



Educating the Gifted in Mainstream Schools: Stories of Change

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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