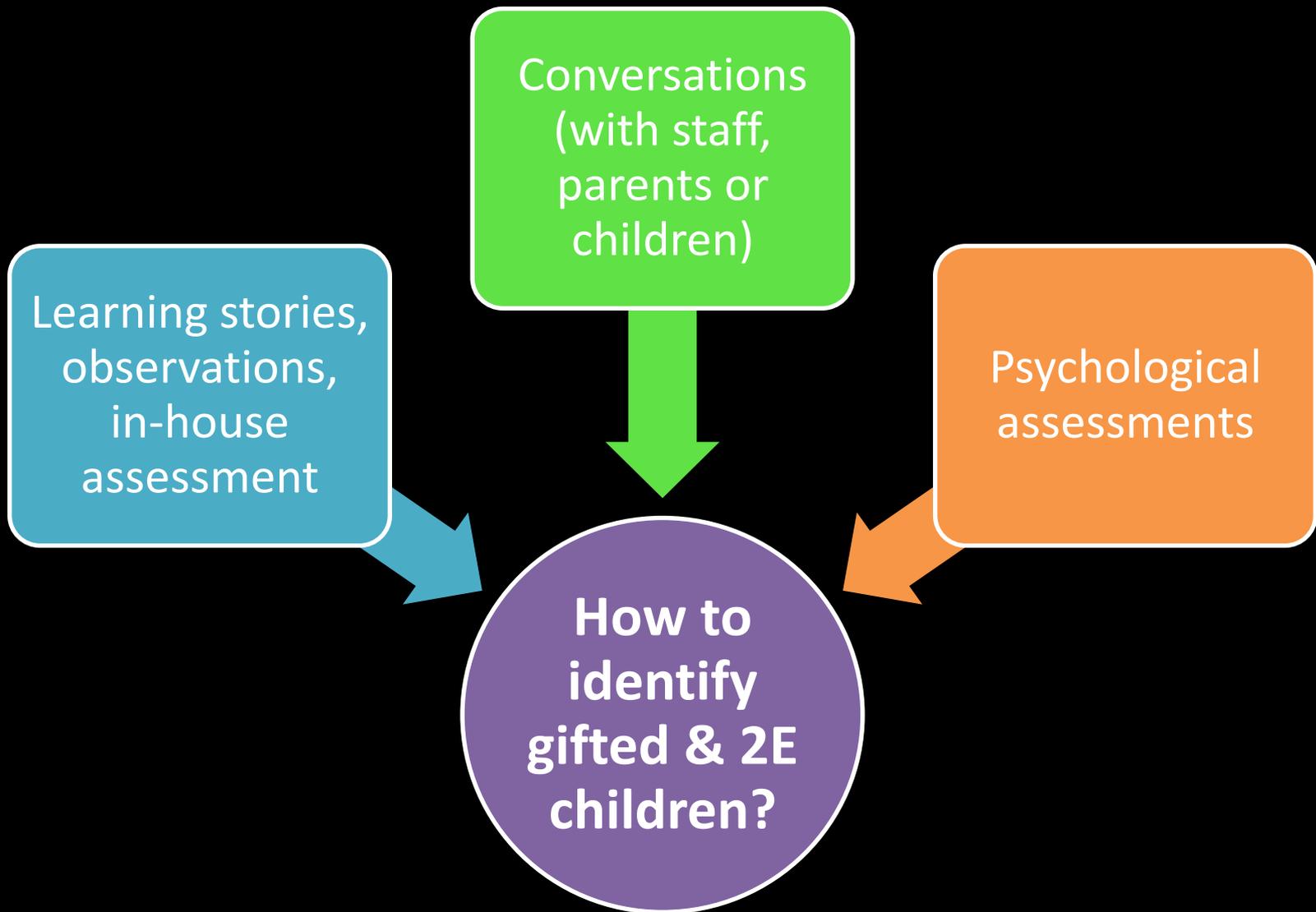
# Defining twice-exceptionality

- 📖 Giftedness can also be found among people who have physical, sensory and learning disabilities (Ministry of Education, 2008).
- 📖 Children who are both gifted and have a disability are called **twice-exceptional (2E)**.

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### IQ Score Distribution





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# The Gifted Education Policy 2012

- 📄 Government requires provisions for gifted and talented learners, including the twice-exceptional....
- 📄 The education profession is supported by high-quality teacher education and professional development (Ministry of Education, 2012, p.10)

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## *Te Whāriki*

“The early childhood curriculum is designed to be inclusive and appropriate for all children and anticipates that special needs will be met as children learn together in all kinds of early childhood education settings” (Ministry of Education, 1996, p. 11).

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# A doctoral research project

- ✓ Research began in March 2012.
- ✓ Focus is on developing an 'ideal type' ITE programme for preparing student teachers to be able to work with gifted and twice-exceptional children after they graduate
- ✓ Four phases of data collection:
  - ▣ First phase: April–June 2013
  - ▣ Second phase: September–November 2013
  - ▣ Third and fourth phases: March–July 2014

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# Initial findings (1)

## National online survey

- ⊗ Get knowledge and skills on how to notice, recognise and respond to gifted and talented children
- ⊗ Professional development and support available for student teachers
- ⊗ To be able to gain practical experience
- ⊗ A stand-alone paper
- ⊗ Learn skills to work with parents

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# Initial findings (2)

## Selected interviews

- Length of the ITE programmes and ways of delivery
- Concepts of notice, recognise and respond
- Include guest speakers and exemplars in the course
- More theoretical content from NZ is needed

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# References

- Gagné, F. (2004, April). Transforming gifts into talents: the DMGT as a developmental theory. *High Ability Studies*, 15(2), 119–147.
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