



In-Depth Professional Development in Gifted Education for 2012: What's available for you?

Are you thinking the time has come when you're ready to take your interest in gifted education a little further? We'd very much like to encourage you in this. The more teachers who have specific training in this field, the better we are able as a country to lift the quality of provision for our gifted learners. Thus, knowing that it's round about now that many teachers are planning their PD for next year, we decided to survey the options open to those who want to extend their knowledge and skills in this field. We've listed the options we've found below.

Stand-alone courses

These courses can be taken as complete autonomous units. "Age level" refers to the levels at which people are teaching – early childhood, primary, or secondary.

[1] Certificate of Effective Practice In Gifted Education (REACH Education)

Pre-requisites	You must be a fully qualified teacher and for practical coursework you must have access to one or more gifted learners.
Age level	All levels.
Coverage	This course seeks to help you build an informed and insightful understanding of the world of the gifted learner, leading directly to the development of effective practical strategies and skills in meeting the needs of these learners. In the first half of the course, you will undertake a guided in-depth case study, both to build a comprehensive knowledge of identification tools and procedures and to gain an understanding of the life experience of the gifted learner and how this affects his or her learning and emotional and social development. In the second half of the course, you will work with your tutor to develop your skills in planning, delivering and evaluating high quality, high-interest differentiated lessons matched to the needs of gifted learners. As the course proceeds you will be introduced to key research ideas relating to the nature of giftedness, giftedness versus talent, and creativity, and will look at how these ideas underpin and explain what you are doing in your practical work. You will also look specifically at twice-exceptionality (gifted learners with learning difficulties), Maori perceptions of giftedness, the debate about grouping, working with parents and working with colleagues. Finally you will have a chance to think about your own vision for gifted education and your own ongoing role.
Delivery	Available nationally. Delivery online, with individual tutor support. Optional mid-course on-campus seminar. NB: Requires basic computer skills only – email and ability to access internet.
Time frame	Modules are delivered fortnightly in term time between late March and early October. Eleven modules in all. Approximately 100 hours overall.
Cost	Remaining at \$550+GST for 2012; expected to change in 2013.
Other notes	Course has been running for six years and has attracted participants from Australia as well as NZ. The individual nature of the coursework means it is appropriate both for teachers new to the field and those taking on GATE responsibilities. It is a complete package in itself, but it is also sound preparation for anyone wanting to continue on to postgraduate university work. A downloadable prospectus and enrolment form is available at www.giftedreach.org.nz on the "Online Course" page. Contact person Rosemary Cathcart, reacheducation@xtra.co.nz .

[2] Postgraduate Diploma Specialist Teaching (Gifted and Talented) (Massey University)

Pre-requisites	Graduate status (hold a relevant professional qualification and a New Zealand undergraduate degree or equivalent).
Age level	Appropriate for teachers at all levels of education
Coverage	This course replaces the Postgraduate Diploma in Education (Gifted and Talented) which has been offered by Massey for the last decade. Students enrolled in the programme will complete four compulsory papers. Each paper is worth 30 credits. Year One: 54.765 Core Theory and Foundations of Specialist Teaching 262.751 Theory and Foundations of Gifted and Talented Year Two: 262.752 Evidence-based Practice of Gifted and Talented 262.753 Practicum in Gifted and Talented The Postgraduate Diploma in Specialist Teaching adopts an inquiry-based interprofessional learning model. Interprofessional practice reflects the need for interaction, communication and collaboration across and within specialty disciplines. Participants in this course will be learning with, from, and about each other in an interdisciplinary community context. The Year One specialist paper explores personal, cultural and theoretical perspectives of giftedness and talent; the related characteristics and behaviours; identification; and special populations amongst the gifted. The Year Two specialist paper examines evidence-based practices for meeting the needs of gifted and talented learners across a continuum of approaches, followed by a practicum experience working in the field.
Delivery	Distance; includes two face-to-face block courses each year and online course work.
Time frame	This is a part-time qualification that can be completed in 2 years.
Cost	Tuition fees of \$5340 (based on 2011 figures and not including course-related costs for books, travel to courses, etc)
Other notes	Contact person: Dr Tracy Riley, T.L.Riley@massey.ac.nz . A downloadable brochure is available at:

http://www.massey.ac.nz/massey/fms/Colleges/College%20of%20Education/Documents/Specialist%20Teaching/PGDip%20Specialist%20Tchg_Gifted%20and%20Talented.pdf

Papers which can be either stand-alone or as part of another course

The following two papers can each be counted towards a major in a number of degrees including education, professional education (early childhood, primary or secondary), human development, psychology, and sport and leisure studies. They can each also be taken by themselves as “interest-only” or “stand-alone” papers.

[1] Developing Talent in Young People (Undergraduate) (University of Waikato)

Pre-requisites	40 points at the 200 level in Education Studies, Human Development, Professional Education or Psychology.
Age level	This is a paper in Human Development. It has a lifespan focus but addresses issues of learning and teaching across the early years, school and tertiary sector.
Coverage	This paper involves an examination of historical and contemporary ideas surrounding concepts such as genius, intelligence, creativity, giftedness and talent. There will be a focus on the talent development process with particular reference to the family and education.
Delivery	Taught on-campus in Hamilton.
Time frame	Semester B: July – October
Cost	Refer to the University of Waikato calendar.
Other notes	This paper is offered by the University of Waikato and has been running for 17 years.

[2] Intelligence, Creativity and the Development of Talent (Post-graduate) (University of Waikato)

Pre-requisites	An undergraduate degree or equivalent
Age level	This is a paper in Human Development. The focus is much broader than education but addresses issues of schooling, and teaching and learning.
Coverage	The paper examines different approaches to conceptualizing intelligence and creativity and how these have changed over time, the approaches used to measure both, and how ideas about intelligence and creativity have impacted on areas such as education and social policy. The notions of giftedness and talent will be critiqued in a similar manner, with a specific focus on the education of children and young people with special abilities.
Delivery	Taught in alternate years on-campus in Hamilton and Tauranga.
Time frame	Summer School, January. <u>Not available in 2012.</u>
Cost	Refer to the University of Waikato calendar.
Other notes	This paper is offered by the University of Waikato and has been running for 15 years.

Papers which are part of a larger course or degree

The following seven papers are all available only within the context of a degree or diploma course. However you might like to be aware of these if you are upskilling your overall qualifications. More information about all of these papers can be found in the calendars of the relevant institutions.

[1] 262.339 The Education of Gifted and Talented Education (Undergraduate) (Massey University)

General	This is an optional 15-credit paper available to students in the BEd, BEd Tchg (primary) BA (Ed).
Pre-requisites	Any 200-level College of Education paper.
Age level	All levels.
Coverage	A study of conceptual issues associated with the education of the gifted and talented in a multicultural context. Methods of identification and educational programmes for children with special abilities are examined as well as contemporary issues.
Delivery	Face-to-face at Hokowhitu Campus Palmerston North, or extra-murally, online.
Time frame	Semester 2, 2012 (9 July – 14 Nov). Approximately 12 hours per week..
Cost	Tuition fees approximately \$1075. (These are 2011 figures – subject to change).
Other notes	Don McAlpine developed this paper more than 30 years ago. It is believed to be the first such paper ever to be offered by a New Zealand university, and is certainly far and away the longest running. It is regularly updated and reviewed.

[2] 262.751 Theory and Foundations of Gifted and Talented (Postgraduate) (Massey University)

General	This is an optional 30-credit paper available to students in a range of post-graduate Programmes, including the Postgraduate Diploma Specialist Teaching (Gifted and Talented). It is usually taken as part of another qualification (eg PGDip Specialist Teaching, Masters of Education).
Pre-requisites	Graduate status (hold a relevant professional qualification and a New Zealand undergraduate degree or equivalent).
Age level	All levels.
Coverage	An advanced study of theoretical and research-based foundations for understanding, identifying, and developing individual's exceptional abilities and qualities through analysis and application of the concepts, principles, and history underpinning gifted and talented education.
Delivery	Block course (Albany: Friday 24 February and Saturday 25 February, 2012 AND Christchurch: Monday 27 August and Tuesday 28 August, 2012) and online.
Time frame	20 Feb – 19 Nov. Approx 12.5 hours per week.
Cost	Tuition fees of approximately \$1335 (2011 costs and subject to change).
Other notes	This paper replaces 262749 Issues and Perspectives in Gifted and Talented Education. This was first offered many years ago by Don Mac Alpine too, and continues to evolve!

**[3] 262.750 Principles and Practices in the Education of Gifted and Talented Students (Postgraduate)
(Massey University)**

<i>General</i>	This is an optional 30-credit paper available to students in a range of post-graduate Programmes, including the Postgraduate Diploma Specialist Teaching (Gifted and Talented). It is usually taken as part of another qualification (eg PGDip Specialist Teaching, Masters of Education).
<i>Pre-requisites</i>	Graduate Status (hold a relevant professional qualification and a NZ undergraduate degree or equivalent).
<i>Age level</i>	All levels.
<i>Coverage</i>	A study of the education of gifted and talented students. An emphasis will be placed on research associated with the study and design of educational principles and practices for gifted and talented students at the early years/primary/ intermediate/ secondary level. The development and implementation of policies and programmes within the New Zealand context will be a major focus.
<i>Delivery</i>	Extramural (online only).
<i>Time frame</i>	20 Feb – 19 Nov. Approximately 12.5 hours per week.
<i>Cost</i>	Tuition fees of approximately \$1335 (2011 costs and subject to change)
<i>Other notes</i>	This paper has been running about 10 years now.

[4] EDTL795 Issues in the Education of the Gifted Learner (University of Canterbury)

<i>General</i>	This course can be taken as part of the Upgrade programme for teaching with a diploma or certificate by people who are working for their Bachelors in Teaching and Learning (BTchLn) both Primary and Early Childhood, or by any interested person as part of the Certificate of Proficiency Education. It looks at generic issues for gifted learners and strategies for meeting their needs at all levels.
<i>Age level</i>	All levels.
<i>Coverage</i>	This course is an introduction to the field of education of the gifted and talented learner. Participants will examine the current understandings of the definitions of giftedness and talent, the characteristics and assessment of giftedness and talent, and the developmental, cultural and educational issues for learners who are gifted and talented.
<i>Learning Outcomes</i>	By the end of this course participants will be able to: 1 describe the development of definitions of giftedness and the major definitions used since 1900; 2 discuss the current debate on defining giftedness; 3 explain the history of identification of the gifted with particular reference to New Zealand and the New Zealand education system; 4 identify the general characteristics of giftedness; 5 critically evaluate the various methods of identification and assessment of giftedness; 6 analyse the effects of gender, culture, disability, uneven development and underachievement on the identification process; 7 analyse the social and emotional issues for gifted learners; 8 critique the role of family on the development of giftedness; 9 critique the role of early childhood centres and schools on the development of giftedness.
<i>Delivery</i>	Distance. Available through the Flexible Learning Option which is a distance programme with e-learning support.
<i>Time frame</i>	Semester One
<i>Cost</i>	Domestic fee: \$595.00 International fee: \$2750.00
<i>More info</i>	Course coordinator/Lecturer: Jenny Smith. See School of Educational Studies and Human Development .

[5] EDTL796 Strategies for Teaching and Learning in Gifted Education (University of Canterbury)

<i>General</i>	This course can be taken as part of the Upgrade programme for teaching with a diploma or certificate by people who are working for their Bachelors in Teaching and Learning (BTchLn) both Primary and Early Childhood, or by any interested person as part of the Certificate of Proficiency Education. It looks at generic issues for gifted learners and strategies for meeting their needs at all levels.
<i>Pre-requisites</i>	EDTL795 is a prerequisite for EDTL796 though dispensation is possible for students with a background in gifted education either through suitable experience or other course work.
<i>Coverage</i>	This course is an overview of the teaching strategies proven to provide differentiated learning for the gifted and talented learner. Strategies for extending and enriching the learning of gifted and talented learners will be explored with examination of teacher behaviours, and planning and implementation and assessment of learning within the mainstream setting.
<i>Learning Outcomes</i>	By the end of this course participants will be able to: 1 describe the historical development of provision for gifted learners in New Zealand; 2 critique the role New Zealand government policy has played in the provision for gifted learners over time; 3 critique the role of curriculum development in the teaching and learning opportunities in gifted education; 4 describe key teacher attributes for successful interaction with gifted learners; 5 explain the elements of an educational environment which is inclusive of gifted learners; 6 identify and critique a range of key strategies for provision for gifted learners; 7 describe a range of specific programmes for differentiating the curriculum for gifted learners; 8 identify the key issues for provision within educational settings for gifted learners who are Maori, Pacifica or from cultural minority groups; 9 identify and critique key strategies for successful school-wide provision for gifted learners; 10 identify the effects of programmes for gifted learners on individuals, families and the school community; 11 describe the key aspects of gifted education to be included in policy development.
<i>Delivery</i>	Distance. Available through the Flexible Learning Option which is a distance programme with e-learning support.
<i>Time frame</i>	Semester Two.
<i>Cost</i>	Domestic fee: \$595.00 International fee: \$2750.00
<i>Further notes</i>	This course has been running for over 10 years.
<i>More info</i>	Course coordinator/Lecturer: Jenny Smith. See School of Educational Studies and Human Development .

[6] Edprofst 773 An Advanced Study in Gifted Education (Postgraduate) (University of Auckland)

<i>General</i>	There are several pathways to taking this paper. Some take it when doing Honours, some are masters students and some are doing a postgraduate diploma. An undergraduate degree is a pre-requisite.
<i>Age level</i>	All levels.
<i>Coverage</i>	This paper offers an advanced study in the field of gifted education. Students are encouraged to link the evidence based research with their own experience, in an area of their choice. It is worth 30 points.
<i>Delivery</i>	Face-to-face, through 12 weekly lectures.
<i>Time frame</i>	Sessions are usually in the 4.30-7.30 time-slot, to allow for students who are also teaching. In semester 1, it will be available on the Manukau campus and in semester 2, it is available on the Epsom campus.
<i>Cost</i>	Refer to University of Auckland post-graduate prospectus.

[7] Edprofst 319 Teaching Gifted and Talented Students (University of Auckland)

<i>Pre-requisites</i>	None
<i>Age level</i>	Appropriate for students and teachers across all levels of education.
<i>Coverage</i>	Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.
<i>Learning</i>	
<i>Outcomes</i>	At the end of this course it is intended that students will be able to: [1] Discuss selected theories, perspectives and issues in relation to gifted education. [2] Critically examine practices in relation to identification and provision. [3] Describe, justify and apply key principles of differentiation.
<i>Delivery</i>	Face-to-face.
<i>Time frame</i>	One semester (usually Semester 1), 36 hours face-to-face. [15 credits].
<i>Cost</i>	Refer University of Auckland calendar.
<i>Other notes</i>	This paper has run for several years. It can be taken as part of the B.Ed [tchg], and also as part of the Postgrad Diploma for teachers up-skilling their qualifications to a degree. The university states that students and teachers find this a very valuable course because it combines theoretical aspects with a strong practice focus.