

ABSTRACT

A Phenomenological Study of the Experiences of Principals and Teachers of Intellectually Gifted Students in Three Selected Primary Schools in the St. George Educational District

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This phenomenological study sought to describe the current identification procedures, teaching strategies, and programmes that are used to assist intellectually gifted students to perform optimally at three primary schools in the St. George Education District in Trinidad and Tobago. Data were collected through interviews held with a purposive sample of one principal and six teachers. The findings revealed that 1) the teachers used a variety of displayed characteristics, performance assessments, and parental conferencing as tools to identify gifted students; 2) various strategies such as peer teaching, cooperative learning, self-study, and mentoring were employed in the instruction of the students; and 3) there were no planned programmes in place to cater specifically to the gifted students.

Keywords: Primary school students; Gifted students; Teaching methods; Primary school teachers; Exceptional students; Talent identification; Enrichment programmes; Trinidad and Tobago