



Identification: maximum benefit with minimum resources

The earlier gifted children are identified, the earlier schools can differentiate teaching and learning to meet their needs. This research sought to assess the concurrent validity of a low-cost, time efficient, teacher deliverable population screening process for giftedness in year one students, aged 6-to-7 years. The process combined both qualitative and quantitative data collected from parents, teachers and children (N=276), with a subsequent randomised subsample of students also administered the Woodcock Johnson (IV) Tests of Cognitive Abilities, Australian Adaptation. Results indicate that schools could implement a valid multiple instrument process based on one of two screening models, the selection of which can meaningfully be predicated on the availability of school resources.

Dr Eileen Slater

Dr Eileen Slater is a teaching and research scholar within the School of Education at Edith Cowan University in Western Australia. Eileen is an early career researcher with over 20 years experience as a teacher, school administrator and district curriculum consultant. Her research interests include Gifted Education, Science Education and Educational Measurement. She works closely with the Gifted community to advance community and professional understandings of the needs of gifted children. In all of her research projects, Eileen aims to better serve the needs of students by working with and supporting teachers in their schools and classrooms.

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9:45 am to 5:45 pm AEST



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