



# Gifted and Talented Education Course: Identification, Enrichment and Acceleration

20 – 24 June 2027

Jeddah - Corniche four-star



## Gifted and Talented Education Course: Identification, Enrichment and Acceleration

**Ref:** 1356\_22911 **Date:** 20 – 24 June 2027 **Location:** Jeddah - Corniche four-star **Fees:** 19500 SAR

### Introduction:

Gifted and talented education, covering identification, enrichment and acceleration, is a 5-day course for teaching, gifted coordination and school leadership teams that ends with a Gifted Identification and Enrichment Plan for a case school. Schools that rely on a single test score miss able learners from quieter or disadvantaged backgrounds, give identified students occasional activities instead of planned provision and refuse acceleration requests without evidence. Nominees already teach or coordinate provision for able students and work through case studies built on nomination records, test profiles and timetables. CoreConcept Training Center delivers this gifted and talented education course.

### Course Objectives:

- Explain multi-domain definitions and models of giftedness to staff and parents and set out a working school definition of gifted and talented learners
- Run a multiple-criteria identification procedure that combines screening, nominations, rating scales, portfolios and achievement data with checks for underrepresented groups
- Adapt units for gifted learners through curriculum compacting, depth and complexity prompts and enrichment clusters
- Recommend acceleration options, from subject acceleration to grade skipping, using structured evidence and an acceleration scale
- Recognise gifted underachievement and twice-exceptional profiles and plan responses to social-emotional needs together with families
- Design pull-out, cluster or special class provision and evaluate programme outcomes against agreed indicators

### Target Audience:

- Classroom teaching teams that teach highly able learners in mixed-ability or advanced classes
  - Gifted programme coordination teams that run nomination, screening and enrichment activities across a school
  - School leadership teams that decide grouping, timetabling and acceleration policy for able learners
  - Student counselling teams that support the wellbeing of gifted learners and advise their families
  - Curriculum and subject leadership teams that design extension units and advanced learning pathways
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## **Course Outline:**

### **Day 1: Concepts of Giftedness and the School Provision Baseline**

- Multi-Domain Giftedness Definition Across Intellectual, Creative and Leadership Areas
- Gardner Multiple Intelligences Applied to Talent Spotting
- Renzulli Three-Ring Conception of Ability, Creativity and Task Commitment
- Natural Gifts Versus Developed Talents and Environmental Influences
- School Gifted Provision Baseline Audit of Policy and Practice

### **Day 2: Identification and Screening With Multiple Criteria**

- Universal Screening Versus Referral-Only Talent Search Models
- Multiple-Criteria Identification Matrix Combining Ability and Achievement Data
- Teacher, Parent and Peer Nomination Forms and Rating Scales
- Talent Portfolios and Performance Tasks for Creative Domains
- Local Norms and Underrepresentation Checks for Disadvantaged Learners

### **Day 3: Curriculum Differentiation, Enrichment and Acceleration for Gifted Learners**

- Curriculum Compacting With Pretests to Buy Back Learning Time
- Depth and Complexity Prompts for Advanced Content Units
- Schoolwide Enrichment Model Enrichment Clusters and Independent Projects
- Acceleration Forms From Subject Acceleration to Grade Skipping
- Iowa Acceleration Scale Case Review for Grade-Skip Decisions

### **Day 4: Underachievement, Twice-Exceptional Learners, Wellbeing and Programme Models**

- Gifted Underachievement Patterns and Reversal Intervention Plans
- Twice-Exceptional Profiles Where Strengths and Difficulties Mask Each Other
- Perfectionism, Asynchronous Development and Peer Relationship Support
- Pull-Out, Cluster Grouping and Special Class Model Trade-Offs
- Parent Partnership Meetings and Home Enrichment Guidance for Families

### **Day 5: Case Study: Gifted Identification and Enrichment Plan for a Case School**

- Case School Nomination, Test and Achievement Data Review
  - Identification Procedure and Selection Criteria for the Case School
  - Enrichment, Acceleration and Grouping Options Matched to Case Learners
  - Programme Evaluation Indicators, Logic Model and Review Cycle
  - Gifted Identification and Enrichment Plan Completion and Defence
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## **Skills You Will Gain:**

- Talent Identification Design
- Multiple-Criteria Screening
- Curriculum Compacting
- Enrichment Cluster Planning
- Acceleration Decision-Making
- Twice-Exceptional Learner Support
- Gifted Programme Evaluation
- Family Partnership for Able Learners

## **Why Attend This Course:**

- Hand the school principal and the gifted coordinator a Gifted Identification and Enrichment Plan for a case school, ready to adapt to their own school
- Decide which learners enter gifted provision, and which need acceleration rather than enrichment, from several sources of evidence
- Avoid missed talent, unsupported grade-skip refusals and enrichment activities that run without measured outcomes
- Share nomination forms, identification matrices, compacting templates and evaluation indicators with teaching colleagues

## **Conclusion:**

Back at school, the participant gives the principal and the gifted coordinator a Gifted Identification and Enrichment Plan that sets the working definition, identification steps and criteria, the enrichment, acceleration and grouping options and the evaluation indicators. Leaders use it to approve the identification cycle, timetable pull-out or cluster groups and agree an acceleration policy, while teachers use its templates to compact units. After the first identification round, the team should review who was nominated and selected, how different groups were represented and early learner progress.

## **Frequently Asked Questions FAQ:**

### **What should participants know before a gifted and talented education course?**

Participants should already teach, coordinate or lead provision for able learners and be familiar with school assessment data. Bringing anonymised nomination records, a current enrichment timetable or a school policy on able learners helps them apply the case work to their own school.

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## **How does gifted and talented education differ from a special education or general teaching strategies course?**

It concentrates on highly able learners: giftedness models, multiple-criteria identification, enrichment, acceleration, grouping models and programme evaluation. Special education courses focus on individual education plans for learners with disabilities, and general teaching courses cover lesson design and assessment for whole classes.

## **Does acceleration in gifted and talented education harm learners socially?**

Not when it is decided carefully. Research on academic acceleration reports that accelerated students tend to outperform peers, with no long-term harm to wellbeing found. Structured tools such as the Iowa Acceleration Scale help schools weigh readiness and support before a grade skip.

## **What do participants take back from the gifted and talented education course?**

Participants take back a Gifted Identification and Enrichment Plan for a case school, with an identification matrix, nomination and rating forms, compacting and enrichment templates, an acceleration decision record and programme evaluation indicators they can adapt to their own school.

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