

Appendix H

Document Analysis and Classroom Observation Recording Sheets

(A)

Appendix F

Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Fractals

Year level: 7

Subject: Y7/9 Enrichment.

This unit of work provides for gifted students by:

1. ✓ Reducing the time they spend on the basics.

10 mins group instruction at beginning of each session.

2. Omitting those parts of the course that they can already do.

1st lesson flows lesson. sequential then opened up 2+3. building of skills for final problem solving + creative expression task. students chose to tune in or not

3. ✓ Permitting them to speed up if they can work more quickly.

self paced unit.

4. ✓ Allowing them to be more responsible for their own learning.

responsibility was clearly with the student ie. opened up task - allowed student to take it as far as they wanted to.

5. Changing my usual teaching strategies.

6. ✓ Providing for deeper thinking skills.

more challenging pitch of unit. ✓ deeper understanding of algorithm

7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.

fractal in design.

8. **Allowing for the development of creative problem solving strategies and their application.** ^{create} design a motive (open ended) using a fractal in the design process.
9. **Providing the opportunity to apply one's knowledge and understanding to new situations.** application of fractal know into design process.
10. **Encouraging meaningful examination of social issues and conflict situations.**
11. **Developing enabling skills and performance skills.**
 exploring ↑ manipulative skills (in technology) ie running more than one
 specialising program - cut from one to the other.
12. **Extending the specific interests and understanding.** → student elective subject:
 ↓ self nominated.
 fine motor skills
 independence.
 responsibility.
 motivation.
 creativity.
 H.O. Thinking-

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Technology

Year level: YRS

Subject: Specific Gifted Program - cluster Activities

This unit of work provides for gifted students by:

- 1. Reducing the time they spend on the basics.**
Yes Brief instruction period and then set tasks to learn through self-investing
• Human Bingo
• Story chain (cw)
- 2. Omitting those parts of the course that they can already do.**
Used these skills to extend their final products.
- 3. Permitting them to speed up if they can work more quickly.**
Self paced in some parts of the unit. ie. Mystery Challenge.
- 4. Allowing them to be more responsible for their own learning.**
- 5. Changing my usual teaching strategies.**
- 6. Providing for deeper thinking skills.**
more synthesis } Particularly in culminating activity — Mystery Challenge
analysis
evaluation
- 7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.**
open-endedness of tasks
self investigation format.

8. **Allowing for the development of creative problem solving strategies and their application.** *general philosophical approach one of p.s. lateral thinking*
esp. ~~mystery~~ mystery challenge Mystery clues
9. **Providing the opportunity to apply one's knowledge and understanding to new situations.**
10. **Encouraging meaningful examination of social issues and conflict situations.**
11. **Developing enabling skills and performance skills.**
• Co-operative learning - my. chall. → roles assigned . *• exploring - applications of the tool.*
• H.O. Thinking. *• line motor - keyboard + mouse manip.*
12. **Extending the specific interests and understanding.** *Critical Thinking.*
Metacognition
(email records of student reflections.)
• Respon. for own learning.
• Motivation → res. to group

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Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

YR9 Art

YR8 Comp Studies

Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:		
Provide for deeper thinking skills?		
Encourage and permit students to <u>extend</u> their knowledge, understanding, skills, processes, etc?	✓ Challenge of task	✓ Allow for divergence
Allow for the development of creative problem solving strategies and their application?	✓	✓
Provide the opportunity to apply one's knowledge and understanding to new ^{media} situations?	✓	
Encourage meaningful examination of social issues and conflict situations?		
Develop enabling skills (Braggett, 1994) and performance skills? ^{Exploring H.O.T.}	✓	✓
Extend the specific interests and understandings of the gifted? ^{Independence in decision making}		
Provide the opportunity for the gifted to spend less time on the basics? ^{10 mins core teaching}	✓	✓
Allow the gifted to omit those parts of the course they can already do?		
Permit the gifted to speed up if they can work more quickly?	✓	✓
Allow the gifted to be more responsible for their own learning?	✓	✓

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Geographical Issues - Research Program

Year level: YR 10

Subject: Geography

This unit of work provides for gifted students by:

- 1. Reducing the time they spend on the basics.**
- 2. Omitting those parts of the course that they can already do.**
- 3. Permitting them to speed up if they can work more quickly.**
self-paced once through initial modelling.
- 4. Allowing them to be more responsible for their own learning.**
tools for independent research provided. ie. 5Ws Plus H.
choice of topic / choice of product. Q Matrix
open + closed questions
- 5. Changing my usual teaching strategies.**
CLUES (organize)
- 6. Providing for deeper thinking skills.**
Q Matrix - to construct questions to guide
inquiring.
Whatif (World Without Scenario)

- 7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.
- 8. Allowing for the development of creative problem solving strategies and their application.
- 9. Providing the opportunity to apply one's knowledge and understanding to new situations.
 - negotiated task.
 - power point display
 - board game
 - Intranet site
 - role play (fully scripted)
- 10. Encouraging meaningful examination of social issues and conflict situations.
 - learning centre
 - issues analysis
 - curiosity corner
 - future scenario
 - emphasis → constructing your own materials
 - producer of knowledge / consumer of knowledge
 - nature of context encourages this.

11. Developing enabling skills and performance skills.

- MI ← mini brief
- critical review (oral)

12. Extending the specific interests and understanding.

Metacognition — maintain a learning log
 complete reflection reports P.T.O.
 self evaluation.

Problem Definition
 → what is the issue?

Investigating / Research —

creativity → product / synthesis of knowledge. (curiosity corner)

HOT → analysis
 predict (A futures scenario).

Cooperative learning Share - Pair. T: Pair - Share
 Coordination.

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Media Studies: Newspapers

Year level: Y8

Subject: English

This unit of work provides for gifted students by:

- 1. Reducing the time they spend on the basics.**
- 2. Omitting those parts of the course that they can already do.**
Pretest → Independent Study Contracts
- 3. Permitting them to speed up if they can work more quickly.**
Ind. Study Contracts - self paced.
- 4. Allowing them to be more responsible for their own learning.**
Ind. Study Contracts - choice of activities
negotiated tasks available.
- 5. Changing my usual teaching strategies.**
MI approach.
- 6. Providing for deeper thinking skills.**
activities linked to higher level Bloom's Tax. ^{analysis} / ^{synth.} - evaluation
Compare a newspaper report with either a radio or television version of the same story. Evaluate which is the most effective medium

7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.

8. Allowing for the development of creative problem solving strategies and their application.

UX of computer program

9. Providing the opportunity to apply one's knowledge and understanding to new situations.

open endedness of tasks

10. Encouraging meaningful examination of social issues and conflict situations.

keys reflect this. Media magnates become too powerful.
Papers should be free to everyone

11. Developing enabling skills and performance skills.

⊙ Drew on knowledge of Bloom's H.O. Thinking. — ie create a L. Centre which reflects the lens of Bloom's taxonomy

12. Extending the specific interests and understanding.

② creativity — use of thinker's keys (synechics)

③ research

④ independence

⑤ responsibility

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Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

Geography YR10

English YR8

Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:		
Provide for deeper thinking skills?	✓	✓
Encourage and permit students to extend their knowledge, understanding, skills, processes, etc?	✓	✓
Allow for the development of creative problem solving strategies and their application? <i>process</i>	✓	✓
Provide the opportunity to apply one's knowledge and understanding to new situations?	✓	
Encourage meaningful examination of social issues and conflict situations?	✓	✓
Develop enabling skills (Braggett, 1994) and performance skills? <i>Problem Definition NOT. Metacognition Creativity Research Coop. learning</i>	✓	✓
Extend the specific interests and understandings of the gifted?	✓	✓
Provide the opportunity for the gifted to spend less time on the basics?		✓
Allow the gifted to omit those parts of the course they can already do?		✓ Pretest component
Permit the gifted to speed up if they can work more quickly? <i>self paced. teacher as facilitator</i>	✓	✓
Allow the gifted to be more responsible for their own learning?	✓	✓

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Roman Civilisation
Year level: YRS
Subject: history

This unit of work provides for gifted students by:

- 1. Reducing the time they spend on the basics.**
- 2. Omitting those parts of the course that they can already do.**
- 3. Permitting them to speed up if they can work more quickly.**
self paced CD Rom usage. Ancient Lands.
discover information about Pompeii + Roman culture
- 4. Allowing them to be more responsible for their own learning.**
extension reading available.
- 5. Changing my usual teaching strategies.**
respond to individual differences — oral presentation
maps/charts/diagrams stimulus
role play slides.
- 6. Providing for deeper thinking skills.**
justify selection of evidence.
drawing conclusions.

7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.

plan a class feast.

8. Allowing for the development of creative problem solving strategies and their application.

9. Providing the opportunity to apply one's knowledge and understanding to new situations.

10. Encouraging meaningful examination of social issues and conflict situations.

ie. debate over the cruelty of Roman spectacles.

11. Developing enabling skills and performance skills.

cooperative learning

independence

H.O. Thinking - synthesis

12. Extending the specific interests and understanding.

indep. research opportunities supported by informal mentorship.

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Bronze Age Society
Year level: 8
Subject: History

This unit of work provides for gifted students by:

1. Reducing the time they spend on the basics.
2. Omitting those parts of the course that they can already do.
3. Permitting them to speed up if they can work more quickly.
4. Allowing them to be more responsible for their own learning.
offer extension reading
5. Changing my usual teaching strategies.
respond to individual differences of learning styles
 - role play
 - view
 - construct
 - interpret [diagrams / tables charts.]
 - Sketch
6. Providing for deeper thinking skills.
drawing conclusions / constructing a hypothesis.
comparison + analysis.
evaluate [argue the worth of evidence]

7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.

facilitated through guided research.

8. Allowing for the development of creative problem solving strategies and their application.

9. Providing the opportunity to apply one's knowledge and understanding to new situations.

10. Encouraging meaningful examination of social issues and conflict situations.

social historians → focus of discussions

11. Developing enabling skills and performance skills.

cooperative learning

exploring
researching

independence
responsibility

creativity
H.O. Thinking
critical thinking

analysing
synthesis

12. Extending the specific interests and understanding.

→ individual research facilitated by teachers (mentor)

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Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

Roman
civilization

Bronze
Age

Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:		
Provide for deeper thinking skills? <i>draw conclusions justify their responses (selection of evidence)</i>	✓	✓ • constructing a hypothesis • argue the worth of evidence
Encourage and permit students to extend their knowledge, understanding, skills, processes, etc?		✓
Allow for the development of creative problem solving strategies and their application?		
Provide the opportunity to apply one's knowledge and understanding to new situations?		
Encourage meaningful examination of social issues and conflict situations?		✓
Develop enabling skills (Braggett, 1994) and performance skills? <i>Responsibility Independence</i>		✓ H.O. Thinking Researching Exploring
Extend the specific interests and understandings of the gifted?		✓ Choice of topic
Provide the opportunity for the gifted to spend less time on the basics?		
Allow the gifted to omit those parts of the course they can already do?		
Permit the gifted to speed up if they can work more quickly? <i>self paced use of CD ROM</i>	✓	
Allow the gifted to be more responsible for their own learning? <i>"find new (to them) information on Pompeii + Roman culture".</i>	✓	

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)

Developing Programs for Gifted Students.


Family + community
Unit Title: (Dining Out)

Year level: Y&11

Subject: Japanese

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**
2. **Omitting those parts of the course that they can already do.**
3. **Permitting them to speed up if they can work more quickly.**
4. **Allowing them to be more responsible for their own learning.**
predominately one lesson in target language.
5. **Changing my usual teaching strategies.**
6. **Providing for deeper thinking skills.**
problem solving approach / immersion
7. **Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.**
continually challenged by new content.



8. **Allowing for the development of creative problem solving strategies and their application.**

✓ 9. **Providing the opportunity to apply one's knowledge and understanding to new situations.**

10. **Encouraging meaningful examination of social issues and conflict situations.**

11. **Developing enabling skills and performance skills.**

H. Order Thinking synthesis
analysis.

12. **Extending the specific interests and understanding.**

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Independent Research Study

Year level: 8

Subject: Foreign Language.

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**
2. **Omitting those parts of the course that they can already do.**
3. **Permitting them to speed up if they can work more quickly.**
self paced with common benchmarks along the way.
4. **Allowing them to be more responsible for their own learning.**
portfolio selection for assessment.
contract form - self selected tasks.
self evaluation + peer evaluation.
5. **Changing my usual teaching strategies.**
6. **Providing for deeper thinking skills.**
taught Bloom's taxonomy to facilitate informed choices within
contract system.
7. **Encouraging and permitting students to extend their knowledge,
understanding, skills processes, etc.**
open-endedness of tasks

8. **Allowing for the development of creative problem solving strategies and their application.**

In approaching the task + organising responses.

9. **Providing the opportunity to apply one's knowledge and understanding to new situations.**

10. **Encouraging meaningful examination of social issues and conflict situations.**

11. **Developing enabling skills and performance skills.**

12. **Extending the specific interests and understanding.**

*students selected from
exploring concepts associated with the country of their choice*

- The family*
- food + clothing*
- special events*
- the arts*
- geography / landmarks / tourist spots*
- leisure / sport.*

Independence + responsibility

H.O. Thinking (an option)

Metacognition — *self + peer eval.*
— *portfolio assessment*

Investigating / Research

Self awareness (self evaluation)

Enhanced performance (M.I.)

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Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

F. language

F language

Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:		
Provide for deeper thinking skills?	✓	✓
Encourage and permit students to extend their knowledge, understanding, skills, processes, etc?	✓	✓
Allow for the development of creative problem solving strategies and their application?	✓	✓
Provide the opportunity to apply one's knowledge and understanding to new situations?	✓	✓
Encourage meaningful examination of social issues and conflict situations?		
Develop enabling skills (Braggett, 1994) and performance skills?		
Extend the specific interests and understandings of the gifted?		
Provide the opportunity for the gifted to spend less time on the basics?	✓	✓
Allow the gifted to omit those parts of the course they can already do?		
Permit the gifted to speed up if they can work more quickly?		
Allow the gifted to be more responsible for their own learning?		

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.


Unit Title: Trends within periodic table

Year level: 11

Subject: chemistry

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**
2. **Omitting those parts of the course that they can already do.**
3. **Permitting them to speed up if they can work more quickly.**
4. **Allowing them to be more responsible for their own learning.**
create their own graphs to assist in developing their own understanding. / ability to
5. **Changing my usual teaching strategies.** analyse graphically displayed data by looking for trends + patterns.
6. **Providing for deeper thinking skills.**
analyse data
7. **Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.**



8. **Allowing for the development of creative problem solving strategies and their application.**

9. **Providing the opportunity to apply one's knowledge and understanding to new situations.**

10. **Encouraging meaningful examination of social issues and conflict situations.**

11. **Developing enabling skills and performance skills.**

cooperative learning - diff. groups work on different graphs then share findings.
4 D.T → analyse data - looking for patterns/trends.

12. **Extending the specific interests and understanding.**

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Forensic Science

Year level: 10/11

Subject: Science - elective.

This unit of work provides for gifted students by:

1. Reducing the time they spend on the basics.
2. Omitting those parts of the course that they can already do.
3. Permitting them to speed up if they can work more quickly.
self paced work booklets
4. Allowing them to be more responsible for their own learning.
self paced work booklets.
5. Changing my usual teaching strategies.
6. Providing for deeper thinking skills.
7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.

8. Allowing for the development of creative problem solving strategies and their application.

9. Providing the opportunity to apply one's knowledge and understanding to new situations. *visit to university* — use equip. — work with Ph.D. students

10. Encouraging meaningful examination of social issues and conflict situations. *input from experts - ie practicing f. scientist.*

11. Developing enabling skills and performance skills.

12. Extending the specific interests and understanding.

*exploring
developing* issues associated with the topic.
skills " "

*fine motor skills
cooperative learning — experiments.
— grouping.*

critical thinking

*responsibility
for own learning*

*Metacognition —
→ overall evaluation of unit.*

H.O. Thinking

*analysis of crime scenario
synthesis of skills covered in unit*

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Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

	YR10 Science	YR9+10 Science elective
Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:		
Provide for deeper thinking skills?	✓	✓
Encourage and permit students to <u>extend</u> their knowledge, understanding, skills, processes, etc?	✓	✓
Allow for the development of creative problem solving strategies and their application?	✓ create a flow chart	✓ solve the murder using P. clues
Provide the opportunity to apply one's knowledge and understanding to new situations?	✓ experiment	✓ challenge task
Encourage meaningful examination of social issues and conflict situations?		
Develop enabling skills (Braggett, 1994) and performance skills?	H.O.T Research Investigate Metacognition	✓
Extend the specific interests and understandings of the gifted?	student choices → electives.	✓
Provide the opportunity for the gifted to spend less time on the basics?		
Allow the gifted to omit those parts of the course they can already do?		
Permit the gifted to speed up if they can work more quickly?	self paced workbook	✓
Allow the gifted to be more responsible for their own learning?	self paced choices	✓

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.

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Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Realism

Year level: YR11

Subject: DRAMA.

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**
- introduce models but majority of time is student self exploration.
mini lessons teacher led
of concepts.
2. **Omitting those parts of the course that they can already do.**
3. **Permitting them to speed up if they can work more quickly.**
4. **Allowing them to be more responsible for their own learning.**
choice of tasks "select one of the following"
5. **Changing my usual teaching strategies.**
6. **Providing for deeper thinking skills.**
7. **Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.**

8. Allowing for the development of creative problem solving strategies and their application.

Brainstorming

for real problems
ie.
process of getting
dram... pres. together.

9. Providing the opportunity to apply one's knowledge and understanding to new situations.

create own [] after modeling.

10. Encouraging meaningful examination of social issues and conflict situations.

often comes from texts used.

11. Developing enabling skills and performance skills.

12. Extending the specific interests and understanding.

Co-op. learning skills.

creativity

→ create own ...

investigating/research

app. to ^{extend} explore knowledge base by exploring the literature.

enhanced performance skills - one of the central terms of the subject.
every lesson. involves a practical application.

H.O. Thinking

to create a scene students need to

analyse
+
synthesise.

project into the future

requires an understanding of the character + themes.

evaluate each other's products.

analyse the models.
ie. Stanislavski Technique.
an. this model.
is the ~~action~~ internally consistent?
What are the inconsistencies!

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Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Greek
Year level: YR 11.
Subject: Drama

This unit of work provides for gifted students by:

1. Reducing the time they spend on the basics.
2. Omitting those parts of the course that they can already do.
3. Permitting them to speed up if they can work more quickly.
- ✓ 4. Allowing them to be more responsible for their own learning.
5. Changing my usual teaching strategies.
- ✓ 6. Providing for deeper thinking skills.
7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.

8. Allowing for the development of creative problem solving strategies and their application.

9. Providing the opportunity to apply one's knowledge and understanding to new situations.

Production.

10. Encouraging meaningful examination of social issues and conflict situations.

11. Developing enabling skills and performance skills.

12. Extending the specific interests and understanding.

creativity
devise a
design a

performance
skills.
↓
every lesson a p. component.

cooperative learning

exploring topic.
through teacher facilitated investigations.

H.T Thinking.
syn.
analy. } to construct
own.

evaluation
→ side coaching
technique.
analysis of play

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Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

Theatre
Y29

Theatre
Y210

Appropriate educational provision for the gifted	1st 5/97	2nd 11/97
Are the classroom activities designed to:		
Provide for deeper thinking skills?	analyse your character ✓	✓ application synthesis evaluation What if?
Encourage and permit students to extend their knowledge, understanding, skills, processes, etc?		✓ open ended
Allow for the development of creative problem solving strategies and their application?	How can you create that? ✓	✓ "Can you solve that?"
Provide the opportunity to apply one's knowledge and understanding to new situations?		✓
Encourage meaningful examination of social issues and conflict situations?		✓ part of context
Develop enabling skills (Braggett, 1994) and performance skills?	✓	✓ performance skills
Extend the specific interests and understandings of the gifted?		
Provide the opportunity for the gifted to spend less time on the basics?		
Allow the gifted to omit those parts of the course they can already do?		
Permit the gifted to speed up if they can work more quickly?	self paced ✓	✓
Allow the gifted to be more responsible for their own learning?	you create • props list ✓ • costume list	

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.

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Appendix F

Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: The Icarus Challenge : an adaptation .

Year level: YR 10

Subject: Days of Excellence - ESC (part of enrichment program)
two day program .

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**
2. **Omitting those parts of the course that they can already do.**
3. **Permitting them to speed up if they can work more quickly.**

4. **Allowing them to be more responsible for their own learning.**

choice in products. ie. Chall. 2. Write a detailed anatomical desc.
time management. choice of some tasks. Draw a " portrait of your ^{base}
Construct a replica of your ^{base}

5. **Changing my usual teaching strategies.**

Present a detailed ^{base}
scientific analysis of ^{base}
your being
in role.

6. **Providing for deeper thinking skills.**

higher level -> syntheses. Present a re-enactment of
final task. the drift + advantages of
interacting with your
planetary deny.

7. **Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.**

Draw on your knowledge
of the life form, the
biosphere the cultural
code + the lang of your
planet to give a pres. to

Provide a
written report
our history... which intro...

Two requirements
all members must
pres. must include
the following names
"Nanu, Nanu"

8. **Allowing for the development of creative problem solving strategies and their application.**

teach brainstorming skills
↳ list --
↳ what if --
↳ 3D Brainstorming.

Creative P.S. model - outlined
- modeled
- applied

9. **Providing the opportunity to apply one's knowledge and understanding to new situations.**

apply skills to creative situations.
ie decode lang. code.

10. **Encouraging meaningful examination of social issues and conflict situations.**

focus. conflict resolution
responsible app. respect
for other life forms.

11. **Developing enabling skills and performance skills.**

Cooperative.
Social roles.

Metacognition - skills

dramatic presentations.

creative thinking

cooperative learning

↑ creativity

12. **Extending the specific interests and understanding.**

Motivation

Self Confidence

Exploring

5 challenges :

- ① Life Design.
- ② Cultural Code
- ③ Biosphere (Living Space)
- ④ Decoding the language

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Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)

Developing Programs for Gifted Students.

Unit Title: Invention Convention

Year level: YR 10

Subject: Days of Excellence - ESL (part of our enrichment program)
two day programme.

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**
2. **Omitting those parts of the course that they can already do.**
3. **Permitting them to speed up if they can work more quickly.**
Self Paced in that time management was owned by students.
4. **Allowing them to be more responsible for their own learning.**
time management
choice of tasks and products (reflecting IZ)
5. **Changing my usual teaching strategies.**
6. **Providing for deeper thinking skills.**
7. **Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.**

8. **Allowing for the development of creative problem solving strategies and their application.**

taught model
provided with basic skills in brainstorming

9. **Providing the opportunity to apply one's knowledge and understanding to new situations.**

10. **Encouraging meaningful examination of social issues and conflict situations.**

Fokus was to make the world a better task. (embedded into all tasks)
listening skills and respect for different viewpoints mentioned by students.
environmental moral + justice } dimension.

11. **Developing enabling skills and performance skills.**

Creative Thinking
provide strategies
provide models - ie SCAMPER model
metacognition before during after

12. **Extending the specific interests and understanding.**

skills

Cooperative learning
Interdependence
Self Confidence
structures to facilitate skills
assign roles

enrichment program specifically designed for gifted ESC students

worked in groups of four +

students had to respond to five challenges after an initial skills training session.

These tasks drew on scientific principles.

Students were facilitated through

- visual stimulus
 - drama presentations
 - video
 - posters
- modeling
- textual material

Focus creative thinking

cooperative learning

problem solving

- ① make a purposeful invention from a basic wire coathanger
- ② invent an environmentally friendly device!
 - pick up upper vehicle
 - pollution free ~~comes~~
- ③ invent a device to deter but not injure or kill burglars.
- ④ Create a safe, purposeful piece of play equipment.
- ⑤ Present an advertisement which would promote one of their inventions + present their reflections on how it could help make the world a better place.

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Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

Innovation
Convention

YR9 Eng.
Unit.

Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:	6/97	9/97
Provide for deeper thinking skills?	✓	
Encourage and permit students to extend their knowledge, understanding, skills, processes, etc?		✓
Allow for the development of creative problem solving strategies and their application?	✓	
Provide the opportunity to apply one's knowledge and understanding to new situations?		✓
Encourage meaningful examination of social issues and conflict situations?	✓	
Develop enabling skills (Braggett, 1994) and performance skills?	✓	
Extend the specific interests and understandings of the gifted?	✓ self conf. responsibility motivation social roles coop learning independence creativity H.O.T. Metacognition	✓
Provide the opportunity for the gifted to spend less time on the basics?		
Allow the gifted to omit those parts of the course they can already do?		
Permit the gifted to speed up if they can work more quickly?		
Allow the gifted to be more responsible for their own learning?	✓	✓

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.



Appendix F

Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Australian Poetry

Year level: 11

Subject: English

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**
Tapped into prior knowledge at beginning of unit
2. **Omitting those parts of the course that they can already do.**
3. **Permitting them to speed up if they can work more quickly.**
4. **Allowing them to be more responsible for their own learning.**
idea of empowering students by providing them with the tools of for responding to a poem.
5. **Changing my usual teaching strategies.**
*Six Hats
5Ws+H.*
6. **Providing for deeper thinking skills.**

7. **Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.** Taught tools for evaluation multiple opportunities to apply this skill.
8. **Allowing for the development of creative problem solving strategies and their application.**
9. **Providing the opportunity to apply one's knowledge and understanding to new situations.** through developmentally structured responses to wider and wider selected groups of texts.
10. **Encouraging meaningful examination of social issues and conflict situations.**
11. **Developing enabling skills and performance skills.** cooperative learning skills enhanced through strategies. role allocation. Hot Potato Round Robin
12. **Extending the specific interests and understanding.**

M.I. approach.
 cognitive + affective exploration.
 use of music.

Metacognition → structured through think time + journal writing
 PMI. / Pair Share.

H.O. Thinking → Taught process of using de Bono's six Thinking Hats as a way of structuring a response to a poem.

evaluation → PMI on effectiveness of six hats.

H

Appendix F

Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Independent Research Study
Year level: 8
Subject: Foreign Language

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**

2. **Omitting those parts of the course that they can already do.**

3. **Permitting them to speed up if they can work more quickly.**

self paced with common benchmarks along the way.

4. **Allowing them to be more responsible for their own learning.**

portfolio selection for
assessment. PTO.

contract form — self selected tasks.
self evaluation of what has been learnt.

peer evaluation

5. **Changing my usual teaching strategies.**

6. **Providing for deeper thinking skills.**

taught Bloom's taxonomy to students and then
asked them to apply this knowledge in the selection
of a number of activities related to their ^{chosen} research
topic.

7. **Encouraging and permitting students to extend their knowledge,
understanding, skills processes, etc.**

open endedness of task encouraged this.

8. **Allowing for the development of creative problem solving strategies and their application.**

in approaching the task + organising responses.

9. **Providing the opportunity to apply one's knowledge and understanding to new situations.**

10. **Encouraging meaningful examination of social issues and conflict situations.**

11. **Developing enabling skills and performance skills.**

Independence + Responsibility

Higher Order Thinking (an option)

Recognition (through self + peer eval.)

*↓
portfolio assessment model.*

*Investigating / Research
self awareness (self evaluation)*

Enhanced performance (cards reflect MI. opp. for all intelligences)

12. **Extending the specific interests and understanding.**

students select from.

*↓
exploring concepts associated with the country of their choice.*

*ie. The family
Food + clothing
Special Events*

The Arts

Geography / Landmarks / Tourist Spots

Leisure / Sport.

(H)

Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

YR 11
Poetry

YR 10
F. Language

Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:		
Provide for deeper thinking skills?		✓ Brainstorming
Encourage and permit students to extend their knowledge, understanding, skills, processes, etc?		✓ Immersion
Allow for the development of creative problem solving strategies and their application?		✓ "Intelligent Guesswork" ↓ think about
Provide the opportunity to apply one's knowledge and understanding to new situations? <i>apply given tools</i>	✓	✓ KWL open-ended tasks
Encourage meaningful examination of social issues and conflict situations?		
Develop enabling skills (Braggett, 1994) and performance skills? <i>cooperative learning</i>	✓	✓
Extend the specific interests and understandings of the gifted? <i>HOT Metacognition</i>		
Provide the opportunity for the gifted to spend less time on the basics?		
Allow the gifted to omit those parts of the course they can already do? <i>tapped into prior knowledge</i>	✓	
Permit the gifted to speed up if they can work more quickly?		
Allow the gifted to be more responsible for their own learning? <i>Six Hats game tools 5Ws + H self-evaluation</i>	✓	✓

choice
self-evaluation.

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.

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Appendix F

Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: Hitler - The Coming To Power
Year level: 4R11
Subject: Modern History.

This unit of work provides for gifted students by:

1. Reducing the time they spend on the basics.
2. Omitting those parts of the course that they can already do.
3. Permitting them to speed up if they can work more quickly.
4. Allowing them to be more responsible for their own learning.
Independent Research Options.
5. Changing my usual teaching strategies.
→ questioning technique
6. Providing for deeper thinking skills.
* drawing conclusions
analysing propaganda posters
synthesis: judgements
7. Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.

8. **Allowing for the development of creative problem solving strategies and their application.**

9. **Providing the opportunity to apply one's knowledge and understanding to new situations.**

10. **Encouraging meaningful examination of social issues and conflict situations.**

11. **Developing enabling skills and performance skills.**

12. **Extending the specific interests and understanding.**

Investigating / Research — Cooperative Learning
— Independence in dec. making — self confidence —
Responsibility.

Higher Order Thinking.

I

Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

Y2G History

Current Affairs Tutorials

Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:		
Provide for deeper thinking skills? <i>general atmosphere - students questioning.</i>	✓	Purpose of tutorial ✓
Encourage and permit students to extend their knowledge, understanding, skills, processes, etc?		
Allow for the development of creative problem solving strategies and their application? <i>Vocab provide info ✓ encourage inferential responses</i>	✓	
Provide the opportunity to apply one's knowledge and understanding to new situations?		
Encourage meaningful examination of social issues and conflict situations? <i>making connections.</i>	Focus of lesson ✓	✓
Develop enabling skills (Braggett, 1994) and performance skills? <i>Investigating / Research H.O.T. Critical Thinking</i>	Cartoon ✓ Analysis	✓ Critical Thinking.
Extend the specific interests and understandings of the gifted?		✓ student choice
Provide the opportunity for the gifted to spend less time on the basics? <i>open ended questions</i>	✓	
Allow the gifted to omit those parts of the course they can already do? <i>tapped into prior knowledge.</i>		
Permit the gifted to speed up if they can work more quickly?		
Allow the gifted to be more responsible for their own learning? <i>Metacognition: What did you learn today?</i>	✓	✓

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.

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Appendix F

Document Analysis

Matching People's Attitudes to their Behaviour

Predetermined Coding Categories

These coding categories have been based on the work of Eddie Braggett (1994)
Developing Programs for Gifted Students.

Unit Title: *The Invention Challenge*

Year level: *YR9*

Subject: *Elective*

This unit of work provides for gifted students by:

1. **Reducing the time they spend on the basics.**

self paced

expect a certain base level of interest + skills

pre test for skills

2. **Omitting those parts of the course that they can already do.**

3. **Permitting them to speed up if they can work more quickly.**

flexible pacing.

4. **Allowing them to be more responsible for their own learning.**

*choice → contract
decisions re plan of attack*

5. **Changing my usual teaching strategies.**

6. **Providing for deeper thinking skills.**

*synthesis
analysis*

evaluation — self eval. / peer evaluation

judgments re products

7. **Encouraging and permitting students to extend their knowledge, understanding, skills processes, etc.**

✓

8. **Allowing for the development of creative problem solving strategies and their application.** Focus of unit
teach skills in isolation
apply to context.
9. **Providing the opportunity to apply one's knowledge and understanding to new situations.** ✓
10. **Encouraging meaningful examination of social issues and conflict situations.** - general link to context of problem given.
11. **Developing enabling skills and performance skills.**
coop. learning. problem definition
creativity Investigation/research. Fine motor skills
12. **Extending the specific interests and understanding.** ✓

J

Appendix E

Classroom Observation

Matching People's Attitudes to their Behaviour

YR9
Inventions

YR8
Creative Thinking

Appropriate educational provision for the gifted	1st	2nd
Are the classroom activities designed to:	5/97	
Provide for deeper thinking skills?	✓	✓
Encourage and permit students to extend their knowledge, understanding, skills, processes, etc?	✓	✓
Allow for the development of creative problem solving strategies and their application?	✓	✓
Provide the opportunity to apply one's knowledge and understanding to new situations?	✓	✓
Encourage meaningful examination of social issues and conflict situations?	✓	✓
Develop enabling skills (Braggett, 1994) and performance skills?	✓	✓
Extend the specific interests and understandings of the gifted?	✓ Fine Motor Skills Problem definition	✓ Self Confidence Motivation
Provide the opportunity for the gifted to spend less time on the basics?	✓	✓
Allow the gifted to omit those parts of the course they can already do?	✓ move quickly through self-paced in parts	
Permit the gifted to speed up if they can work more quickly?	✓	
Allow the gifted to be more responsible for their own learning?	✓ choice metacognition	✓

Adapted from: *Developing Programs for Gifted Students* Braggett, 1994.