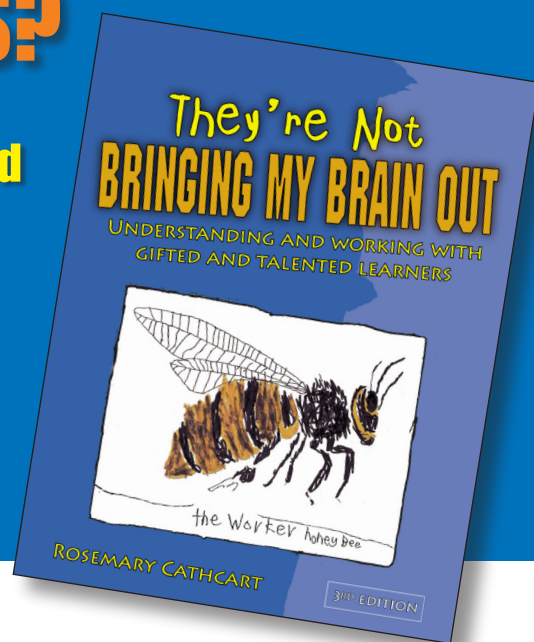


SO, THERE'S A BRIGHT KID IN YOUR CLASS?

Why worry? They'll succeed anyway - won't they?'

The easy answer is 'yes'

The not so easy, but truer one is, 'No, they won't!'



THEY'RE NOT BRINGING MY BRAIN OUT 3ED

Understanding and working with gifted and talented learners

Have you ever wondered...

- How to cope with a very bright child when you've got 25 other children in the class?
- What to do now you're in charge of the gifted programme?
- How to help the teacher understand your gifted child?

This book is written for every-one who lives or works with a gifted child – classroom teachers, GATE coordinators, parents and caregivers, special needs and resource teachers, counsellors and home-schooling families.

THEY'RE NOT BRINGING MY BRAIN OUT

provides clear discussion of the issues involved for all concerned – including the child.

- It sets out four key concepts for understanding and meeting the needs of gifted learners (the REACH model);
- includes a wealth of practical, easy-to-use strategies for implementing this model, with loads of high-interest lesson ideas and examples;
- covers a wide range of supporting topics such as resources, ability grouping, parent perspectives, cultural differences, giftedness and learning disability, and much more, plus special material on identification.

Written by one of New Zealand's leading authorities on gifted education, this updated edition extends a text already recognised as an essential guide to this important topic.

"The class was doing a project on dragons. Deciding to balance the artwork and stories with some maths skills, I began with an arithmetic problem.

'Now,' I explained carefully, 'the town reservoir holds 33,750 litres of water. The dragon drinks 5625 litres of water a day. If he starts drinking on Monday, on what day will he empty the reservoir?'

Thomas at the back put up his hand.

'Please, miss,' he said, 'what if it rains?'

This book is about helping the Thomases of this world to survive school, preserve their creativity, and grow even further in wisdom – and about how to enjoy being their teacher."

Rosemary Cathcart

ROSEMARY CATHCART
HODDER EDUCATION
ISBN 186971038X
RRP \$45.00

"The latest edition of Rosemary Cathcart's inspirational book of Gifted and Talented Children is an absolute godsend to G&T co-ordinators and teachers of all age groups."

Education Today
Issue 3 2006



Hodder Education

learning network NZ
Leading Learning in New Zealand
FORMERLY WEST AUCKLAND EDUCATION CENTRE

CONTENTS

Introduction
 Thanks
 Acknowledgements
 Roll call
 Preface: Why are we here?

SECTION I: THE ISSUES

1. Why bother? They'll succeed anyway, won't they?
2. What does 'giftedness' or 'exceptional ability' really mean?
3. How will I know when I meet one? Identifying gifted children
4. Looking at what schools do now

SECTION II: RESOLVING THE ISSUES

5. Thinking about attitudes
 6. Thinking about skills
 7. Thinking about extension
 8. Thinking about balance
- Conclusion
 The REACH model for teaching children with exceptional abilities

SECTION III: PUTTING REACH INTO PRACTICE

9. Generating a high level of interest in learning
10. Developing the tools of thought: I Study and research skills
11. Developing the tools of thought: II Observation skills
12. Developing the tools of thought: III

- Communication skills
13. Developing the tools of thought: IV Thinking skills
 14. Developing the tools of thought: V Organisational skills
 15. Developing the tools of thought: VI Using these skills
 16. Developing intellectual and creative potential: I Introduction – the ways of knowing
 17. Developing intellectual and creative potential: II Exercises to challenge the child's current knowledge and level of thinking
 18. Developing intellectual and creative potential: III Drawing on the arts
 19. Developing intellectual and creative potential: IV Encouraging original work
 20. Developing intellectual and creative potential: V Making independent study meaningful
 21. Developing intellectual and creative potential: VI Guiding the gifted reader 1
 22. Fostering emotional, social and ethical growth: I Introduction
 23. Fostering emotional, social and ethical growth: II Self-knowledge, self-acceptance and self-esteem
 24. Fostering emotional, social and ethical growth: III Growth towards emotional and social maturity
 25. Fostering emotional, social and ethical growth: IV Ethical growth

26. Bringing it all together: the planning framework

SECTION IV: GIFTED CHILDREN WHO HAVE DIFFERENT NEEDS

27. Gifted children from minority cultures
28. Gifted children who are also learning disabled

SECTION V: THE FINISHING TOUCHES

- support strategies for working with REACH
29. How to fit REACH into our normal classroom schedule
 30. Grouping gifted children together
 31. Resources for gifted children
 32. Evaluation, assessment and gifted children
 33. Keeping records: the why and how
 34. Working with parents
 35. Writing a school policy on gifted children
 36. On being a REACH teacher
- Endpiece

APPENDICES

1. A Differentiated Model of Giftedness and Talent (DMGT) – Francoys Gagné, Ph.D
 2. Identification tools
 3. Interest Inventory
 4. IEPs for gifted learners
- Bibliography

Isbn 186971038X	They're Not Bringing My Brain Out	
RRP \$45.00	QTY	Rosemary Cathcart
Hodder Education		



Method of payment (Please print details clearly)

Invoice School **Order number** _____

DELIVERY DETAILS:

Name _____

Department _____

School _____

Address _____

Telephone _____

Fax _____

Email _____

PERSONAL PAYMENT

I enclose a cheque for \$ _____ payable to Learning Network NZ

Please charge my credit card (please specify type)

Visa Mastercard

Credit card no. _____

Expiry date _____

Signature _____

Your credit card payment will be charged by LearningNetwork NZ. If the registered card holder address is different from that given below, please supply registered address. A small charge will be added for postage

* Prices are subject to change without notice.

ORDER NOW FROM: Learning Network NZ, Lincoln Manor, 289 Lincoln Road, Henderson, Auckland.
 Postal address: PO Box 21705, Henderson, Auckland. Ph: 09 835 0912. Fax: 09 835 0918. Email: info@learningnetwork.ac.nz