



Fadden Primary School

Procedures to support Gifted and Talented students

Endorsed by the School Board on 20 October 2016

This procedure must be read in conjunction with Education Directorate's Gifted and Talented Policy.
http://www.education.act.gov.au/publications_and_policies.

1. Policy Statement

- 1.1. Fadden Primary School acknowledges that some members of our learning community have gifts and talents that must be catered for in order to optimise learning outcomes for these students.
- 1.2. The school acknowledges its responsibility to:
- identify gifted and talented students so that provision can be made for a range of learning opportunities;
 - provide a variety of teaching strategies that will meet the needs of gifted and talented students;
 - decide when any form of accelerated progression is appropriate to meet the educational, social and emotional needs of individual gifted and talented students in Years P – 6;
 - recognise the rights of those with parental/guardian responsibilities to be fully informed and participate in all decisions relating to their child's education; and
 - provide staff development opportunities in the education of gifted and talented students.

2. Rationale

- 2.1 Students at Fadden Primary School are recognised as having unique educational needs that must be catered for in order that their learning outcomes are optimised. This document sets out the responsibilities and procedures for the provision of gifted and talented education (see attachment A) in respect of:
- Identification;
 - grouping differentiation of the curriculum – extension and enrichment; and
 - acceleration.

3. Identification

- 3.1. Fadden Primary School uses a wide range of identification methods to ensure all gifted and talented students are identified. These may include:
- Standardised assessment report from external psychologist to establish cognitive ability;
 - Parent and or / teacher identification (refer to checklists in attachment B);
 - Analysis of PIPS and NAPLAN data;

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- Review of reading benchmarks; and
 - Review of work samples and class/school assessments.

More information is available in Attachment C.

4. Provisions

4.1. At Fadden Primary School the provision for gifted and talented students includes:

- A nominated first point of contact for enquiries – Gifted and Talented Liaison Officer (GaTLO).
- A case management approach for supporting the intellectual, physical and emotional development of gifted and talented students.
- Implementing an Individual Learning Plan (ILP) in consultation with student, parents, teachers, school psychologist and relevant professionals.
- Grouping together gifted students of the same or different ages with others who have similar abilities, aptitudes or strengths in subject based classes (e.g. mathematics).
- Opportunities to work with students from schools within the Tuggeranong Network as part of extension and enrichment programs.
- Extension of the curriculum based on thorough assessment and data analysis.
- Addressing relative weaknesses through students' strengths.
- Accelerating students who achieve curriculum outcomes more quickly than their peers through subject based acceleration.
- Assessment at relevant year level for students accelerated in one or more curriculum areas.
- Linking individual students with school or community members with expertise in particular areas as mentors.
- Providing small group extension opportunities in particular areas of the curriculum.
- Development clear transition plans for gifted and talented students moving from year to year and moving onto the next stage of schooling.

4.2. In line with the whole school procedures, all students regardless of ability will be encouraged to participate in extracurricular activities and competitions such as:

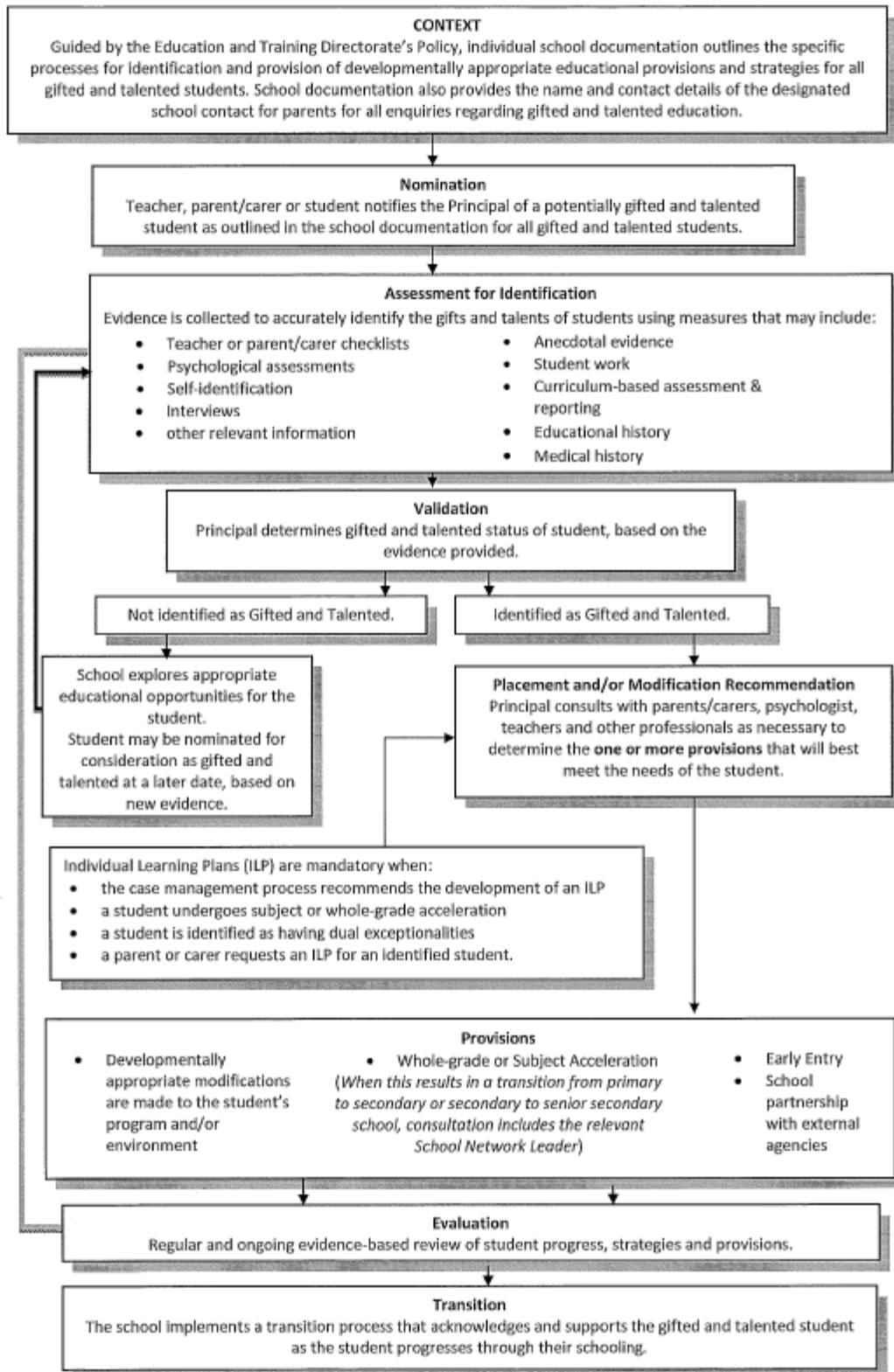
- Maths Olympiad
- ICAS competitions
- Tournament of minds
- Choir
- Band
- Specific sports team
- Rostrum
- Visiting expert teachers
- Australian Maths competition

5.0 Definitions

- 5.1 **Acceleration** is a developmentally appropriate placement process to advance students' academic enrolment ahead of their peers who are the same age in one or more subjects by one or more whole learning years.
- 5.2 **Case Management** is a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students.
- 5.3 **Curriculum** is the documented program of study implemented by ACT schools.
- 5.4 **Curriculum differentiation** is adjustment to curriculum in content, process, product and/or learning environment to meet the needs of a student, or students.
- 5.5 **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.
- 5.6 **Early Entry** is a placement process for students who demonstrate readiness for formal schooling earlier than the usual school commencement age (preschool).
- 5.7 **Enrichment** (broadening) is a curriculum differentiation strategy applied where the student's learning pace is faster than that of their cohort. The student's learning is broadened by additional individual inquiry that goes beyond what is expected of the class in terms of level and degree of abstraction, but is related to the content area.
- 5.8 **Extension** (deepening) is a curriculum differentiation strategy in which additional tasks such as portfolios, projects or research questions are given to gifted and talented students in specific areas so that their knowledge and understanding is extended or deepened.
- 5.9 **External Agencies** are community based organisations that provide educational opportunities and programs for students.
- 5.10 **Gifted and Talented Liaison Officers** 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.
- 5.11 **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.
- 5.12 **Identification** 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).
- 5.13 **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.
- 5.14 **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.

Attachment A: Gifted and Talented Education Flowchart

Gifted and Talented (GAT) Education Flowchart



Attachment B: Parent and Teacher Checklists**Fadden Gifted and Talented Parent Checklist**

(Items adapted from Gifted Education Research, Resource and Information Centre, Uni of NSW)

Carefully read each of the following descriptions. Decide how much you agree or disagree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one box for each item. Please recall specific incidents or examples about your child to substantiate your claim..

My child:**1. Has quick recall of information.**

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA		SD		Unsure or don't know
1	2	3	4	5

A personal example:

2. Knows a lot more about some topics than do other children that age.

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music etc; finds out a lot about a particular subject on his/her own)

SA		SD		Unsure or don't know
1	2	3	4	5

A personal example:

3. Uses advanced vocabulary.

(e.g. surprises older children and adults with big words used; uses unusual words for a child; speaks like a grown up when speaking to adults but uses simpler words when talking to peers or younger children)

SA		SD		Unsure or don't know
1	2	3	4	5

A personal example:

4. Began to read or write early

(e.g. could read individual words at an early age; started to read before entering school; likes to read, write or tell stories; learned to read without being taught)

SA		SD		Unsure or don't know
1	2	3	4	5

A personal example:

5. Shows leadership abilities.

(e.g. other children ask my child for help; organises games and activities for self and others; makes up rules and directs group activities; may be bossy)

SA		SD		Unsure or don't know	
1	2	3	4	5	

A personal example:

6. Is resourceful and improvises well

(e.g. comes up with own 'inventions'; designs own projects; is creative in the use of materials and ideas)

SA		SD		Unsure or don't know	
1	2	3	4	5	

A personal example:

7. Often prefers the company of older children and adults.

(e.g. likes to join in games with older children rather than age peers; enjoys adult company and conversation)

SA		SD		Unsure or don't know	
1	2	3	4	5	

A personal example:

Please feel free to attach any further information you think is important about your child that we have not asked.

Teacher Nomination Form

Student's Name.....

Year Level

Date of Birth.....

Teacher:

Please highlight relevant items

Characteristic	Positive Behaviours	Negative Behaviours
Highly curious	<ul style="list-style-type: none"> • asks probing and reflecting questions • inquisitive • remembers details • asks lots of questions 	<ul style="list-style-type: none"> • asks inappropriate questions • poor group participant • easily diverted from task
Abstract thinker	<ul style="list-style-type: none"> • makes generalisations • tests out ideas 	<ul style="list-style-type: none"> • questions others • questions authority
Flexible thinker	<ul style="list-style-type: none"> • employs variety of strategies to work something out 	<ul style="list-style-type: none"> • manipulates people and situations by using a variety of strategies
Clever use of humour	<ul style="list-style-type: none"> • enjoys adult humour • gets teachers' jokes! 	<ul style="list-style-type: none"> • uses humour at the expense of others
Superior Vocabulary	<ul style="list-style-type: none"> • heightened involvement in discussions • enjoys adult-like discussions 	<ul style="list-style-type: none"> • may be bossy or overbearing when working with others
Advanced Reading	<ul style="list-style-type: none"> • reads widely • advanced vocabulary and comprehension 	<ul style="list-style-type: none"> • reads constantly • neglects peer interaction and work – prefers to read
Retention of knowledge; fast learner	<ul style="list-style-type: none"> • moves beyond core content and skills quickly • detailed recall of facts 	<ul style="list-style-type: none"> • rushes work, then disrupts others • monopolizes class discussions
Long attention span	<ul style="list-style-type: none"> • concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> • easily distracted unless the task is an area of passion or interest
Independent	<ul style="list-style-type: none"> • self-directed • focused on task in research or study 	<ul style="list-style-type: none"> • reduced involvement in discussion or group work • uncooperative in a group
High level of responsibility and commitment	<ul style="list-style-type: none"> • sets attainable goals • learns to accept own limitations • tolerant of peers in a group 	<ul style="list-style-type: none"> • self-critical • perfectionist when completing tasks • sets unrealistic expectations for other group members

Strong feelings and opinions	<ul style="list-style-type: none"> • listens to others • shows concern and interest • considers others' points of view • aware of others' feelings 	<ul style="list-style-type: none"> • speaks out and lacks tact • over-reacts to others' comments and reactions • confrontational
Strong sense of justice	<ul style="list-style-type: none"> • empathises with those less fortunate • wants to 'save the world' • stands up for other children whom they think have been poorly treated 	<ul style="list-style-type: none"> • argues the rules in games • frustration when others don't play exactly by rules • asks older children or adults to solve issues seen as 'unfair'
Original and creative	<ul style="list-style-type: none"> • comes up with ideas 'out of the box' • sees problems as a whole • connects thoughts and feelings 	<ul style="list-style-type: none"> • unaccepting of status quo • absent-minded or daydreamer • asks unrelated questions • disorganized
High energy level	<ul style="list-style-type: none"> • wide variety of interests • organises time well • high level of individualised learning 	<ul style="list-style-type: none"> • often difficult to live with • may appear hyperactive • easily bored so seeks out new things to explore
Immersion learner	<ul style="list-style-type: none"> • wants to know everything about a topic • becomes an expert on a topic by reading widely or talking to people 	<ul style="list-style-type: none"> • focuses on topics of interest to them, at the expense of classroom work • shows off knowledge to prove others wrong

Any additional comments:

Attachment C: Gifted and Talented Children – Additional Information

The distinguishing features of the gifted become apparent from an early age. Silverman (1993) provided a useful generalisation of the intellectual and associated personality characteristics of the gifted group. Not all of these features are exclusive to gifted and talented students but such students possess them to a greater degree.

Intellectual traits	Personality traits
Exceptional reasoning ability	Insightful
Intellectual curiosity	Need to understand
Rapid learning rate	Need for mental stimulation
Facility for abstraction	Perfectionism
Complex thought processes	Need for precision/logic
Vivid imagination	Excellent sense of humour
Early moral concern	Sensitivity/empathy
Passion for learning	Intensity
Powers of concentration	Perseverance
Analytical thinking	Acute self-awareness
Divergent thinking/creativity	Nonconformity
Keen sense of justice	Questioning rules/authority
Capacity for reflection	Tendency to introversion

(Silverman, 1993, p53)

Not all the characteristics of gifted and talented students are seen to be positive. Davis and Rimm (1998) listed the following negative characteristics that gifted students may display. These are often exhibited by gifted underachievers and students with a learning disability:

- Stubbornness
- Non-participation in class activities
- Uncooperativeness
- Cynicism
- Sloppiness and disorganisation
- A tendency to question authority
- Emotional frustration
- Absentmindedness
- Low interest in detail.

Varying patterns of characteristics are found in individual students because they differ in intellectual level, specific abilities and degree of mental activity (Silverman, 1993).