

Gifted and Talented Policy



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Statement of Purpose

All government schools have a responsibility to educate all students to their potential. The NSW public school system is committed to high quality educational outcomes for all gifted and talented students.

Gifted and talented students are found in all communities regardless of their ethnic, cultural or socio-economic backgrounds. Giftedness and talent may occur in any different areas including the creative arts, academic subjects, social and leadership skills and sporting interests. The gifted population may include students who are underachieving and who have disabilities. It is imperative that school communities develop effective, equitable and defensible identification programs that avoid cultural bias and provide developmentally appropriate programs for gifted and talented students.

Gifted and talented students need differentiation because they:

- Learn at faster rates
- Find, solve and act on problems more readily
- Manipulate abstract ideas and make connections to an advanced degree

The aims of Vardy's Road Public School are:

- To identify gifted and/or talented students in the school population
- To provide opportunities for gifted and/or talented students to achieve their potential within the school's capacity
- To provide opportunities, stimulation and experiences for gifted and/or talented students to demonstrate their talents

The purpose of our Gifted and Talented Policy is to provide a clear framework and direction for the use of all adults and students at Vardy's Road. It reflects the values and principles that we consider to be important for our school. The policy will be reviewed in consultation with the school community; the next review will be conducted by 2018.

References and resources can be accessed as follows:

- Department of Education and Training guidelines:
 - Policy and Implementation Strategies for the Education of Gifted and Talented Revised 2004
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polgdl.pdf>
 - Guidelines for the Use of Strategies to Support Gifted and Talented Students
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polgdl.pdf>
 - Early Entry to Primary Schools
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/gdles1entrygen.pdf>
- Blooms Matrix
- NSW Association for Gifted and Talented Children
- VRPS Gifted and Talented Policy located at: Faculty/Teacher/Gifted and Talented (shared drive)

Definitions

Gifted	Gifted students are those whose <i>potential</i> is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical (Gagne 2003)
Talented	Talented students are those whose skills are distinctly above average in one or more areas of human performance (intellectual, creative, social, physical) (Gagne 2003)
Underachievement	Underachievement can be described as students not working to their potential, ie, a discrepancy exists between their performance and perceived potential
Differentiation	Differentiation is the modification of curriculum from slight to major in order to meet the needs of students
Subject/Strand Acceleration	Subject/Strand Acceleration is appropriate for students who require acceleration in one area such as English or a specific strand of work such as numeration in Mathematics
Early Entry	A form of Year Acceleration, early entry is early enrolment to Kindergarten of Gifted and Talented children who meet the early enrolment eligibility criteria
Year Acceleration	Year acceleration may be appropriate for highly gifted students working well beyond their chronological peers
Extension	Extension is the provision of opportunities at a greater level of challenge to the student, eg, acceleration, grouping and differentiation of the curriculum which allows gifted and/or talented students to access meaningful opportunities
Enrichment	Enrichment is the provision of breadth in the curriculum at the same level of challenge to the student, not more of the same
Bloom's Taxonomy	A classification system used to define and distinguish different levels of human cognition, ie, thinking, learning and understanding
Bloom's/Gardner's Matrix	This planning matrix provides a range of activities that fit within each level of human cognition according to Bloom's Taxonomy
Learning Support Team (LST)	The LST is made up of the School Principal, Assistant Principals, the School Counsellor and the Learning and Support Teacher (LaST)
Individual Educational Plan (IEP)	A written plan for managing and delivering the curriculum for a gifted and/or talented student

Roles and Responsibilities

The Parents/Caregivers will:

- Provide useful and reliable information about the abilities and characteristics of their child to the school
- Support enrichment programs provided for their children
- Provide feedback to the classroom teacher about their child's experience with the extension, enrichment and differentiation strategies put in place within their IEP

The School will:

- Provide ongoing and relevant professional development in strategies for gifted and/or talented teaching and learning whilst support teaching and learning activities through a range of resources and opportunities
- Develop positive attitudes towards the needs of gifted and/or talented students
- Work collaboratively with the community to review the school policy for gifted and/or talented education within 4 years

The Learning Support Team will:

- Coordinate student, parent, teacher and counsellor interviews where appropriate
- Regularly review student progress, strategies and provisions
- Collaborate with outside agencies

The Teachers/Learning and Support Team will:

- Recognise and identify individual student needs through the use of a variety of assessment strategies
- Select and implement a variety of strategies for the individual needs of gifted and/or talented students
- Provide enrichment and extension activities for all students when appropriate
- Nominate students considered gifted and/or talented for further assessment
- Provide ongoing and relevant professional development in strategies for gifted and/or talented teaching and learning

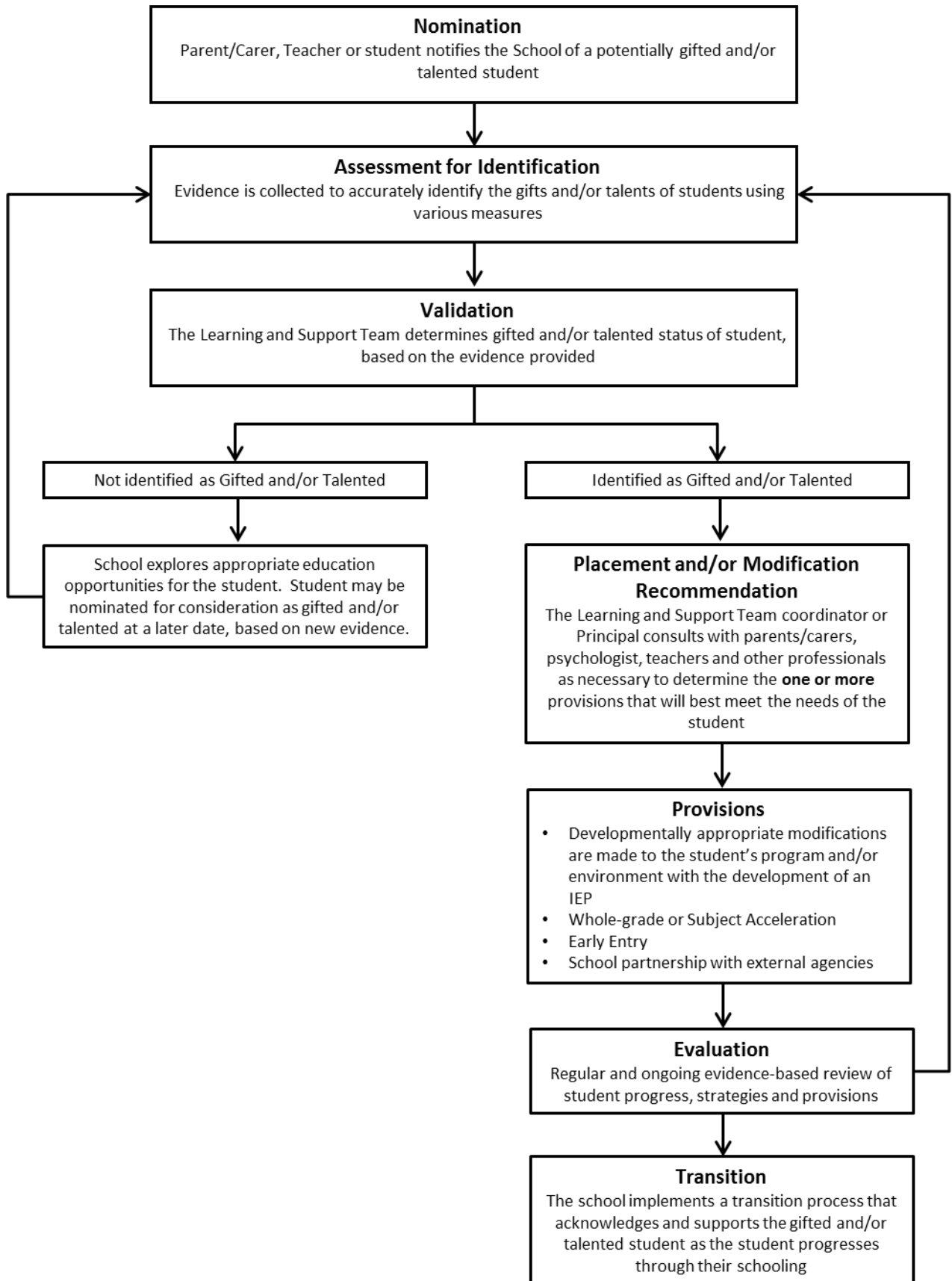
The Counsellor will:

- Conduct psychometric assessment
- Provide counselling at the request of the student, parent or teacher
- Be an advocate for students and support staff development

The Students will:

- Participate in programs specifically designed to cater for their individual needs
- Be involved in the development of their learning program where appropriate

Gifted and Talented Process



Identifying Gifted and/or Talented Students

The identification of gifted and/or talented students, as early as possible in their school career, is essential if their particular needs are to be addressed

It is important to consider that in some circumstances and for a variety of reasons gifted and/or talented students may not necessarily be demonstrating their gifts and/or talents. This may be the case for social reasons or the student may be exhibiting less desirable behaviours due to frustration or a desire to not stand out from the group. It is the school's responsibility to support the gifted and/or talented student to achieve their full potential.

The identification process must:

- Be school-wide, inclusive and culturally fair
- Be dynamic and continuous
- Recognise degrees and all areas of giftedness and talent
- Allow for early identification and identification at all stages

Specialised approaches may be needed to recognise gifts and talents in relation to the following groups:

- Underachievers
- Students with learning difficulties and/or disabilities, ie, ADHD, autism
- Students from socially and culturally diverse backgrounds

Assessment for Identification and Validation

Ongoing evidence is collected to accurately identify the gifts and/or talents of students using measures that may include:

- Parent/Teacher/Student nomination
- Psychological assessments
- Interviews
- Student work
- Curriculum-based assessment and reporting
- Educational history
- Medical history
- Checklists from a Psychologist or School Counsellor
- Other relevant information

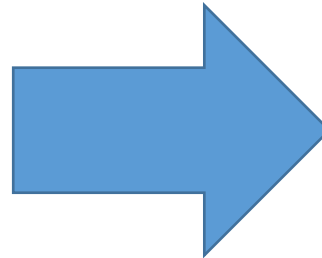
Development and Implementation of Individual Educational Plans

An Individual Educational Plan (IEP) will be written for each student identified as gifted and/or talented. Teachers will develop the IEP in Semester 1 and review in Semester 2. A copy will be sent to the parent. Monitoring will be undertaken throughout the year by all parties so that the plan can be adjusted as and when required. At the end of each year, information will be exchanged with the child's new teacher.

The IEP will include one or more of the following:

- Various grouping, enrichment and differentiation strategies within the class, school or state
- Individual research and investigation projects including linking mentors with specific expertise
- Various enrichment and extension opportunities
- Placement in Enrichment classes*
- Contract work, with students negotiating the components of the contract
- Accelerated progression may be appropriate for highly gifted students working well beyond their chronological peers. This may include early entry opportunities
- Ongoing evaluation and transition

*NB: Enrichment classes at Vardy's Road Public School provide enrichment for students; they are not an Opportunity Class (OC).



The IEP will include examples of:

- Online learning
- Hypothesis testing and problem solving
- Individual research and investigation
- Opportunities for peer mentoring
- Researching topics of interest independently
- Pretesting to determine whether areas of the curriculum are already understood
- Transition programs
- High school linkage programs
- Tailored homework
- Opportunities to enter or engage in programs and competitions such as:
 - Kids Connect
 - State based programs, eg, Art units programs, creative and performing arts camps
 - Independent school-run programs, eg Mind Quest
 - Online competitions, eg, Write 4 Fun
 - ICAS testing
 - Regional, zone, national try-outs and carnivals
 - Multicultural public speaking competition
 - Regional Spelling Bee
 - Those provided by the NSW Association for Gifted and Talented Children