

Gifted Learners In Normal Class Setting Are Asked To...

...Do things they already know how to do, and then to wait for others to learn how, rather than being pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.

...Do "more of the same stuff faster". Reading more books that are too easy and doing more math problems that have ceased being a challenge are killers of motivation and interest.

...Sit at the back of the room and move through the math book alone ignores a child's need for affiliation, and overlooks the fact that a teacher should be a crucial factor in all children's learning. It also violates the importance of meaningful peer interaction in the learning process, as well as in the process of social and emotional development.

...Go write a play, complete a puzzle, or do classroom chores because they have completed required tasks that take others longer. It would be difficult to defend such practices as a high-quality use of educational time.

...Spend substantial time on a regular basis teaching what they already know to students who are having difficulty rather than in pursuit of well-planned new ideas and skills.



Why Are Gifted Programs Needed?

- Gifted students don't just learn more, they learn differently and failing to provide appropriate instruction to high-ability students can hinder their development, just as treating an illness with the wrong medications can be harmful to patients.

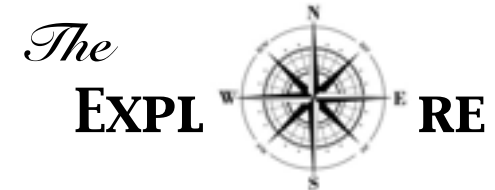
- Every student deserves the opportunity to make continuous progress in the classroom; a student's ability to get an A on his/her report card doesn't mean that learning is occurring. Just as we support students with special needs, we must also address the unique needs of our high-ability learners.

- Most teachers receive no training in meeting the needs of advanced students.

- Regular classroom time is often a waste of time for gifted learners. Many gifted elementary school students already know between 40%-50% of the material to be covered in their current grade prior to the start of the school year.

- Most teachers say their brightest students are bored and under challenged.

- Studies have shown that gifted students' thinking skills are less well-developed than typical students when the daily classroom assignments are too easy for them. Left unchallenged, gifted students can find themselves unprepared for the rigor and academic independence of college.



The Explore School is the first private primary (grade 1-6) school in Singapore offering a tailored education to gifted and talented children. The school offers the Integrated Curriculum Model developed at the Centre for Gifted Education at the College of William and Mary, whose curriculum materials have been recognised for excellence by both the US Department of Education and National Association for Gifted Children.

www.theexploreschool.org

Currently Accepting Student Applications for 2017-2018 School Year!

To enquire, please contact director@theexploreschool.org

Why The Explore School?

- The only school that teaches students based on their ability levels and not based on their chronological ages.
- Teachers and Counsellor will work out a Personal Development Plan for each child based on their interests and abilities.
- Teacher:child ratio is kept at 1:10 or less.
- The School believes in providing students with as much exposure to the world as possible to help them see what's out there. Thus field trips and honoured guests/professionals' visits are an essential part of the school's experience.
- The school will find the right resources and partnerships to support each student to nurture his/her talents.



Common Characteristics of Gifted Kids

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems and puzzles
- Often self-taught reading and writing skills
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games
- Vivid imaginations (and imaginary playmates)

Myths of Gifted Kids

Myth: Gifted Students Don't Need Help; They'll Do Fine On Their Own

Truth: Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits.

Myth: Teachers Challenge All The Students, So Gifted Kids Will Be Fine In The Regular Classroom

Truth: Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom.

Myth: Gifted Students Make Everyone Else In The Class Smarter By Providing A Role Model Or A Challenge

Truth: Gifted students benefit from classroom interactions with peers at similar performance levels and become bored, frustrated, and unmotivated when placed in classrooms with low or average-ability students.

Myth: That Student Can't Be Gifted, He Is Receiving Poor Grades

Truth: Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers and still others may have a learning disability that masks their giftedness. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.