



Educating the Gifted in Mainstream Schools: Stories of Change

By Karen Rogers

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After following the progress of 250 mildly, moderately and highly gifted children ranging in age from three to fourteen, this book uses the results to help teachers know what to do when faced with a child in their mainstream class who is considered 'gifted and talented'.

Some of the fifteen schools visited embraced their pupils' learning needs in remarkably inventive and generous ways, whilst other schools simply ignored their pupils' special needs. This book tells the stories of both the successful schools, identifying the characteristics of their teachers and managers, the available resources and of the children and families themselves - as well as investigating what lessons can be learned from the schools less willing to transform their practice.

Teachers and parents of gifted children alike can learn much from this book about what their roles should be, as well as how they will need to work together for the greater good of the gifted child in question.

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Editorial Review

About the Author

Dr. Karen Rogers is Director of Research at GERRIC, University of New South Wales. She is author of OMNIBUS, an enrichment program for primary students, currently operating in 22 US states and has co-authored and produced 10 half hour television programs on giftedness entitled "One Step Ahead". Her previous book 'Re-forming Gifted Education: How parents and children can match the program to the child' won Foreword Magazine's Book of the Year.

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