

**GILMORE PRIMARY SCHOOL**

**GIFTED AND TALENTED GUIDELINES**

## WHAT ARE THESE GUIDELINES ABOUT?

Gilmore Primary School recognises that students enrolled at our school may have gifts and talents which must be catered for in order for learning and development to be optimised.

These guidelines are written in accordance with the EDU Gifted and Talented Policy (2014) and as such we recognise our responsibility to:

* identify gifted and talented students using a range of measures;
* provide a range of learning opportunities catering for individual gifts and talents ;
* provide communication to parents/guardians allowing participation in decisions relating to their child’s education;
* determine when and how a selected form of acceleration is appropriate to meet the social, academic and emotional needs of students;
* provide staff development opportunities in the education of gifted and talented students;
* support the transitions of gifted and talented students as they move through their schooling; and
* identify a school-based Gifted and Talented Liaison Officer (GaTLO) to communicate with the Directorate, Gilmore Primary School staff, parents and students.

## RATIONALE

Gilmore Primary School recognises gifted and talented students as having unique educational needs and is committed to ensuring that the needs of gifted and talented students are catered for in order for them to reach their educational potential.

These procedures outline the range of ways the school can respond to the individual needs of gifted and talented students and supports communication and understanding about the needs of this group of students between the home and school environments.

## NOMINATION & IDENTIFICATION

The identification process at Gilmore Primary School will:

* be continuous in order to ensure a variety of opportunities for identification are provided;
* be systematic and delivered in accordance with EDU policies;
* be school wide;
* be equitable;
* be based on research;
* provide for early identification; and
* ensure students from Aboriginal and/or Torres Strait Islander, EAL/D and other minority groups are not overlooked.

In order to plan for the educational needs of gifted Aboriginal and/or Torres Strait Islander students, Gilmore Primary School will consider:

* the need for teacher sensitivity and awareness of cultural related issues and information;
* an understanding of the concept of giftedness from an Aboriginal and/or Torres Strait Islander cultural perspectives;
* an operational model for the identification of gifted Aboriginal and/or Torres Strait Islander students; and
* appropriate curriculum and program strategies such as considering the use of untimed assessments.

All aspects of the education for gifted and talented Aboriginal and/or Torres Strait Islander students must take into account their unique cultural views, characteristics and circumstances. It is essential for teachers to consider culture-specific information and community participation and support when planning programs for gifted and talented Aboriginal and/or Torres Strait Islander students, this includes the involvement of parents/carers.

Gilmore Primary School will implement identification methods supported by the EDU Identification Flowchart (Appendix A). The GaTLO will provide checklists to stakeholders based on the background, culture and profile of individual students. A range of relevant identification methods will be employed to gain a complete profile for each student nominated, including the following.

At new student intake:

* student information forms.

Ongoing:

* teacher nominations;
* parent nominations and information forms;
* peer/self nomination;
* teacher identification checklists; and
* appropriate classwork.

As required:

* above level testing by teacher/GaTLO; and
* counsellor/psychologist administered IQ tests.

Gilmore Primary School will use a case management approach in supporting the intellectual, physical and emotional development of gifted and talented students where needed and ensure that key stakeholders are engaged in the process where appropriate.

The case management team will consist of the Principal (or delegate), GaTLO, classroom teachers and school psychologist. The team will be responsible for acceptance of nominations, coordinating teacher professional development, communicating with families and planning and monitoring programs designed for gifted and talented students.

An Individual Learning Plan (ILP) will be provided when:

* + - the case management process recommends the development of an ILP;
    - a student undergoes subject or whole-grade acceleration;
    - a student is identified as having dual exceptionalities; and
    - a parent or carer requests an ILP for the student.

## DEFINITIONS

**Giftedness** refers to a student’s outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, and recognises the diverse abilities of students. Feldhusen (1993) identifies 5 levels of giftedness in all domains; mild, moderate, high, exceptional and profound.

**Talent** refers to a student’s outstanding performance in one or more fields of human activity: academic, technical, science and technology, arts, social service, administration or sales, business operations, games or sports and athletics.

**Gagné’s Differentiated Model of Giftedness and Talent** provides research-based definitions of giftedness and talent that have a logical connection to identification and curriculum programs. Gagné makes a distinction between innate or natural abilities (giftedness) and the superior mastery of systematically developed abilities in at least one field of human endeavour (talents). The model also outlines the importance of home and school support for these students.

**Identification** is the systematic approach used to ascertain both the area and the level of students’ gifts or talents and refers to the measures used to:

* + - locate the student’s domain(s) of giftedness (intellectual, creative, social, perceptual, physical [muscular or motor control])
    - describe the student’s fields of talent (academic, realistic, investigative, artistic, social, enterprising, conventional, games, sports).

**Case Management** is a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students.

**Individual Learning Plan (ILP)** identifies the student’s individual needs, pathway, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student, to inform the planning, delivery and evaluation of the student’s personalised learning program. ILPs are regularly monitored and evaluated.

**Curriculum** is the documented program of study implemented by ACT schools.

**Curriculum differentiation** is adjustment to curriculum in content, process, product and/or learning environment to meet the needs of a student, or students.

**Developmentally appropriate** programs refer to provisions and strategies that cater for the intellectual, physical and emotional needs of gifted and talented students. Provisions and strategies may include but are not limited to one or more of the following: differentiated curriculum that supports enriched learning; counselling; acceleration options; environmental adjustments; partnerships with external agencies, and grouping.

**Acceleration** is a developmentally appropriate placement process to advance students’ academic enrolment ahead of their chronological peers in one or more subjects or by one or more whole learning years.

**Dual Exceptionality (twice-exceptionality)** refers to gifted students who also present with; one or more specific learning difficulties; physical, emotional or behavioural disabilities; or other factors which may impair performance and mask high potential and or achievement.

**Early Entry** is a placement process for students who demonstrate readiness for formal schooling earlier than the usual school commencement age.

**External Agencies** are community based organisations that provide educational opportunities and programs for students.

**Gifted and Talented Liaison Officers (GaTLO)** are a Principal designated officer who provides a point for contact between the school and the Directorate regarding the school’s approach to, and advice on, meeting the needs of gifted and talented students.

## 

**Evaluation**

Regular and ongoing evidence-based review of student progress, strategies and provisions.

**Transition**

The school implements a transition process that acknowledges and supports the gifted and talented student as the student progresses through their schooling.

* Early Entry

## School partnership with external agencies

* Developmentally appropriate modifications are made to the student’s program and/or environment

**Provisions**

## Whole-grade or Subject Acceleration

(*When this results in a transition from primary to secondary or secondary to senior secondary school, consultation includes the relevant Director of School Improvement*)

Individual Learning Plans (ILP) are mandatory when:

* the case management process recommends the development of an ILP
* a student undergoes subject or whole-grade acceleration
* a student is identified as having dual exceptionalities
* a parent or carer requests an ILP for an identified student.
* Anecdotal evidence
* Student work
* Curriculum-based assessment & reporting
* Educational history
* Medical history

**Assessment for Identification**

Evidence is collected to accurately identify the gifts and talents of students using measures that may include:

* Teacher or parent/carer checklists
* Psychological assessments
* Self-identification
* Interviews
* other relevant information

**CONTEXT**

Guided by the Education Directorate’s Policy, individual school documentation outlines the specific processes for identification and provision of developmentally appropriate educational provisions and strategies for all gifted and talented students. School documentation also provides the name and contact details of the designated school contact for parents for all enquiries regarding gifted and talented education.

**Nomination**

Teacher, parent/carer or student notifies the Principal of a potentially gifted and talented student as outlined in the school documentation for all gifted and talented students.

School explores appropriate educational opportunities for the student.

Student may be nominated for consideration as gifted and talented at a later date, based on new evidence.

Identified as Gifted and Talented.

Not identified as Gifted and Talented.

**Validation**

Principal determines gifted and talented status of student, based on the evidence provided.

**Placement and/or Modification Recommendation**

Principal consults with parents/carers, psychologist, teachers and other professionals as necessary to determine the **one or more provisions** that will best meet the needs of the student.