

An exploration into the
experiences
of gifted and talented
students
at Coast Academy Mombasa

presented by
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INTRODUCTION

Gifted children not only:

✓ ***think***

differently from their
peers, they also

✓ ***feel***

differently.



MOTIVATION

- Being a parent of a gifted child
- Society and uniformity



HISTORICAL FACTS

- Greek and Roman references to the gifted and talented were related to the education of the elite.
- During middle ages education was primarily Christian.
- During Renaissance education of gifted and talented students assumed a secular, literary and philosophic character.
- 20th century education of the gifted and talented became more systematic.

TERM GIFTED AND TALENTED

- ❑ Giftedness is asynchronous development.
- ❑ Advanced cognitive abilities.
- ❑ Heightened intensity.
- ❑ Awareness qualitatively different from norm
(Silverman, 2000).
- ❑ Exceptional abilities are called talents
(Mwaura and Wanyera, 2007).



Gifted and highly talented individuals are found across gender, cultural, linguistic and even disability groups (Heward, 2000).



NEEDS OF GIFTED AND TALENTED CHILDREN

- ✓ Recognition of their ability.
- ✓ Understanding and effective response to their emotional, social and intellectual needs.

OBJECTIVES

Primarily to establish the

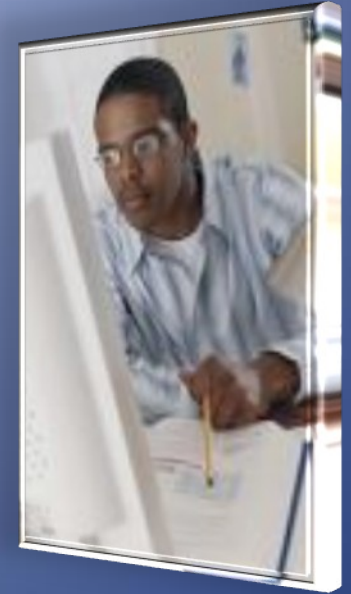
- experiences,
- needs and
- challenges

the gifted and talented students
encounter at

Coast Academy Mombasa.

LOCATING GIFTED CHILDREN

- Clinical judgment (Teacher)
- Actuarial judgment (Test results)
- Combined testing



SUPPORTING GIFTED AND TALENTED STUDENTS

- **Enrichment Experiences**
- **Acceleration**
- **Educational programs for gifted and talented students**
- **Intellectual challenge through the quality rather than the quantity of work.**

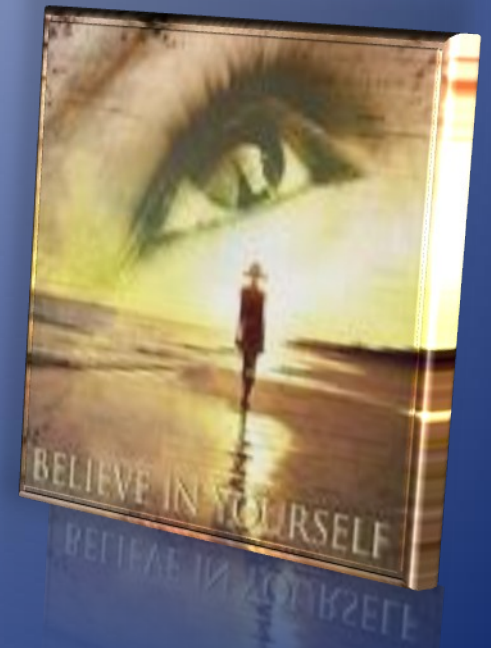
MISDIAGNOSIS OF THE GIFTED

- Attention deficit disorder
- Oppositional defiant disorder
- Mood disorders



COUNSELLING SUPPORT

- Self-esteem issues
- Asynchronous development
- Career guidance



METHODOLOGY

- Qualitative method
- Focus Group
- Samples gifted and talented students
- Tool (audio recording)
- Transcription of recording
- Consent
- Ethical aspects (age of participants)



DATA ANALYSIS

- *IMMERSION*
- *CATEGORISATION*
- *PHENOMENOLOGICAL
REDUCTION*
- *TRIANGULATION*
- *INTERPRETATION*

DISCUSSION OF RESULTS

- A strong self-concept is associated with a positive attitude.
- Stress to keep up their performance and achievements (are expecting incentives).
- High expectations of parents creates problems for both (parents/children).
- Conditional love on the parents' side.
- Most gifted and talented students are bullied.
- They do their own additional studies for in depth knowledge.

CONCLUSION

- Gifted and talented students are stigmatized.
- They want to fit into their peer groups (give peer tutoring).
- They are bullied by their peers.
- The teachers are according to them not supportive.
- The gifted and talented student have a clear vision of their professional future.