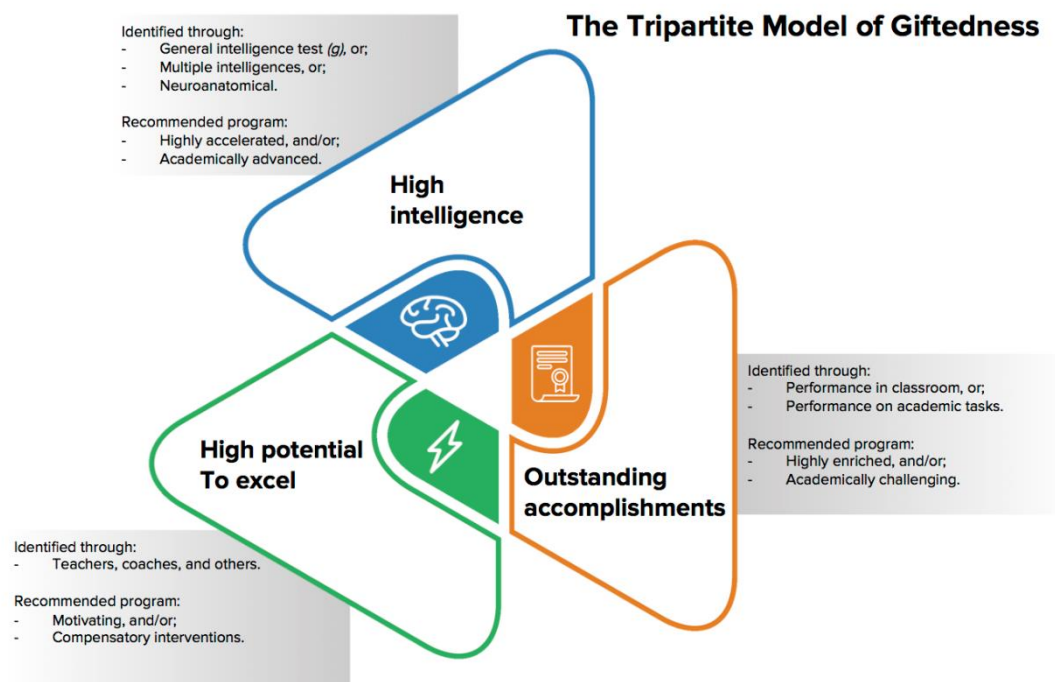


The Tripartite Model of Giftedness

In identifying children and young people with high learning potential, we subscribe to Pfeiffer's Tripartite Model which chimes well with the inclusive practice favoured in the United Kingdom.



Source: Pfeiffer, S. I. (2015). *Essentials of gifted assessment*.



This means that we consider the following groups:

- **High learning potential through the lens of exceptionally high intelligence**
 - IQ in top 4-5% (125) (there is no magic cut-off point that means a person is/isn't gifted, but with IQ above 4% there are some qualitative differences to the a child's experience that can be attributed to asynchronicity)
- **High learning potential through the lens of outstanding accomplishments**
 - Academic performance in top 2% in at least one area that includes reasoning (comprehension/concepts measures),
 - Usually at least above average IQ – top 10% (119)
 - Highly enthusiastic about learning
 - Outstanding accomplishment in the creative arts, music, sport
- **High learning potential through the lens of potential to excel**
 - Those who have not been provided with the opportunity or intellectual stimulation to develop latent gifts. Not everyone starts out on an equal footing and IQ/achievement is impacted by: poverty, undervalued intellectual or educational activities, minority groups, language barriers, rural or overcrowded background, dangerous communities, parent with health/mental health challenges.
 - Recognised by teachers and others as bright or quick learners, hardworking, highly curious.
 - May not test well, IQ possibly as low as 75th-84th percentile (110-115), achievement may also not stand out, identification of potential through characteristics/gifted rating scales as well as observations of teachers and others.
 - Identification infers that if life chances had been different, the child would very likely appear as one with high intelligence and/or high achievement.

Furthermore, we understand and consider the importance of motivation, drive, persistence, passion and creativity in enabling a child to utilise their abilities effectively.