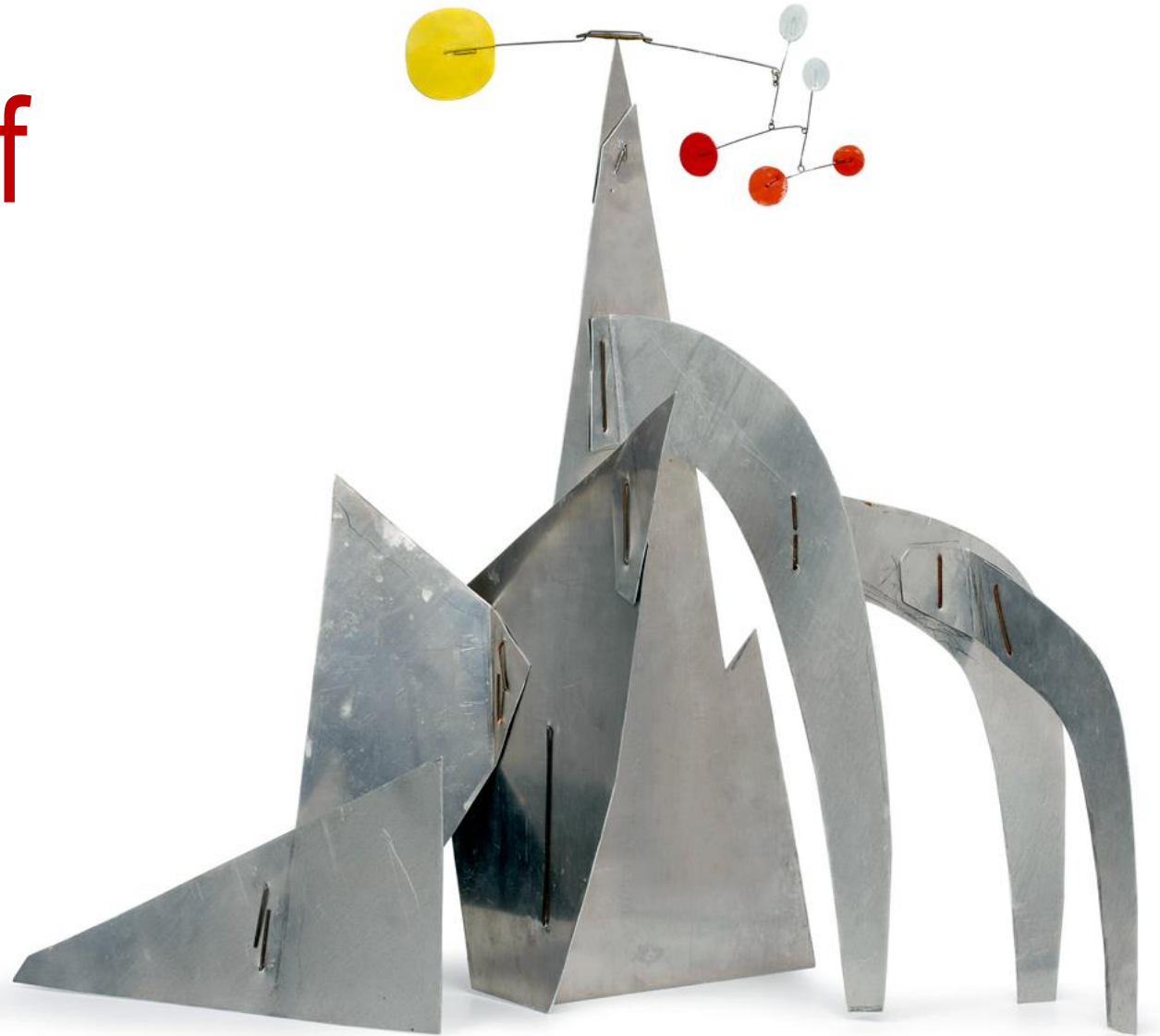


The current state of affairs of gifted education in Portugal

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Agrupamento Escolas Monte da Lua, 2016

Why it matters and why we should care...

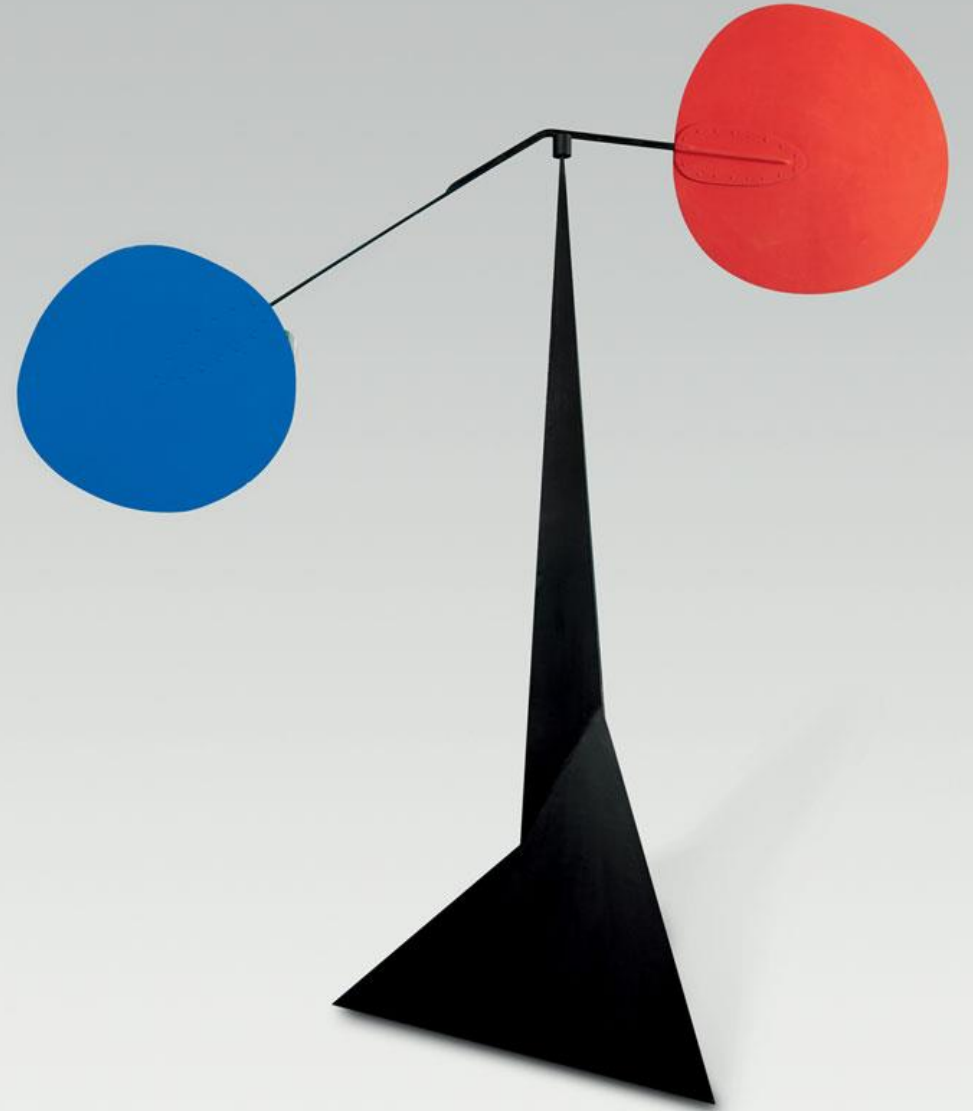
- Universal Declaration of Human Rights (1948)
- Convention on the rights of the child (1959)
- Salamanca Statement (1994)
- Constitution of the Portuguese Republic (1976)



The “how many” question

Some say 3% to 10% of our students are gifted...

But what does that mean exactly?



Understanding “giftedness”

To understand the meaning of this number, we need to trace back to Francis Galton (1869) and his attempt to study what “genius” stands for...



Knowing intelligence from the beginning...

Instead of studying adult eminence, Binet and Simon (1905) paved the way for the assessment of intelligence in children...

...changing the focus from adult achievement to the potential to perform in outstanding ways in the future



Is potential to achieve = to actual achievement?

Not exactly...

A great amount of gifted students are underperforming at school and some won't turn out to be as successful in adult life as one would expect !



Underachieving gifted students

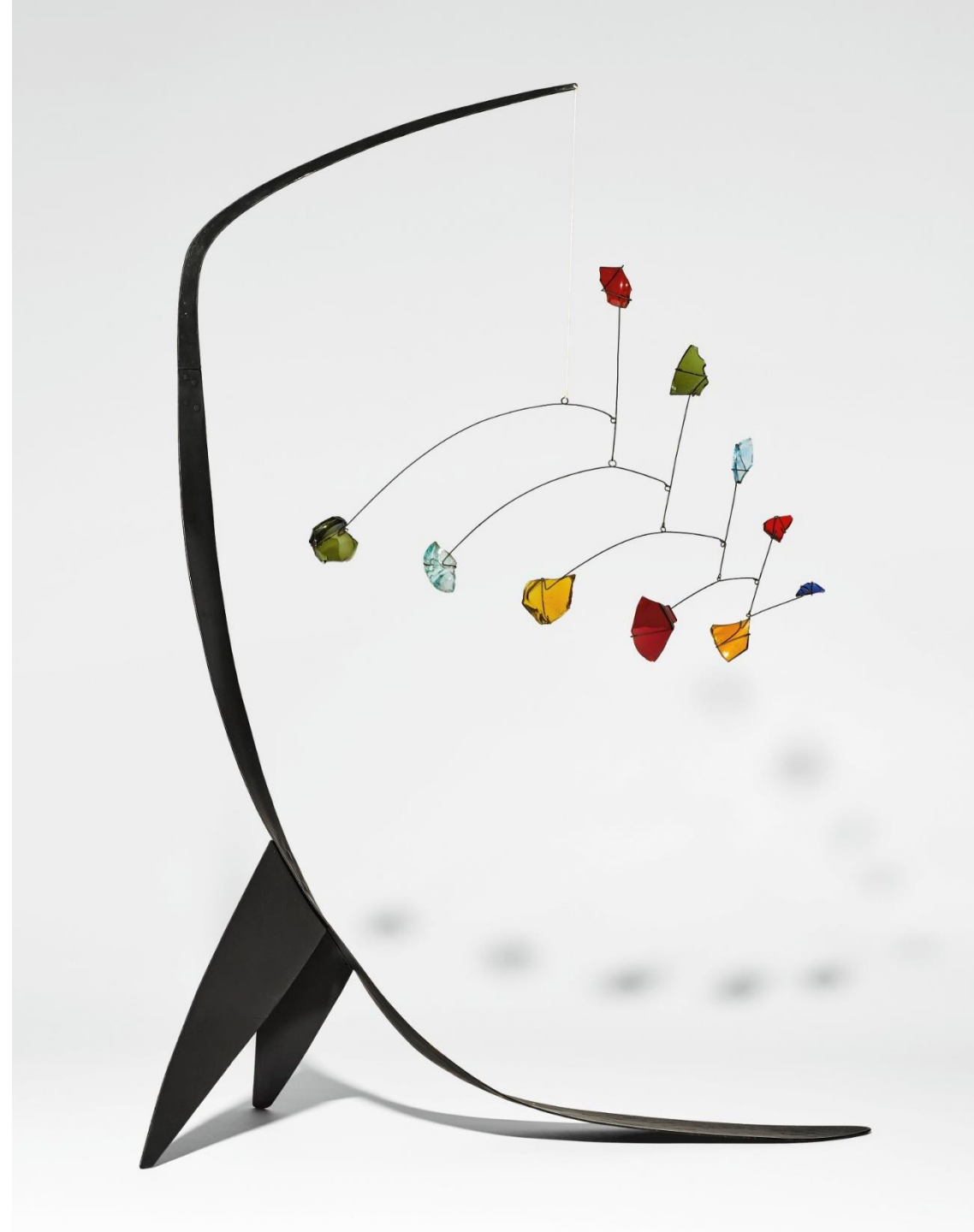
Frustration, self criticism, pessimism, guilt, perfectionism, unrealistic goals, less perseverance, low self esteem...

... are some of the characteristics undermining talents (Reis & McCoach, 2000)



Underachieving gifted students

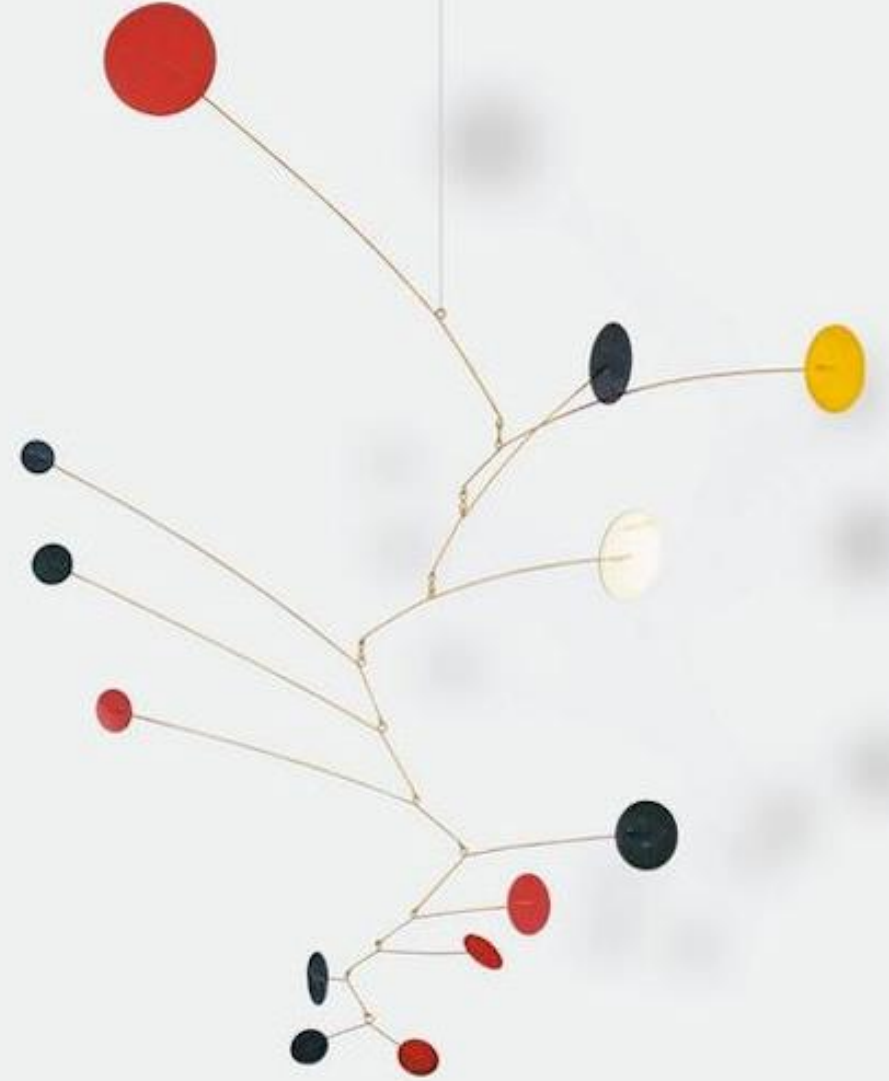
Showing that cognitive potential, namely the (in)famous IQ, is not the sole determinant of future achievement and adaptive success...



Moving “beyond IQ”...

And for that reason, current definitions of giftedness rely heavily on factors such as motivation and creativity (Renzulli, 1978)

As well as on contextual factors – stressing the relevance of educational opportunities on the course of talent development (Gagné, 2009)



The problem with legislation

The national legislation regarding gifted education is rare and vague...

For instance, decree-law 3/2008, that regulates special education, excludes students with high potential from its concept of special needs...



Educational Practices

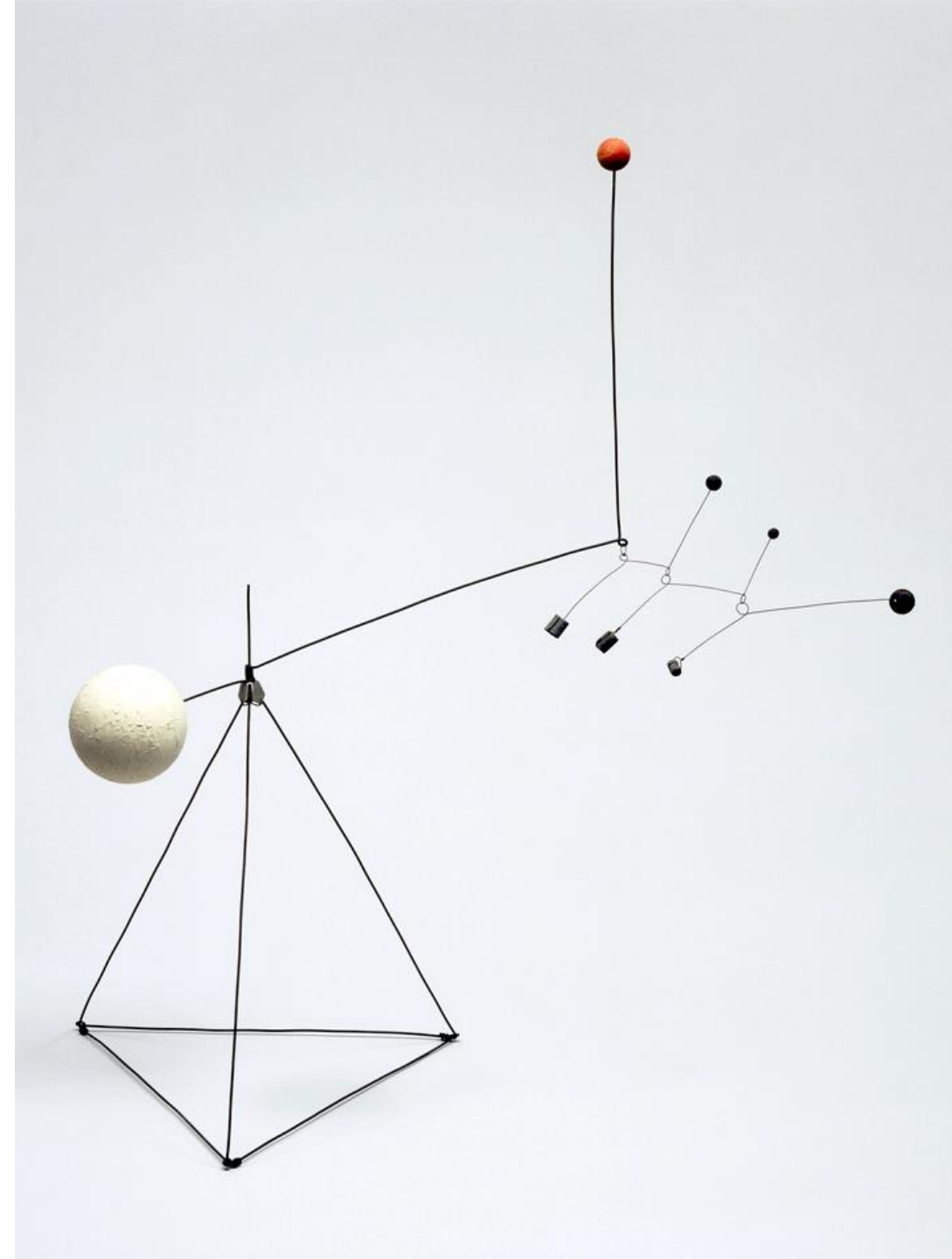
In terms of educational practices, accelerating gifted students is one of the most common strategies, including grade-skipping and early entrance



Educational Practices

A second option would be a development plan comprising measures such as differentiation in the classroom, tutoring and enrichment activities

However, in recent dispatches (1-F/2016) there's no mention of students with high abilities



What we lack

- Special legislation for students with high abilities
- Means for assessing these students early and efficiently
- Specialized training on identification and intervention with students with HA
- Opportunities to differentiate for all students in the classroom
- Data and research on the application of these measures
- ...



The need for answers...

The growing concern with the gifted in Portugal led to the development of different associations such as:

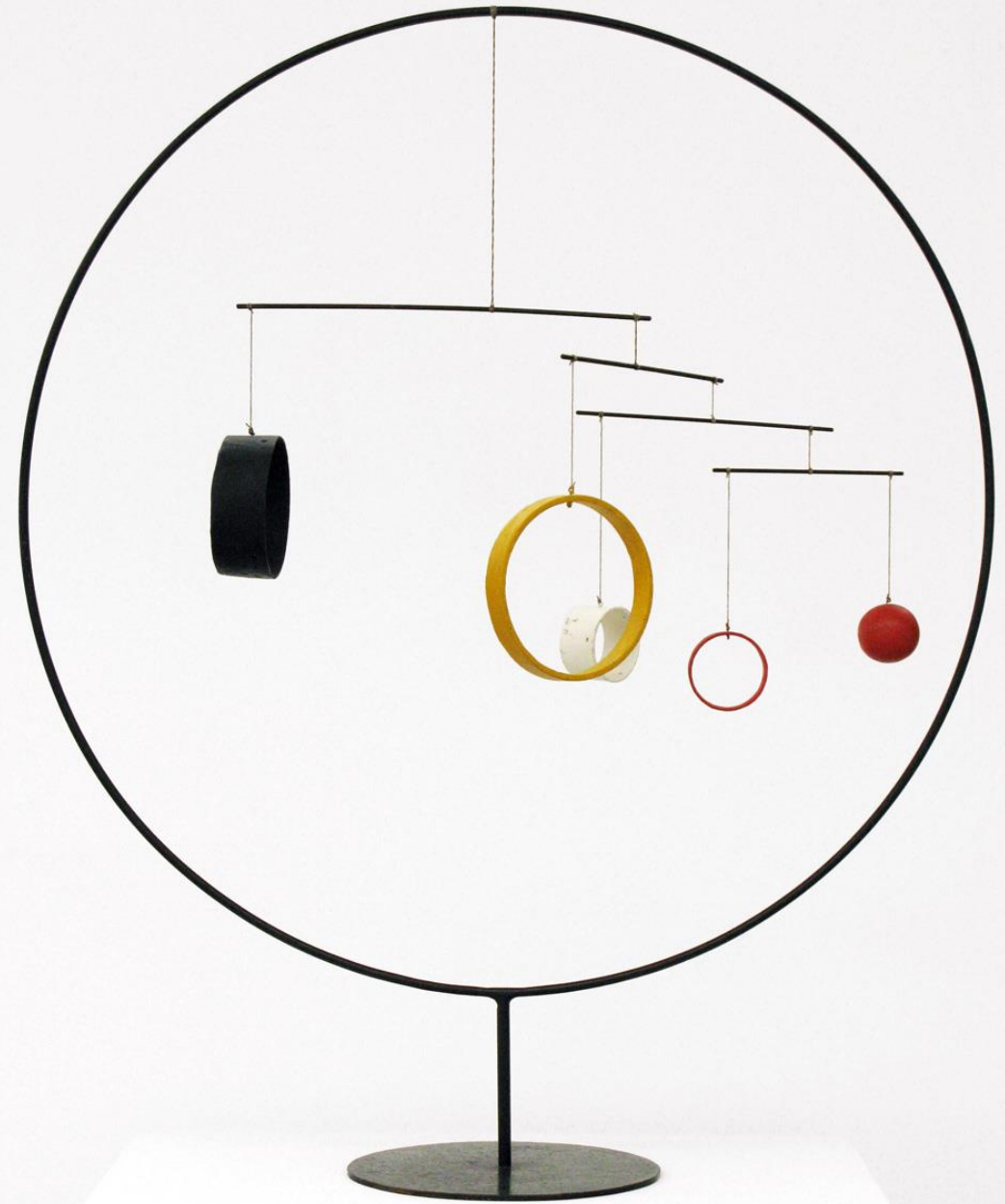
- Associação Portuguesa de Crianças Sobredotadas
- Centro Português para a Criatividade, Inovação e Liderança
- Instituto da Inteligência
- Associação Nacional para o Estudo e Intervenção na Sobredotação



What we do...

- Counseling and assessment
- Enrichment programs
- Training
- Consulting
- Research
- Activities
- Media

...and everything in between!



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Renzulli, J.S. (1978). What makes giftedness? Reexamining a definition. *Phi Delta Kappan*, 60, 180-184.



All artworks by Alexander Calder



Thank you!

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