

“ ACTING TO FOSTER THE EDUCATIONAL SUCCESS OF GIFTED STUDENTS ”

HIGHLIGHTS

- There is no universally recognized definition of giftedness.
- There is no single, unique profile of the gifted student, nor is there a unique criterion that could be used to identify a student as such. Gifted students have very diverse profiles.
- Giftedness should not be considered a diagnosis.
- Most experts recommend using observation to identify behaviours or other signs of giftedness.
- Giftedness does not correspond to a specific IQ and is not synonymous with success in school.
- The principles underlying the organization of services to meet the needs of gifted students are the same as those for other students.
- In some situations, giftedness may go unnoticed or coexist with a disorder or problem.
- Some gifted students are also considered to have handicaps, social maladjustments or learning difficulties. An individualized education plan fosters stakeholder cooperation in order to meet their needs.



Is creative
Learns quickly
IS CURIOUS
Is intense

Is interested in the causes of things
Demonstrates critical thinking
DEMONSTRATES A DEVELOPED USE OF LANGUAGE

Considers justice to be important **IS SELF-TAUGHT**

Is sensitive or feels
Becomes involved misunderstood
to varying degrees, depending on the context

Has extensive knowledge in specific areas

IS PERFECTIONIST DEMONSTRATES ORIGINALITY IN PROBLEM SOLVING

Desires and appreciates challenges
NOTICES INCONSISTENCES AND POINTS THEM OUT

Feels out of sync with other students
IS ACTIVE of the same age

COURSES OF ACTION

The document presents 10 courses of action, many of which can be employed simultaneously to foster the success of gifted students.

1. Differentiated instruction within the framework of the QEP
2. Enrichment
3. Class diversification
4. The individualized education plan (IEP) approach
5. Tutoring
6. Mentoring
7. Accelerated learning
8. Sports-study and arts-study profiles and concentrations
9. Extracurricular activities
10. The personal education project (PEP)

THE DOCUMENT:

- is intended for educators and parents
- reviews the main legal frameworks and links to other documents relating to meeting students' needs
- provides information that facilitates a better understanding of giftedness
- shows the great diversity of gifted students
- emphasizes students' needs and how they are expressed by gifted students
- goes over the important elements in the organization of student services and shows how the complementary nature of these services is key to fostering educational success
- emphasizes collaboration among teachers and other school system stakeholders (psychologists, psychoeducators, etc.), parents and the community

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All students need guidance and help to have confidence in their abilities. *Acting to Foster the Educational Success of Gifted Students* must be seen as taking into account the diversity of students and their needs.

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