



## Have You Asked Them?

A study of 28 highly able girls from  
Year 3 to Year 12

Ruyton Girls' School  
Kew, Victoria, Australia  
2003



### Inference 1

- Identification of the gifted cohort is essential.
- Intelligence tests don't measure everything but they are valuable indicators.
- Gifted behaviour exhibits itself early, but tends to manifest itself differently in boys and in girls.

Have you asked them? ©



### Inference 2

- Revising ad nauseam needs to be questioned.
- Gifted children are often bored.
- They see themselves as 'prisoners of time'.
- Lannie Kanevsky "*underachievement by gifted children has been cited as the only honourable way to cope in an uninspiring classroom.*"

Have you asked them? ©



### Inference 3

- The middle years are regarded as the 'dead zone' by gifted children.

Have you asked them? ©



### Inference 4

- Text book work is perceived as the most boring.
- This may be thought as a necessary evil but it's worth being reminded that this is how it is regarded.

Have you asked them? ©



### Inference 5

- Most high achievers prefer to work on their own.
- Research indicates they put group work on a par with the plague.
- In addition, pairing them with unsuitable peers can be very frustrating for them. We should be wary if not critical of the implications of this.
- The senior girls sense that others take advantage of their work ethos with perceived but entirely unwitting collusion of the teacher.

Have you asked them? ©



## Inference 6

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- We need to adapt our courses if we are to tend to their needs.
- It needn't be all that difficult: a heightened consciousness of their presence in our classroom might be all that is needed, an extra layer of challenge aimed specifically at them, will go a long way to do this.

Have you asked them? ©



## Inference 7

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- High achievers love to be stretched and engaged.

Have you asked them? ©



## Inference 8

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- Gifted children do not necessarily need 'more' work but different work.
- Lannie Kanevsky's mantra:  
"In the ways and to the extent that students are *similar*, their education should be *similar*. In the ways and to the extent that students are *different*, their education should be *different*".

Have you asked them? ©



## Inference 9

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- Gifted children are great readers.
- Miraca Gross says they would rather read than anything else.
- They have an extraordinary capacity for language and frequently exhibit a precocious sense of humour.

Have you asked them? ©



## Inference 10

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- High achievers can be very tolerant of their teachers but their patience can be exhausted if they constantly meet with disappointment and their needs are increasingly not met.

Have you asked them? ©



## Inference 11

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- We need to find out how much the students know before embarking on a topic.
- It makes good sense to avoid a possible unnecessary voyage for some children.

Have you asked them? ©

## Inference 12

- Timetables do not need to change in order to more satisfactorily address the needs of the highly able.
- These students have tremendous powers of personal direction and the capacity for self generated learning when motivated.

Have you asked them? ©

## Inference 13

- No gifted child should have to sacrifice peer acceptance.

Have you asked them? ©

## Inference 14

- High achievers thrive on being placed with like-minded individuals.
- Grouping them with children on the same wavelength, not necessarily chronological age and tagging them with mentors and passionate teachers become absolutely pivotal to the success of their schooling and socialising

Have you asked them? ©

## 11 Forms of Accelerative Practice

- Ref: Karen B Rogers and Richard D. Kimpston
- 'Acceleration: What We Do Vs. What We Know'.
- 1. Early Entrance to School
- 2. Grade Skipping
- 3. Nongraded Classroom
- 4. Curriculum Compacting
- 5. Grade Telescoping
- 6. Concurrent Enrolment

Have you asked them? ©

## 11 Forms of Accelerative Practice (cont)

7. Subject Acceleration
8. Advanced Placement
9. Mentorship
10. Credit by Examination
11. Early Admission to College

Have you asked them? ©