

ENRICHMENT

A Guide for Educators



Enrichment Learning...

- is for all students
- may be done by a whole class, in small groups or individually
- may take place in the classroom, in the community or in another setting
- occurs during and/or after the hours of instruction

Enrichment - What is it?

Enrichment deals with appropriate modifications, enhancements and/or additions to the standard curriculum in order to provide appropriate learning opportunities for all students to develop individual gifts, talents, interests, and abilities.

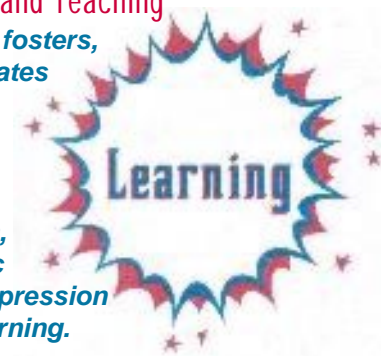
Department of Education Mission Statement

“The mission of public education in New Brunswick is to have each student develop the attributes needed to be a life-long learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.” This requires an education system that is responsive to the differing needs, interests, abilities, and aspirations of the entire student body. **Enrichment** provides **all students** – ranging from those with special needs to those who are identified as gifted – with inspiring and challenging learning opportunities that help students strive to meet their full potential.

The Department of Education supports the use of the Schoolwide Enrichment Model (SEM) Purcell and Renzulli, 1998) as a framework for the provision of enrichment learning opportunities for all students in New Brunswick school. **The major goal of the Schoolwide Enrichment Model is to promote “high-end” learning for all students.**

Enrichment Learning and Teaching

Enrichment teaching fosters, develops, and celebrates higher order thinking skills, creativity, problem solving, experimentation, innovation, invention, perseverance, artistic and/or kinesthetic expression and a passion for learning.



It is expected that students in New Brunswick schools be exposed to a variety of enrichment learning and teaching strategies and programs during each school year and over the course of their school careers. Enrichment learning opportunities can and do take place during the hours of instruction and after school hours, weekends, and during the summer months. Schools provide enrichment opportunities that are curriculum-based or within the curriculum as well as those that are co-curricular and extra-curricular.



Many New Brunswick schools have implemented a variety of enrichment strategies and/or programs. Schools throughout the province are at different levels of implementation and provision of enrichment programming and services. Many factors influence enrichment services. These include professional skills and knowledge; funding; availability of human and material resources; parent/community interest and priorities.

Enrichment learning and teaching at its best is...

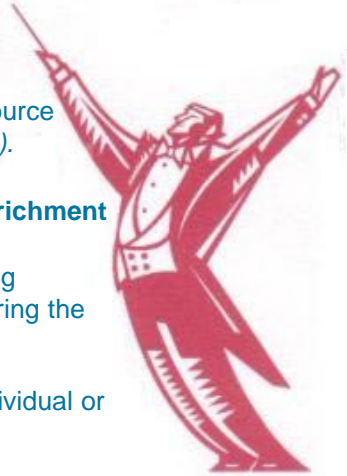
- **exciting**
- **need fulfilling**
- **motivating**
- **inspiring**

New Brunswick

Education
Student Services

Examples of Enrichment Strategies and Programs

Many New Brunswick schools have implemented several of the following strategies and/or programs. For more information on enrichment strategies and programs, please refer to the Department of Education's "Gifted and Talented Students: A Resource Guide for Teachers" (1997).



- **Mini-Courses and/or Enrichment Clusters** - special interest groupings scheduled during designated time blocks during the regular school day

- **Independent Study** - individual or group studies

- **Differentiated Curriculum and/or Multi-Level Instruction** - the content, process, and/or product of the prescribed curriculum is appropriately adapted to provide challenging learning opportunities in the curriculum area or subject

- **Theme-Based Curriculum** - thematic-based curriculum incorporates curriculum under a large umbrella so students learn inter-relatedness between and among disciplines, topics, and information

- **Curriculum Compacting** - a strategy which eliminates the teaching of what students already know, and thus "buys time" for the student to work on an independent project, learn new material, be accelerated in a particular subject area, or work with a mentor

- **Acceleration** - moving through content or grades at a faster rate

- **Mentoring** - mentorship is an arrangement whereby a student and a person with an area of expertise that is of interest to the student meet regularly to develop the student's knowledge and skills

- **Special Events and Co-and Extra-Curricular Activities** - special lectures, performances and presentations, field trips end initiatives

- **Enrichment Triad Model Activities (Schoolwide Enrichment Model)** - activities are infused into the curriculum, inspiring and challenging students to increase the depth and breadth of their learning:

(Type I) Exploratory activities are "event" oriented - students are introduced to topics or areas of study in which they may develop a sincere interest

(Type II) Skill Building "How To" activities are methods and materials oriented - students learn research, thinking, problem solving or "how to" skills necessary for doing in-depth work on topics, art forms, or trades

(Type III) Investigative-Inquiry learning are product and audience oriented - students become actual investigators of real problems or topics through use of appropriate methods of inquiry

Identification

When planning appropriate enrichment activities for individual students, teachers consider student learning styles, interests, and abilities. Identification of interests, abilities, strengths, gifts and talents is an ongoing process that may require the use of a variety of methods.

For example, information from the following sources could be used as part of the identification process:

- teacher observations including anecdotal reports and informal assessments
- checklists, inventories, and standardized tests
- samples of student progress and achievement
- nominations by parents, peers, and self
- interviews of students and parents

Possible Traits of High Ability Learners

Characteristics	Positive Behaviours	Other Traits
learns more rapidly	masters basic skills easily	<p>The high ability student may exhibit some of the following behaviours which may be viewed negatively:</p> <ul style="list-style-type: none"> • demands perfection from self and/or others • frequently daydreams • challenges authority • becomes bored quickly, may not finish assignments • resists completing rote or repetitive tasks • resists conventional approaches or responses • disrupts instruction or activities • interrupts others • criticizes own or others' ideas
retains information more easily; longer	has a lot of information to share	
more curious; has a stronger need to know	asks interesting questions	
independent thinker; questioning attitude	good at independent assignments; leadership capacity	
superior abstract thinking	willing to consider unusual ideas; enjoys problem solving activities	
senses discrepancies	interested in current issues; desires to solve "real" problems	
intellectually playful	good risk-taker; appreciates puns and verbal irony; has sense of humour	
intense or more sophisticated interests	shows more task commitment, particularly in interest areas; shows high level of information/ideas in complex subjects	
wide range of interests	easily motivated in new areas; many hobbies, involved in many activities	

Types of Gifts and Talents (Adapted from Howard Gardner's *Theory of Multiple Intelligences*, 1985)

	Student enjoys:	Students is good at:
Spatial	building, designing, creating images	imagining, representing, charting, creating models
Inter-personal	interacting, talking; likes working with people	understanding others, leading/organizing, communicating
Musical	sounds, rhythm, playing instruments, singing	recognizing sounds, musical memory, manipulation sounds, creating music
Intra-personal	working alone, pursuing own interests; quiet reflection	time understanding himself or herself, thinking, planning, dreaming, imagining
Verbal	words, reading, writing, story telling	prose/poetry, plays, composition, using words, expressing oneself, understanding language
Logical/Mathematical	numbers, patterns, relationships, formulae	math, logic, reasoning, problem solving
Kinesthetic	moving, touching, handling materials	body control, refining gross and fine motor movements, manipulating objects
Naturalistic	living things in nature	discriminating among and is sensitive to animal and plant life, and natural environments



Children may be gifted in one or many of these intelligences.

Dr. Gardner has recently identified a ninth intelligence --Existential Intelligence. This intelligence involves the ability to understand where humankind stands in the "big picture" of existence. Children who are strong in this intelligence ask questions such as: "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy. More information on the ninth intelligence and other possible intelligences is discussed in Dr. Garner's two forthcoming publications: *M.I. Reframed* and *The Disciplined Mind: What all Students Should Understand*. (Reference: <http://www.surfaquarium.com/im.htm>)



Social and Emotional Wellness

The **social and emotional** needs of some gifted and talented students are often intensified by their hypersensitivity to their internal and external worlds. Teachers, in collaboration with student services teams, are encouraged to help gifted and talented students deal with their **feelings of uniqueness and isolation** and/or their **underachievement**. Interventions should be directed at:

- Helping them understand themselves and the nature of their giftedness.
- Helping them face their unique challenges.
- Helping them learn how to make informed decisions.
- Helping them develop coping and personal problem solving skills.
- Helping them develop appropriate interpersonal skills.
- Providing opportunities for successful group action and leadership.
- Providing opportunities for intellectual challenge so boredom is avoided.
- Exposing them to career education in order that they envision a possible future for themselves.

Continuum of Enrichment Strategies and Programs

School Initiatives: Elementary/Middle/High

1. General Classroom Enrichment. Types I and II (Renzulli)

Examples: Speakers, learning centers, displays, interest development centers, audio-visual presentations, tours, minicourses, critical and creative thinking skills - all of which relate to, support and extend the regular curriculum.

2. Curriculum Compacting, Clustering, Modification, Differentiation, Multi-Level Instruction, Cross-Curricular Instruction - by age, by grade, or across grades by skill interest/ability.

Examples: Use of theme-based units; use of Bloom's Taxonomy to differentiate content, process, or product; use of pretests to identify candidates for compacting; assignment of curriculum or interest specific enrichment packets to extend or strengthen student learning.

3. *Type III Enrichment (Renzulli)/Independent Study* - first hand inquiry in which a student produces a real product for a real audience; this is usually self-directed. The student becomes an expert in a field as well as a creator of new discoveries, insights, thoughts, or artistry.

Examples of products: Research publications; articles, books; original artwork, dramatic presentations; videos, CDs, photography displays; speeches; recitals.

District Initiatives

Multi-School, Multi-Grade or Multi-Age Teams of students with Multiple or Specific Talents (based on Gardner's Theory of Multiple Intelligences).

Special Enrichment Programs: District and/or Provincial

Young Writers, Saturday Teams, Summer Enrichment, Heritage/Science/Math/Drama Festivals and Fairs, Odyssey of the Mind, Robots East, Music Programs, Creative Writing/Art Exhibitions, Publications, Oratory.

Individual Initiatives

Internships; Apprenticeships; Mentorships

Acceleration Initiatives

Early Admissions; Subject/Grade Acceleration; Challenge for Credit; Advanced Placement/International Baccalaureate; University/College Classes

Want to find out more about Enrichment?

The following document is available for teachers: *Gifted and Talented Students: A Resource Guide for Teachers* (New Brunswick Department of Education, 1997) www.gnb.ca/education/docs/e/TAL_GIFT.pdf
Copies are available from School District Offices and the Department of Education

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