

Culturally Specific Interviews Examples of Exceptional Ability in Aboriginal Children
Related core and additional attribute(s) indicated in brackets

Interview 1

He loves using that [Aboriginal] language. In fact he talks a lot of it at home. (p. 6: Communication, Memory)

Interview 8

All those misconceptions have to be overcome... She decided no one's going to put me down make me feel inferior. (p. 1: Intrapersonal/ Interpersonal Ability)

They can't think that an Aboriginal person could be doing better. And even teachers ... not all teachers but some teachers (pause) if you're Aboriginal you have to prove again and again (pause) you have to double prove yourself. [Eeth speaking] I had to prove myself so much when I went to school to prove to the teachers that I wanted to do something. And like first of all they didn't believe you they just thought you were there just to muck around. (p. 2: Insight, Motivation, Reasoning, Intrapersonal/ Interpersonal Ability)

Well she said no one's gonna just keep me packing shelves for the rest of my life. And she knew she had the ability... (p. 2: Motivation, Intrapersonal/ Interpersonal Ability)

The older daughter even though she was brainy at school, she hasn't got that same self-confidence in herself as what Beth's got with her Aboriginality. (p. 4: Intrapersonal/ Interpersonal Ability)

The girls started being smart just being a little bit niggly to me at morning tea time. And Eeth her normal self wanting to defend all the time her family she comes and stood in front of me. (. 6: Intrapersonal/ Interpersonal Ability)

[Beth speaking] And I might be going to Canada next year. I've been asked to go over there and represent the Australian Aboriginals for this United Nations conference. And I've got to go over there and give speeches and that. (p. 1 : Leadership)

Public speaking on reconciliation. Beth's real aim is to try to get proper reconciliation (pause) You should have brought your speech along. There's a possibility that her speech might get published too. (p. 12: Communication, Motivation, Problem Solving Ability)

She's very sensitive especially when she talks about anything related to her Aboriginality because she wants so hard to make it all right. (p. 12: Sensitivity)

She's always been real family oriented (pause) always wanting everything right for her family and (pause) she'd do anything to try to make everything right. (p. 14: Intrapersonal/ Interpersonal Ability)

[Beth speaking] Well at the moment, I was looking at going down to Griffith. It's learning the Aboriginal traditions, their beliefs, and also the art. You learn how to do the art and everything. It's a three year course and then after that. Well even while I'm doing it, I'm thinking about doing a public speaking course to be able to put what I've learned into action. Like to be able to bring it out in the open. (p. 15: Communication, Motivation)

And very sensitive to anything to do (pause) mainly only things to do with Aboriginal things. Very sensitive to that (pause) (p. 16: Sensitivity)

Well since Beth's got older and started to focus. Well her focus is on trying to right what's wrong in Australia as far as the indigenous people. (p. 18: Intrapersonal/ Interpersonal Ability)

[Beth speaking] So the teacher said you could use any material you wanted to so I said oh I'll use clay then. And I just made all these real big pots and that. And she just goes, "That's your first time you've ever used clay?" and I said, "Yeah." She goes, "That is really good" cause she reckoned, you know, they looked like the rebirth of just nature 'cause I've got the pots and it looked like a big flower and I've got all Aboriginal art you know like 3-D, 3-dimensional. (pause) (Beth's mother) Her imagination keeps going and going and going until she eventually comes up with this thing that she's got. And the name that she called it (pause) Ateralteringa. It's an Aboriginal word, (pause) where the old people live (pause) dreamland, it's called. (p. 19: Imagination/ Creativity)

[Beth speaking] I just stood up to the kids at school once and said that I was Aboriginal and that I was proud. And now they all come up to me and they ask me, oh, like is this right? Like in history you know the kids'll be told different things about Aboriginal people and then they'll immediately come up to me and ask me if it's true. (p. 20: Communication, Leadership)

Interview 9

He still laughs to this day about the (pause) some Grade 7 kids yelled out to him, "Hey nigger pull your socks up. Why don't you nigger pull your socks up?", he said. And he bent down and pulled his socks up. (p. 7: Humour)

I said you just tell me and I'll come up [to school] and do something about it [kids teasing at school]. He said no you'll only make it worse. Just leave it. Anyway I just sort of kept asking him regularly how he was going (pause) if it was okay. And it sort of came home to me then the

next year how successful he had been. He was voted in as class captain and student councilor by the very same kids. He sort of turned them around in his own quiet way (pause) and obviously gained their respect in him. Never had any problems afterwards so that's something that sticks in my mind as to how he's able to turn the other cheek and solve his own problems. (p. 7: Problem Solving, Reasoning, Leadership)

Interview 10

He's got into Aboriginal art now. Actually he has a (pause) quite a collection of some ochre stones. (Pause) And he's showed his younger brothers and sisters how to blow the ochre for the hand prints and he's explained a bit about that (p. 6: Interests)

... [H]e has carried with him the good Aboriginal traditions, the gentleness and things like that. (p. 6: Intrapersonal/ Interpersonal Ability)

I was walking, I think to school, one day when he was in grade seven and he sang out hello mum. And one of the boys said something about is that your mother, but she's black or something. And he turned around and grabbed this poor child by the throat... He's done the same thing for his younger sister where an older boy had hit his younger sister in his company... (p. 6: Not previously coded)

Culturally Specific Examples of Exceptional Ability in Aboriginal Children - Interviews

Examples organised according to attribute being described

Communication

Interview 1

He loves using that [Aboriginal] language. In fact he talks a lot of it at home. (p. 6: Communication, Memory)

Interview 8

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[Beth speaking] Well at the moment, I was looking at going down to Griffith. It's learning the Aboriginal traditions, their beliefs, and also the art. You learn how to do the art and everything. It's a three year course and then after that. Well even while I'm doing it, I'm thinking about doing a public speaking course to be able to put what I've learned into action. Like to be able to bring it out in the open. (p. 15: Communication, Motivation)

[Beth speaking] I just stood up to the kids at school once and said that I was Aboriginal and that was proud. And now they all come up to me and they ask me, oh, like is this right? Like in history you know the kids'll be told different things about Aboriginal people and then they'll immediately come up to me and ask me if it's true. (p. 20: Communication, Intrapersonal/ Interpersonal Ability)

Humour

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Imagination/ Creativity

Interview 8

[Beth speaking] So the teacher said you could use any material you wanted to so I said oh I'll use clay then. And I just made all these real big pots and that. And she just goes, "That's your first time you've ever used clay?" and I said, "Yeah." She goes, "That is really good" cause she reckoned, you know, they looked like the rebirth of just nature 'cause I've got the pots and it looked like a big flower and I've got all Aboriginal art you know like 3-D, 3-dimensional. (pause) (Beth's mother) Her imagination keeps going and going and going until she eventually comes up with this thing that she's got. And the name that she called it (pause) A teralteringa. It's an Aboriginal word, (pause)

where the old people live (pause) dreamland, it's called. (p. 19: Imagination/ Creativity)

Inquiry: No culturally specific examples recorded

Insight

Interview 8

They can't think that an Aboriginal person could be doing better. And even teachers ... not all teachers but some teachers (pause) if you're Aboriginal you have to prove again and again (pause) you have to double prove yourself. [Beth speaking] I had to prove myself so much when I went to school to prove to the teachers that I wanted to do something. And like first of all they didn't believe you they just thought you were there just to muck around. (p. 2: Insight, Motivation, Reasoning, Intrapersonal/ Interpersonal Ability)

Interests

Interview 10

He's got into Aboriginal art now. Actually he has a (pause) quite a collection of some ochre stones. (Pause) And he's showed his younger brothers and sisters how to blow the ochre for the hand prints and he's explained a bit about that. (p. 6: Interests)

Memory

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Motivation

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Public speaking on reconciliation. Beth's real aim is to try to get proper reconciliation (pause) You should have brought your speech along. There's a possibility that her speech might get published too. (p. 12: Communication, Motivation, Problem Solving Ability)

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Problem Solving Ability

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Reasoning

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Leadership

Interview 8

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Culturally Specific Examples of Exceptional Ability in Aboriginal Children - Interviews

Examples organised into subcategory types

Interest in and concern about cultural issues

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where the old people live (pause) dreamland, it's called. (Interview 8, p. 19: Imagination/ Creativity)

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Deal with racism

All those misconceptions have to be overcome... She decided no one's going to put me down make me feel inferior. (Interview 8, p. 1: Intrapersonal/ Interpersonal Ability)

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Strong sense of family loyalty

The girls started being smart just being a little bit niggly to me at morning tea time. And Beth her normal self wanting to defend all the time her family she comes and stood in front of me. (Interview 8, p. 6: Intrapersonal/ Interpersonal Ability)

She's always been real family oriented (pause) always wanting everything right for her family and (pause) she'd do anything to try to make everything right. (Interview 8, p. 14: Intrapersonal/ Interpersonal Ability)

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Confidence in Aboriginality

The older daughter even though she was brainy at school, she hasn't got that same self-confidence in herself as what Beth's got with her Aboriginality. (Interview 8, p. 4: Intrapersonal/ Interpersonal Ability)

Effectively live in a bicultural situation

... [H]e has carried with him the good Aboriginal traditions, the gentleness and things like that. (Interview 10, p. 6: Intrapersonal/ Interpersonal Ability)

Questionnaire Part A: Additional examples of each core attribute**1. Communication**

- 012 Verbally and artistically should be in different categories. Child can be one or the other.
- 022 Sometimes children can be introverted with little effective communication skills.
- 025 Proximity
- 026 Ability to switch language codes and knowledge of the appropriate style/ code of language

2. Motivation

- 022 Set unrealistic goals sometimes, don't look for adult reinforcement as much as other children
- 024 Certainly enthusiastic about activities (cultural) that they are familiar with
- 026 Some children lose interest easily and do not complete

3. Interests

- 008 Communicating facts or ideas related to interest, freely
- 022 Often enjoys pursuing interest in isolation from peers

4. Problem solving ability

- 024 I found that in almost all cases, if a problem is too difficult the children give up
- 031 Imaginative ideas to solve problems

5. Memory

- 008 Excellent retention and recall of facts
- 012 Depends on whether that's what their interests are
- 022 Recalls past conversations word for word between peers (child age 7 years) and adults
- 024 Excellent memory of non-school topics
- 026 Story-telling and 'yarning'

6. Humour

- 012 Not applicable
- 022 Pre-school Aboriginal children are very perceptive towards adult humour and wit and can share humour with teacher

7. Inquiry

- 022 Interest in testing out ideas and interests
- 026 May show inquisitiveness in culturally appropriate way rather than probing questioning

8. Insight

- 022 Observe situation for extended period of time before becoming a risk taker in front of peers

9. Reasoning

- 022 Talks through to self own ideas and answers

10. Imagination / Creativity

- 012 Not applicable. Some smart kids have no imagination
- 022 Sometimes displays a short attention span when focus is on theory. Is more motivated by practical work.
- 026 Story-telling and 'yarning'
- 031 Imaginative ideas to solve problems

Questionnaire Part B: Additional descriptions of exceptional ability

001

Alertness
Constancy

003

Creativity

005

Exhibits leadership qualities
Verbalises problem-solving process
Possesses a broad general knowledge
Analytical skills are developed

008

Well developed study skills
Completing set task
Work presentation

010

Display leadership qualities

011

Personality of the child
Confidence in school work
Social skills with other peers, teachers
Discipline in school work and sporting achievements

012

Practical problem solving

013

Communication
Interests
Imagination
Memory

014

Perseverance (which is included in your motivation descriptor is, in my opinion, a critical factor in locating Aboriginal children with exceptional abilities. Self-motivation has to be so strong - hang in against what, at times, appear to be insurmountable odds!

017

Musical talent - natural feel for beat and rhythm

020

Intuitiveness
Judge of character

021

Second language speakers need to have lessons repeated or demonstrated to them (eg practical examples).

024

I think children who, even at a very early age have a goal in life are exceptional eg. want to be a teacher.
Children who use "common sense thinking" eg if they are stuck on a problem - work out an alternative way to solve it

026

Ability to communicate in a variety of language codes.
Recognition of appropriate use of language for different social contexts.

027

Very close family link
A need not to be seen as better than any family member/ friends.
Shy/ withdrawn
Prefer to work in a group

Part B Data Organised into Attribute and Miscellaneous Categories

1. Communication

- 005 Verbalises problem-solving process
- 017 Musical talent - natural feel for beat and rhythm
- 026 Ability to communicate in a variety of language codes.
- 026 Recognition of appropriate use of language for difference [sic] social contexts.

2. Motivation

- 008 Well developed study skills
- 008 Completing set task
- 008 Work presentation
- 011 Discipline in school work and sporting achievements
- 014 Perseverance (which is included in your motivation descriptor is, in my opinion, a critical factor in locating Aboriginal children with exceptional abilities. Self-motivation has to be so strong - hang in against what, at times, appear to be insurmountable odds!
- 024 I think children who, even at a very early age have a goal in life are exceptional eg. want to be a teacher.

3. Interests

No responses recorded from Part B of the Questionnaire

4. Problem solving ability

- 005 Verbalises problem-solving process
- 012 Practical problem solving
- 024 Children who use "common sense thinking" eg if they are stuck on a problem - work out an alternative way to solve it.

5. Memory

- 005 Possesses a broad general knowledge

6. Humour

No responses recorded from Part B of the Questionnaire

7. Inquiry

No responses recorded from Part B of the Questionnaire

8. Insight

- 017 Musical talent - natural feel for beat and rhythm
- 020 Intuitiveness
- 020 Judge of character

9. Reasoning

005 Analytical skills are developed

10. Imagination

No responses recorded from Part B of the Questionnaire

11. Miscellaneous

001 Constancy
 005 Exhibits leadership qualities
 010 Display leadership qualities
 011 Personality of the child
 011 Confidence in school work
 011 Social skills with other peers, teachers
 020 Judge of character
 027 Very close family link
 027 A need not to be seen as better than any family member/ friends.
 027 Shy/ withdrawn
 027 Prefer to work in a group

Miscellaneous responses classified according to new attribute categories and subcategories of Interpersonal/ Intrapersonal Skills, Leadership and Sensitivity named in the analysis of the interview data.

“Shy/ withdrawn” was not included under any of the categories as the first did not seem to demonstrate exceptional ability in any of the attribute categories.

Interpersonal/ Intrapersonal Skills

001 Constancy (Interpreted as dependable. Coded as responsible)
 011 Personality of the child (General)
 011 Confidence in school work (Confident)
 011 Social skills with other peers, teachers (General)
 027 Prefer to work in a group

Leadership

005 Exhibits leadership qualities
 010 Display leadership qualities

Sensitivity

020 Judge of character
 027 Very close family link
 027 A need not to be seen as better than any family member/ friends.

12. Not placed in an attribute or the miscellaneous category because they were repetitions of existing attributes or in the case of the last statement because it was a teaching strategy suggestion.

001 Alertness
 003 Creativity
 013 Communication
 013 Interests
 013 Imagination
 013 Memory
 021 Second language speakers need to have lessons repeated or demonstrated to them (eg practical examples).

Questionnaire Part D: Description of Aboriginal gifted children's behaviour

001

They listen intently to the teacher and ask questions if they do not understand. (Aboriginal children have a tendency to be very quiet). They then reason with the problem constantly until they work it out. I find that the alert ones seem to stand- out, but I find they lack motivation and memorising particular things that they are not interested in. In my opinion we should be looking a lot closer at their natural abilities in sport where I think they are highly motivated and could obtain very good careers.

002

Although my previous comments are related to Aboriginal students in Physical Education, the below are related to students in Yr. 8-10. I have only had contact with Aboriginal students in other subject areas than PE as I was tutoring at a Boarding College during evenings of Mon-Thurs. I find all Aboriginal students who are able to read and have average comprehension skills are just able to cope with all the subjects they are engaged in. As there are few students at this level, I find these students the one's who are capable of exceptional ability. With guidance &/ tuition these students have the ability to perform well and succeed in our education system.

When looking at, "the way students act that lead you to believe they have exceptional ability", I feel those who give full attention, complete tasks, and have the patience to solve problems or research topics are exceptional students as very few students, let alone Aboriginal students, have the interest in completing and performing such tasks.

Aboriginal students who are performing well have also had a complete change in behaviour from being attentive, on tasks, and interested to, disruptive, disinterested and failing to complete tasks. This behaviour in the few cases I've had contact with was due to peer pressure from the other Aboriginal students. Other students would tease or not associate with them due to their good performances so the only way to be excepted again is to be like the majority. I too had experienced this behaviour at school from my Aboriginal peers, so I can relate to what the students put up with. I think that if the exceptional students were able to be in an environment where the majority

of the students are passing and succeeding, the students with exceptional abilities would find school and succeeding a lot easier.

003

When given the opportunity to create or design a project or topic the students are very interested and become successful with the outcome.

The area is: 1. Culturally significant and/or 2. Of personal interest.

The more successful Aboriginal students are individuals as part of a whole class, rather than part of an Aboriginal exclusive peer group. They seem to identify easier with the white culture and become more forward and open instead of remaining shy.

004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural.

005

-very definite and expressive in non-verbal behaviour, particularly in oral storytelling.

-volunteers to do artwork for class projects.

-able to apply a learnt body of knowledge and skills to a variety of contexts.

006

As a HPE teacher, obviously skill level and the ability to work as a team implies ability to me. Not necessarily just being good at their sport but also having high aspirations and setting out to achieve their goals. Those students who are able to motivate others also possess ability. That impresses me. In the classroom, students who request help and STUDY to achieve higher marks thereby proving their will to succeed stand out.

008

Children who achieve high academic results because of well developed skills in descriptors mentioned in this questionnaire.

Children who achieve well, feel successful in themselves and strive to better themselves.

Children who find work challenging and enjoy a challenge.

009

- Maturity - independence both in thought and action
- Clearly defined goals - know how to set goals and achieve these
- Personality - strong self-identity and ability to adapt to variety of settings/ relationships eg. student-student, student-teacher, student- adult etc.
- Confidence - tied in with sense of self/ identity - able to speak mind
- Individuality - especially in thought
- Have ability to reason both logically/ morally on different issues
- Strong leadership qualities

010

Unfortunately I have not had the pleasure of these children in my classroom during my teaching career

011

The children have motivation in their school work. This usually is the result of the child's confidence within themselves. Many children have the ability to be exceptional at school, but lack parent support from home. I feel this is one of the major hurdles we as educators need to address. An exceptional Aboriginal child usually stands out from the rest of the class, by calling out to the teacher. To me, as an Aboriginal teacher, I see that this shows confidence, but to non-Aboriginal teachers the child is classified as disruptive

012

These students are usually good in one and one situations. But when asked as a group are reluctant to answer.

These students are usually eager and willing to do work.

Not all of them are leaders.

They usually attend homework program.

They can show talent in one area but not in others.

They can be behaviour problems because they are bored.

Artistic ability.

013

Through my years of teaching experiences with Aboriginal children, I consider that the child is exceptional by how their memory is quite outstanding. Most children can forget things easily, but the exceptional child is inclined to have that memory 'tattooed' in them. The motivation and desire to succeed plays an important role as they strive to outdo their peers and become prominent members of society. Aboriginal children who have this 'drive' will always be exceptional especially to our race.

014

Keep coming back regardless of level of discouragement (from teacher or peers) - need to be able to maintain own high level of motivation in terms of achieving own goals and often have to deal with poor attitudes of others eg. racist behaviour of others within learning environment is often the accepted behaviour within that community and therefore never questioned. Requires high level of confidence in own ability/strong self-esteem.

015

The students can be of exceptional ability, but have lacked continuous schooling and have gaps in their knowledge. They can be and have been categorised as "slow learners" or "Dumb" and usually don't know number facts and tables. But if you give them a calculator or table they can usually work out problems. Sometimes it is the first step they don't have, but they have the process and reasoning for the rest.

These students can be quiet, but are inquisitive and bright.

A comment on this questionnaire. Categories have been grouped that do not relate. Communication - verbal nonverbal physical artistic. These contradict each other under the one category.

018

I feel that Aboriginal students who show exceptional abilities will basically keep it to themselves and not try to broadcast it. They will eventually express their talents to someone who can give them a sense of confidence and appreciation. The right mentor will develop the student at a certain pace and will not try to force them to display their talents before the student can feel that the time is right. If the pace is too fast or too slow, the student will give up

019

In my experience I have not come in contact with any children who display exceptional ability.

020

These children often display high level understanding of quite complex concepts.

May have extensive knowledge of specific subject areas/ topics.

May show creativity/ imagination in play, dealing with situations, problems.

May have high degrees of natural ability in activities not previously experienced eg. dance, drama/ acting, sport, art.

May be able to accurately gauge character of people recently met.

Can accurately interpret vibes of people encountered. (especially negative)

Act more readily on intuition.

I had great difficulty in rating the descriptors (first 2 pages) as I'm not sure if these will be evidenced by the indicators generally employed. Aboriginal students/ children may not display/ show these unless the 'right' person is conducting the test/ analysis. ie Children may have them but may not be revealed to tester.

022

Carry on adult conversations at very early age and contribute their own ideas and opinions to further stimulate the conversation.

Displayed an interest in reading and writing at early age and has learnt to do so comprehensively.

Asks highly cognitive questions about observations they have made or read.

Enjoys learning.

024

Certainly highly motivated learner who is able to think problems through.

They have great imagination, and are very creative.

025

My total experience of teaching has only been in the secondary area. The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways:

- offer alternatives to the way in which they learn if there are concerns for other students

- considered 'low ability'
- takes the initiative to work beyond set tasks and beyond teachers' expectations
- organises extra curricular activities for the school without any help from staff - fully motivated and assertive
- works extremely well and independently without much instruction/ direction
- very knowledgeable of wider world beyond own community environment and shares this with others.

026

- Communication
- Appropriate use of language
- Social skills
- Maturity and responsibility
- Loses concentration easily on mundane tasks

027

The way in which these individual children have used their observation skills and their inquiry mode to patiently problem solve.

Humour can sometimes clearly demonstrate memory skills but can sometimes hide the insecurity of allowing self-achievement.

Gifted students show their maturity in Aboriginal upbringing in responsibility to younger and elder family members. This assists in later life as long as they break the "non-Aboriginal barriers" and continue.

Communication - Highly expressive and effective use of words, numbers, symbols.

Subcategories

- Have an unusual ability to communicate (verbally, non-verbally, physically, artistically, symbolically). **Coded as:** Artistic, Dramatic, Musical, Nonverbal, Physical (dance), Second Lang., Verbal, Written
- Use particularly apt examples. **Coded as:** Apt examples

Questionnaire 001

In my opinion we should be looking a lot closer at their natural abilities in sport where I think the / are highly motivated and could obtain very good careers. (Physical)

Questionnaire 005

-very definite and expressive in non-verbal behaviour, particularly in oral storytelling. (Nonverbal)

Questionnaire 006

Those students who are able to motivate others also possess ability. That impresses me. (Verbal)

Questionnaire 020

May have high degrees of natural ability in activities not previously experienced eg. dance, drama/ acting, sport, art. (Physical, Dramatic, Artistic)

Questionnaire 022

Carry on adult conversations at very early age and contribute their own ideas and opinions to further stimulate the conversation. (Verbal)

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - very knowledgeable of wider world beyond own community environment and shares this with others. (General)

Questionnaire 026

Appropriate use of language (Verbal, Written)

Humour - Conveys and picks up on humour.

Subcategories

- Have keen sense of humour. **Coded as:** Keen sense
- Have a capacity for seeing unusual relationships. **Coded as:** See unusual relationships
- Show an unusual emotional depth. **Coded as:** Emotional depth
- Unusually quick use of humour in response to a situation or person. **Coded as:** Quick wit

No descriptions from Questionnaire Part D.

Imagination/ Creativity - Produces many ideas: highly original.

Subcategories

- Be keenly observant. **Coded as:** Keenly observant
- Have wild, unusual, sometimes silly ideas. **Coded as:** Wild ideas
- Be highly curious. **Coded as:** Highly curious
- Produce many different ideas. **Coded as:** Different ideas
- Be exceptionally ingenious in using everyday materials. **Coded as:** Ingenious using everyday materials

Questionnaire 020

May show creativity/ imagination in play, dealing with situations, problems. (General)

Questionnaire 024

They have great imagination, and are very creative. (General)

Inquiry - Questions, experiments, explores.

Subcategories

- Ask unusual questions for his/ her age. **Coded as:** Unusual questions
- Play or experiment with ideas. **Coded as:** Experiment
- Extensively explore materials, devices, situations to gain information. **Coded as:** Explore
- Always asking questions, wanting to know about a wide variety of topics. **Coded as:** Always; questioning

Questionnaire 015

These students can be quiet, but are inquisitive and bright. (General)

Questionnaire 022

Asks highly cognitive questions about observations they have made or read. (Unusual questions)

Questionnaire 027

The way in which these individual children have used their observation skills and their inquiry mode to patiently problem solve. (Explore)

**Insight - Quickly grasps new concepts and makes connections;
senses deeper meanings**

Subcategories

- Be keenly observant. **Coded as:** Observant
- Appear to be a good guesser. **Coded as:** Good guesser
- Have exceptional ability to draw conclusions. **Coded as:** Draw conclusions
- Intuitiveness. Coded as: Intuitiveness

Questionnaire 020

These children often display high level understanding of quite complex concepts. (Draw conclusions)

May be able to accurately gauge character of people recently met. (Intuitiveness)

Interests - Intense (sometimes unusual) interests.

Subcategories

- Have unusual or advanced interest in a topic or activity. **Coded as:** Unusual or advanced interest
- Be a self-starter. **Code as:** Self-starter
- Pursue an activity unceasingly. **Coded as:** Pursue unceasingly

Area of interest noted in brackets after subcategory code.

Questionnaire 005

-volunteers to do artwork for class projects. (Self-starter)

Questionnaire 022

Displayed an interest in reading and writing at early age and has learnt to do so comprehensively (Unusual or advanced interest)

Memory - Large storehouse of information on school or non-school topics.

Subcategories

- Remember information easily. **Coded as:** Remember easily
- Pay attention to details. **Coded as:** Details
- Already know many things. **Coded as:** Already know
- Have a wealth of knowledge about a topic(s). **Coded as:** Wealth of knowledge

Questionnaire 005

-very definite and expressive in non-verbal behaviour, particularly in oral storytelling. (Remember easily)

Questionnaire 013

Through my years of teaching experiences with Aboriginal children, I consider that the child is exceptional by how their memory is quite outstanding. Most children can forget things easily but the exceptional child is inclined to have that memory 'tattooed' in them. (Remember easily)

Questionnaire 020

May have extensive knowledge of specific subject areas/ topics. (Wealth of knowledge)

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - very knowledgeable of wider world beyond own community environment and shares this with others. (Already know)

Questionnaire 026

Loses concentration easily on mundane tasks (Remember easily)

Motivation - Evidence of desire to learn.

Subcategories

- Be persistent in pursuing/ finishing self-chosen activities. **Coded as:** Persistent
- Be an enthusiastic learner. **Coded as:** Enthusiastic learner
- Have aspirations to be somebody, to achieve. **Coded as:** Aspirations

Questionnaire 001

They listen intently to the teacher and ask questions if they do not understand. (Enthusiastic learner)

They then reason with the problem constantly until they work it out. (Persistent)

Questionnaire 002

I feel those who give full attention, complete tasks, and have the patience to solve problems or research topics are exceptional students as very few students, let alone Aboriginal students, have the interest in completing and performing such tasks. (Persistent, Aspirations)

Questionnaire 005

-volunteers to do artwork for class projects. (Enthusiastic learner)

Questionnaire 006

As a HPE teacher, obviously skill level and the ability to work as a team implies ability to me. Not necessarily just being good at their sport but also having high aspirations and setting out to achieve their goals. (Aspirations)

In the classroom, students who request help and STUDY to achieve higher marks thereby proving their will to succeed stand out. (Persistent, Aspirations)

Questionnaire 008

Children who achieve high academic results because of well developed skills in descriptors mentioned in this questionnaire. (Enthusiastic learner, Aspirations)

Children who achieve well, feel successful in themselves and strive to better themselves. (Aspirations)

Children who find work challenging and enjoy a challenge. (Enthusiastic learner)

Questionnaire 009

- Clearly defined goals - know how to set goals and achieve these (Aspirations)

Questionnaire 011

The children have motivation in their school work. This usually is the result of the child's confidence within themselves. (General)

Questionnaire 012

These students are usually eager and willing to do work. (Enthusiastic learner)

They usually attend homework program. (Enthusiastic learner)

Questionnaire 013

The motivation and desire to succeed plays an important role as they strive to outdo their peers and become prominent members of society. Aboriginal children who have this 'drive' will always be exceptional especially to our race. (Aspirations)

Questionnaire 014

Keep coming back regardless of level of discouragement (from teacher or peers) - need to be able to maintain own high level of motivation in terms of achieving own goals and often have to deal with poor attitudes of others eg. racist behaviour of others within learning environment is often the accepted behaviour within that community and therefore never questioned. (Enthusiastic learner)

Questionnaire 022

Displayed an interest in reading and writing at early age and has learnt to do so comprehensively (Persistent, Aspirations)

Enjoys learning. (Enthusiastic learner)

Questionnaire 024

Certainly highly motivated learner who is able to think problems through. (General)

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - takes the initiative to work beyond set tasks and beyond teachers' expectations (Enthusiastic learner)

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - organises extra curricular activities for the school without any help from staff (Persistent)

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - fully motivated and assertive (General)

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - Works extremely well and independently without much instruction/ direction (Enthusiastic learner)

Problem Solving Ability - Effective, often inventive, strategies for recognising and solving problems.

Subcategories

- Have exceptional ability in devising a systematic strategy for solving problems. **Coded as:** Systematic strategy
- Change strategy if it is not working. **Coded as:** Change strategy
- Create new designs. **Coded as:** New designs
- Be an inventor/ and innovator. **Coded as:** Inventor/ innovator

Questionnaire 001

They then reason with the problem constantly until they work it out. (Systematic strategy, Change strategy)

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Change strategy)

Questionnaire 009

Personality - strong self-identity and ability to adapt to variety of settings/ relationships eg. student-student, student-teacher, student- adult etc. (Change strategy)

Questionnaire 015

The students can be of exceptional ability, but have lacked continuous schooling and have gaps in their knowledge. They can be and have been categorised as "slow learners" or "Dumb" and usually don't know number facts and tables. But if you give them a calculator or table they can usually work out problems. Sometimes it is the first step they don't have, but they have the process and reasoning for the rest. (Systematic strategy)

Questionnaire 020

May show creativity/ imagination in play, dealing with situations, problems. (Inventor/ innovator)

Questionnaire 024

Certainly highly motivated learner who is able to think problems through. (Systematic strategy)

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - offer alternatives to the way in which they learn if there are concerns for other students. (Change strategy)

Questionnaire 027

The way in which these individual children have used their observation skills and their inquiry mode to patiently problem solve. (Change strategy)

Reasoning - Logical approaches to figuring out solutions

Subcategories

- Demonstrate exceptional critical thinking skills. **Coded as:** Critical thinking
- Have an unusual ability to make generalisations. **Coded as:** Make generalisations
- Think things through in a logical manner and come up with a likely answer. **Coded as:** Logical manner

Questionnaire 001

They then reason with the problem constantly until they work it out. (Logical manner)

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Make generalisations)

Questionnaire 005

-able to apply a learnt body of knowledge and skills to a variety of contexts. (Make generalisations)

Questionnaire 009

- Have ability to reason both logically/ morally on different issues (Logical manner)

Questionnaire 015

The students can be of exceptional ability, but have lacked continuous schooling and have gaps in their knowledge. They can be and have been categorised as "slow learners" or "Dumb" and usually don't know usually work out problems. Sometimes it is the first step they don't have, but they have the process and reasoning for the rest. (Logical manner)

Questionnaire 020

These children often display high level understanding of quite complex concepts. (Critical thinking)

Questionnaire 024

Certainly highly motivated learner who is able to think problems through. (Logical Manner)

Miscellaneous

Questionnaire 003

The more successful Aboriginal students are individuals as part of a whole class, rather than part of an Aboriginal exclusive peer group. They seem to identify easier with the white culture and become more forward and open instead of remaining shy. (Interpersonal/ Intrapersonal Ability: Confident)

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Interpersonal/ Intrapersonal Ability: Social adaptation)

Questionnaire 006

Those students who are able to motivate others also possess ability. That impresses me. (Leadership: Persuade, influence)

Questionnaire 008

Children who achieve high academic results because of well developed skills in descriptors mentioned in this questionnaire. (Leadership: Achievement)

Questionnaire 009

- Maturity - independence both in thought and action (Interpersonal/ Intrapersonal Ability: Maturity, Leadership: Independent thinker)

- Personality - strong self-identity and ability to adapt to variety of settings/ relationships eg. student-student, student-teacher, student-adult etc. (Interpersonal/ Intrapersonal Ability: Self-awareness, Confident, Social adaptation)

- Confidence - tied in with sense of self/ identity - able to speak mind (Interpersonal/ Intrapersonal Ability: Confident)

- Individuality - especially in thought (Leadership: Independent thinker)

- Strong leadership qualities (Leadership: General)

Questionnaire 011

The children have motivation in their school work. This usually is the result of the child's confidence within themselves. (Interpersonal/ Intrapersonal Ability: Confident)

An exceptional Aboriginal child usually stands out from the rest of the class, by calling out to the teacher. To me, as an Aboriginal teacher, I see that this shows confidence. but to non-Aboriginal teachers the child is classified as disruptive (Interpersonal/ Intrapersonal Ability: Confident).

Questionnaire 012

Not all of them are leaders. (Leadership: General)

Questionnaire 014

Requires high level of confidence in own ability/ strong self-esteem. (Interpersonal/ Intrapersonal Ability: Confident)

Questionnaire 020

May be able to accurately gauge character of people recently met. (Sensitivity: Sense emotions)

Can accurately interpret vibes of people encountered. (especially negative) (Sensitivity: Sense emotions)

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - offer alternatives to the way in which they learn if there are concerns for other students. (Sensitivity: Sense emotions, Sense needs. Leadership: Organise)

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - organises extra curricular activities for the school without any help from staff (Leadership: Organise)

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - fully motivated and assertive (Interpersonal/ Intrapersonal Ability: Confident)

Questionnaire 026

Social skills (Interpersonal/ Intrapersonal Ability: General)

Maturity and responsibility (Maturity, Responsible)

Questionnaire 027

Gifted students show their maturity in Aboriginal upbringing in responsibility to younger and elder family members. This assists in later life as long as they break the "non-Aboriginal barriers" and continue. (Interpersonal/ Intrapersonal Ability: Responsible)

Miscellaneous Statements reorganised into the new attribute category of Interpersonal/ Intrapersonal Ability

Interpersonal/ Intrapersonal Ability

Subcategories

- Mature behaviour and thought **Coded as:** Maturity
- Demonstrate a high degree of social responsibility, conscious moral behaviour. **Coded as:** Responsible
- Be unusually confident in one's own abilities and ideas. **Coded as:** Confident
- Unusually heightened understanding of self. **Coded as:** Self-awareness
- Ability to successfully function within two cultures. **Coded as:** Social adaptation

Questionnaire 003

The more successful Aboriginal students are individuals as part of a whole class, rather than part of an Aboriginal exclusive peer group. They seem to identify easier with the white culture and become more forward and open instead of remaining shy. (Confident)

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Social adaptation)

Questionnaire 009

- Maturity - independence both in thought and action (Maturity)
- Personality - strong self-identity and ability to adapt to variety of settings/ relationships e.g. student-student, student-teacher, student-adult etc. (Self-awareness, Confident, Social adaptation)
- Confidence - tied in with sense of self/ identity - able to speak mind (Confident)

Questionnaire 011

The children have motivation in their school work. This usually is the result of the child's confidence within themselves. (Confident)

An exceptional Aboriginal child usually stands out from the rest of the class, by calling out to the teacher. To me, as an Aboriginal teacher, I see that this shows confidence, but to non-Aboriginal teachers the child is classified as disruptive (Confident).

Questionnaire 020

Act more readily on intuition. (Confidence)

Questionnaire 014

Requires high level of confidence in own ability/ strong self-esteem.
(Confident)

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - fully motivated and assertive (Confident)

Questionnaire 026

Social skills (General)

Maturity and responsibility (Maturity, Responsible)

Questionnaire 027

Gifted students show their maturity in Aboriginal upbringing in responsibility to younger and elder family members. This assists in later life as long as they break the "non-Aboriginal barriers" and continue.
(Maturity, Responsible)

Miscellaneous Statements reorganised into the new attribute category of Leadership

Leadership

Subcategories

- Persuade and influence people's behaviour. **Coded as:** Persuade, Influence
- Effectively organise people and events. **Coded as:** Organise
- Independent thinker. **Coded as:** Independent thinker
- Be a leader in achievement. **Coded as:** Achievement

Questionnaire 006

Those students who are able to motivate others also possess ability. That impresses me. (Persuade, influence)

Questionnaire 008

Children who achieve high academic results because of well developed skills in descriptors mentioned in this questionnaire. (Achievement)

Questionnaire 009

- Maturity - independence both in thought and action (Independent thinker)

Questionnaire 012

Not all of them are leaders. (General. Statement implies that some are leaders)

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - offer alternatives to the way in which they learn if there are concerns for other students. (Organise)

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - organises extra curricular activities for the school without any help from staff. (Organise)

Miscellaneous Statements reorganised into the new attribute category of Sensitivity**Sensitivity - awareness of others' emotions and needs**

Subcategories

- Able to sense others' emotions. **Coded as:** Sense emotions
- Sensitive to others' needs. **Coded as:** Sense needs

Questionnaire 020

May be able to accurately gauge character of people recently met.
(Sense emotions)

Can accurately interpret vibes of people encountered. (especially negative) (Sense emotions)

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - offer alternatives to the way in which they learn if there are concerns for other students. (Sense emotions, Sense needs.)

Descriptions not placed in an attribute category

Questionnaire 002

I think that if the exceptional students were able to be in an environment where the majority of the students are passing and succeeding, the students with exceptional abilities would find school and succeeding a lot easier.

Questionnaire 003

When given the opportunity to create or design a project or topic the students are very interested and become successful with the outcome. The area is: 1. Culturally significant and/or 2. Of personal interest.

Questionnaire 009

Unfortunately I have not had the pleasure of these children in my classroom during my teaching career

Questionnaire 011

Many children have the ability to be exceptional at school, but lack parent support from home. I feel this is one of the major hurdles we as educators need to address.

Questionnaire 012

These students are usually good in one and one situations. But when asked as a group are reluctant to answer.

They can show talent in one area but not in others.

They can be behaviour problems because they are bored.

Questionnaire 018

I feel that Aboriginal students who show exceptional abilities will basically keep it to themselves and not try to broadcast it. They will eventually express their talents to someone who can give them a sense of confidence and appreciation. The right mentor will develop the student at a certain pace and will not try to force them to display their talents before the student can feel that the time is right. If the pace is too fast or too slow, the student will give up

Questionnaire 019

In my experience I have not come in contact with any children who display exceptional ability

Questionnaire 025

The Aboriginal children I teach and whom I consider to have or be capable of exceptional ability have displayed these by the following ways: - considered 'low ability'

Questionnaire 026

Communication

Questionnaire 027

Humour can sometimes clearly demonstrate memory skills but can sometimes hide the insecurity of allowing self-achievement.

Questionnaire Parts A, B and D: Culturally Specific Examples of Exceptional Ability in Aboriginal Children

Questionnaire 001

In my opinion we should be looking a lot closer at their natural abilities in sport where I think they are highly motivated and could obtain very good careers. (Part D: Communication)

Questionnaire 003

The more successful Aboriginal students are individuals as part of a whole class, rather than part of an Aboriginal exclusive peer group. They seem to identify easier with the white culture and become more forward and open instead of remaining shy. (Part D: Interpersonal Ability)

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Part D: Communication, Problem Solving Ability, Reasoning, Interpersonal Ability)

Questionnaire 005

-very definite and expressive in non-verbal behaviour, particularly in oral storytelling. (Part D: Communication)

Questionnaire 009

-Personality - strong self-identity and ability to adapt to variety of settings/ relationships e.g. student-student, student-teacher, student-adult etc. (Part D: Problem Solving Ability, Intrapersonal Ability, Interpersonal Ability)

Questionnaire 011

An exceptional Aboriginal child usually stands out from the rest of the class, by calling out to the teacher. To me, as an Aboriginal teacher, I see that this shows confidence, but to non-Aboriginal teachers the child is classified as disruptive. (Part D: Intrapersonal Ability, Interpersonal Ability)

Questionnaire 013

The motivation and desire to succeed plays an important role as they strive to outdo their peers and become prominent members of society. Aboriginal children who have this 'drive' will always be exceptional especially to our race. (Part D: Motivation)

Questionnaire 014

Perseverance (which is included in your motivation descriptor, is in my opinion, a critical factor in locating Aboriginal children with exceptional abilities. Self-motivation has to be so strong- hang in against what, at times, appear to be insurmountable odds! (Part B: Motivation)

Keep coming back regardless of level of discouragement (from teacher or peers) - need to be able to maintain own high level of motivation in terms of achieving own goals and often have to deal with poor attitudes of others e.g. racist behaviour of others within learning environment is often the accepted behaviour within that community and therefore never questioned. (Part D: Motivation)

Questionnaire 017

Musical talent - natural feel for beat and rhythm (Part B: Communication)

Questionnaire 022

Recalls past conversations word for word between peers (child age 7 years) and adults (Part A: Communication, Memory)

Questionnaire 026

Ability to switch language codes and knowledge of the appropriate style/ code of language (Part A: Communication)

Story-telling and 'yarning' (Part A: Communication, Memory, Imagination/ Creativity)

Ability to communicate in a variety of language codes. (Part B: Communication)

Recognition of appropriate use of language for difference social contexts. (Part B: Communication)

Questionnaire 027

A need not to be seen as better than any family member/ friends. (Part B: Sensitivity, Interpersonal Ability)

Gifted students show their maturity in Aboriginal upbringing in responsibility to younger and elder family members. This assists in later life as long as they break the "non-Aboriginal barriers" and continue. (Part D: Interpersonal Ability)

**Culturally Specific Examples of Exceptional Ability in Aboriginal Children - Part A, Part B and Part D of questionnaire
Examples organised according to attribute being described.**

Communication

Questionnaire 001

In my opinion we should be looking a lot closer at their natural abilities in sport where I think they are highly motivated and could obtain very good careers. (Part D: Communication)

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Part D: Communication, Problem Solving Ability, Reasoning, Interpersonal Ability)

Questionnaire 005

-very definite and expressive in non-verbal behaviour, particularly in oral storytelling. (Part D: Communication)

Questionnaire 017

Musical talent - natural feel for beat and rhythm (Part B: Communication)

Questionnaire 022

Recalls past conversations word for word between peers (child age 7 years) and adults (Part A: Communication, Memory)

Questionnaire 026

Ability to switch language codes and knowledge of the appropriate style/ code of language (Part A: Communication)

Story-telling and 'yarning' (Part A: Communication, Memory, Imagination / Creativity)

Ability to communicate in a variety of language codes. (Part B: Communication)

Recognition of appropriate use of language for different social contexts. (Part B: Communication)

Humour: No culturally specific examples recorded

Imagination/ Creativity

Questionnaire 026

Story-telling and 'yarning' (Part A: Communication, Memory, Imagination/ Creativity)

Inquiry: No culturally specific examples recorded

Insight: No culturally specific examples recorded

Interests: No culturally specific examples recorded

Memory:

Questionnaire 022

Recalls past conversations word for word between peers (child age 7 years) and adults (Part A: Communication, Memory)

Questionnaire 026

Story-telling and 'yarning' (Part A: Communication Memory, Imagination/ Creativity)

Motivation

Questionnaire 013

The motivation and desire to succeed plays an important role as they strive to outdo their peers and become prominent members of society. Aboriginal children who have this 'drive' will always be exceptional especially to our race. (Part D: Motivation)

Questionnaire 014

Perseverance (which is included in your motivation descriptor, is in my opinion, a critical factor in locating Aboriginal children with exceptional abilities. Self-motivation has to be so strong- hang in against what, at times, appear to be insurmountable odds! (Part B: Motivation)

Keep coming back regardless of level of discouragement (from teacher or peers) - need to be able to maintain own high level of motivation in terms of achieving own goals and often have to deal with poor attitudes of others e.g. racist behaviour of others within learning environment is often the accepted behaviour within that community and therefore never questioned. (Part D: Motivation)

Problem Solving

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Part D: Communication, Problem Solving Ability, Reasoning, Interpersonal Ability)

Questionnaire 009

-Personality - strong self-identity and ability to adapt to variety of settings/ relationships e.g. student-student, student-teacher, student-adult etc. (Part D: Problem Solving Ability, Intrapersonal Ability, Interpersonal Ability)

Reasoning

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Part D: Communication, Problem Solving Ability, Reasoning, Interpersonal Ability)

Leadership: No culturally specific examples recorded

Sensitivity

Questionnaire 027

A need not to be seen as better than any family member/ friends. (Part B: Sensitivity, Interpersonal Ability)

Interpersonal / Intrapersonal Ability

Questionnaire 009

-Personality - strong self-identity and ability to adapt to variety of settings/ relationships e.g. student-student, student-teacher, student-adult etc. (Part D: Problem Solving Ability, Intrapersonal Ability, Interpersonal Ability)

Questionnaire 011

An exceptional Aboriginal child usually stands out from the rest of the class, by calling out to the teacher. To me, as an Aboriginal teacher, I see that this shows confidence, but to non-Aboriginal teachers the child is classified as disruptive. (Part D: Intrapersonal Ability, Interpersonal Ability)

Questionnaire 003

The more successful Aboriginal students are individuals as part of a whole class, rather than part of an Aboriginal exclusive peer group. They seem to identify easier with the white culture and become more forward and open instead of remaining shy. (Part D: Interpersonal Ability)

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Part D: Problem Solving Ability, Reasoning, Interpersonal Ability)

Questionnaire 009

-Personality - strong self-identity and ability to adapt to variety of settings/ relationships e.g. student-student, student-teacher, student-adult etc. (Part D: Problem Solving Ability, Intrapersonal Ability, Interpersonal Ability)

Questionnaire 011

An exceptional Aboriginal child usually stands out from the rest of the class, by calling out to the teacher. To me, as an Aboriginal teacher, I see that this shows confidence, but to non-Aboriginal teachers the child is classified as disruptive. (Part D: Intrapersonal Ability, Interpersonal Ability)

Questionnaire 027

A need not to be seen as better than any family member/ friends. (Part B: Sensitivity, Interpersonal Ability)

Gifted students show their maturity in Aboriginal upbringing in responsibility to younger and elder family members. This assists in later life as long as they break the "non-Aboriginal barriers" and continue. (Part D: Interpersonal Ability)

**Culturally Specific Examples of Exceptional Ability in Aboriginal Children - Part A, Part B and Part D of questionnaire
Examples organised into subcategory types.**

Switch language codes

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Part D: Problem Solving Ability, Reasoning, Interpersonal Ability)

Questionnaire 026

Ability to switch language codes and knowledge of the appropriate style/ code of language (Part A: Communication)

Ability to communicate in a variety of language codes. (Part B: Communication)

Recognition of appropriate use of language for difference social contexts. (Part B: Communication)

Storytelling

Questionnaire 005

-very definite and expressive in non-verbal behaviour, particularly in oral storytelling. (Part D: Communication)

Questionnaire 022

Recalls past conversations word for word between peers (child age 7 years) and adults (Part A: Communication, Memory)

Questionnaire 026

Story-telling and 'yarning' (Part A: Memory, Imagination/ Creativity)

Natural Ability

Questionnaire 001

In my opinion we should be looking a lot closer at their natural abilities in sport where I think they are highly motivated and could obtain very good careers. (Part D: Communication)

Questionnaire 017

Musical talent - natural feel for beat and rhythm (Part B: Communication)

Live effectively in bi-cultural situation

Questionnaire 003

The more successful Aboriginal students are individuals as part of a whole class, rather than part of an Aboriginal exclusive peer group. They seem to identify easier with the white culture and become more forward and open instead of remaining shy. (Part D: Interpersonal Ability)

Questionnaire 004

The most exceptional ability I have observed from Aboriginal children, is the ability to change themselves. What I mean by this is they are able to fit into the learning situation found in school. Then to go back to their behaviour and slang language they may use in their home. These children are a perfect example of being multi-cultural. (Part D: Communication, Problem Solving Ability, Reasoning, Interpersonal Ability)

Questionnaire 009

-Personality - strong self-identity and ability to adapt to variety of settings/ relationships e.g. student-student, student-teacher, student-adult etc. (Part D: Problem Solving Ability, Intrapersonal Ability, Interpersonal Ability)

Effectively deal with racism

Questionnaire 014

Perseverance (which is included in your motivation descriptor, is in my opinion, a critical factor in locating Aboriginal children with exceptional abilities. Self-motivation has to be so strong- hang in against what, at times, appear to be insurmountable odds! (Part B: Motivation)

Keep coming back regardless of level of discouragement (from teacher or peers) - need to be able to maintain own high level of motivation in terms of achieving own goals and often have to deal with poor attitudes of others; e.g. racist behaviour of others within learning environment is often the accepted behaviour within that community and therefore never questioned. (Part D: Motivation)

Sense of family loyalty

Questionnaire 027

A need not to be seen as better than any family member/ friends. (Part B: Sensitivity)

Gifted students show their maturity in Aboriginal upbringing in responsibility to younger and elder family members. This assists in later life as long as they break the "non-Aboriginal barriers" and continue. (Part D: Interpersonal Ability)

Classroom confidence

Questionnaire 011

An exceptional Aboriginal child usually stands out from the rest of the class, by calling out to the teacher. To me, as an Aboriginal teacher, I see that this shows confidence, but to non-Aboriginal teachers the child is classified as disruptive. (Part D: Intrapersonal Ability, Interpersonal Ability)

Not placed in culturally specific subcategory

Questionnaire 013

The motivation and desire to succeed plays an important role as they strive to outdo their peers and become prominent members of society. Aboriginal children who have this 'drive' will always be exceptional especially to our race. (Part D: Motivation)