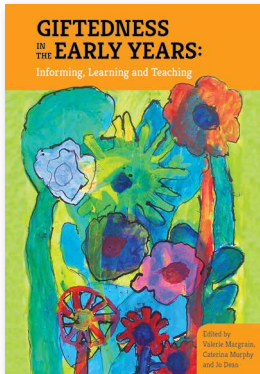


# Definitions and Models of Giftedness in the Early Years

Early years education with gifted children - Quality practices series



Caterina Murphy, Deborah Walker & Valerie Margrain

This brochure connects to chapters 1 and 9 of Margrain, V., Murphy, C., & Dean, J.(2015). *Giftedness in the early years: Informing, learning & teaching*. Wellington, New Zealand: NZCER Press.



## Curriculum Connections

“Each community that children belong to makes its own specific curriculum demands: the community of learners who will be able to respond to challenge and change; the community of children who have individual needs and rights; and the community of New Zealanders who are gaining knowledge of the nation’s languages and are developing skills in using cultural tools (Ministry of Education, 1996, p. 19).

“The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.” (Ministry of Education, 2007 [principle of inclusion, p. 9).

## References:

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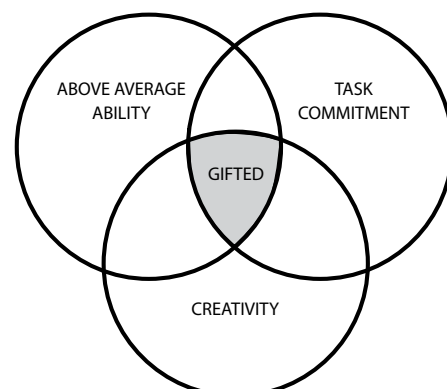
## Case Study

Lily at age 4 ½ years was displaying interpersonal and leadership skills well in advance of her peers. One particular day Lily had chosen to take on the teachers role during a small group time when the teacher had been responding to another child. Lily gathered the group of approximately 10 children together, sat in the chair usually used by the teacher and began singing a familiar song. Very quickly the other children joined in and Lily continued leading the group time by singing more songs after the teacher returned. Lily then chose to ‘read’ a story she was very familiar with to the children. Later that day the teacher and Lily had a discussion about whether Lily wanted to continue leading the group time, which she choose to do. Together, each day, they would decide on a plan for the approximately 10 minute long session, gather the resources need and collaboratively share the leadership of the group time.

## United Nations Convention on the rights of the child:

- The best interests of the child (Article 3)
- A voice (Article 12)

THREE-RING CONCEPTION OF GIFTEDNESS (reproduced with permission of Renzulli).



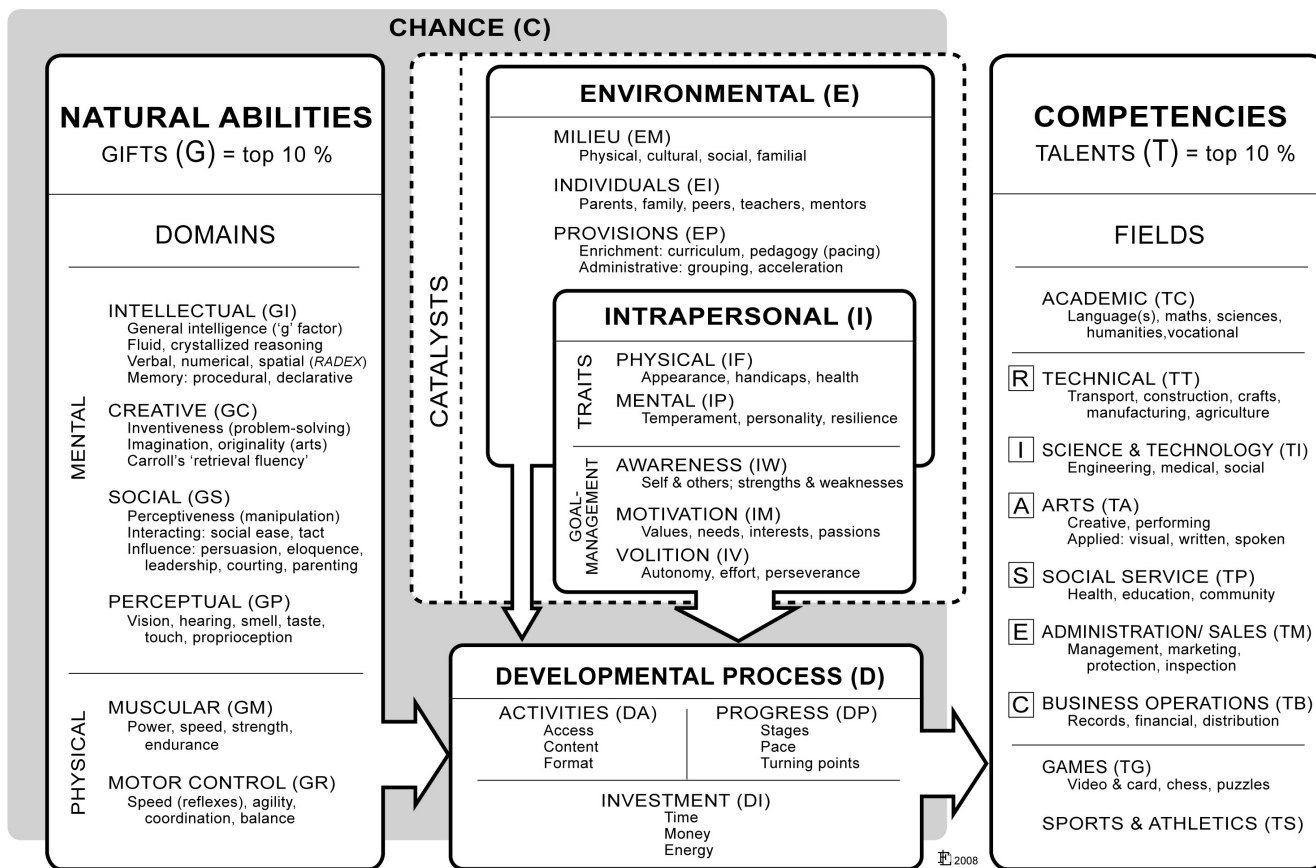
## New Zealand Definition

The Ministry of Education (2012), reminds us that a definition needs to

- Be multi-categorical
- Reflect bicultural approaches
- Recognise multicultural values, beliefs, customs and attitudes
- Acknowledge gifted children demonstrate exceptionalities in relation to their same age peers

- Reflect the context and values of the community
- Acknowledge giftedness is evidenced in all societal groups
- Recognise a child may be gifted in one or more areas
- Recognise gifts may emerge in time and in circumstances that are unique to that child.

DMGT - Gagné's (2014) *Differentiated Model of Giftedness and Talent* (DMGT). (Downloaded with permission from Gagné from his website: [www.gagnefrancoys.wix.com/dmgt-mdtd](http://www.gagnefrancoys.wix.com/dmgt-mdtd))



*Iti noa ana, he pito mata.*

*"With care, a small kumara will produce a harvest."*

Acknowledgements:



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