



education sciences



Special Issue Reprint

Identifying and Supporting Giftedness and Talent in Schools

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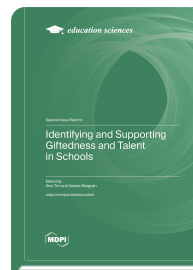
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The purpose of this reprint is to present current research on identifying and supporting giftedness and talent in schools all over the world. This reprint contains 19 articles from differing international contexts: Australia, Austria, Finland, France, Greece, Norway, Scotland, Sweden, Turkey, and the USA. By sharing differing approaches with one another, we can learn and be inspired as to how to deliver quality educational experiences for gifted children and students. Diverse approaches to identification include broad (even ‘fuzzy’), multi-categorical, and curriculum-specific opportunities for talent to emerge within enrichment programs. Diverse approaches to gifted education support include differentiated teaching or curriculum content, such as the use of transdisciplinary, holistic education; acceleration; ability-grouping; special programs; and enrichment opportunities. Alongside these considerations are why we engage in gifted education, specifically the needs and educational rights of children and students. We take a holistic approach to education in schools and early childhood education that includes cognitive, emotional, social, and moral domains concerning giftedness and talents. This means that all aspects of a gifted learner are important, not just their academic achievements. We increasingly find that gifted child and student well-being is tied to the identification and support they receive in schools and early childhood services.



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