



ACT
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Education



An ACT Government School
Respect / Tolerance & Inclusion / Excellence

57 Ratcliffe Crescent, Florey ACT 2615
PO Box 223, Kippax ACT 2615

Telephone (02) 61422730
Website: www.floreyps.act.edu.au

GUIDELINES TITLE: GIFTED AND TALENTED GUIDELINES

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IDENTIFIER: 201503

CONTACT: Principal, Florey Primary School

RELATED DOCUMENT *Gifted and Talented Students Policy 2014* available at:

https://www.education.act.gov.au/publications_and_policies/policies

PURPOSE

These guidelines outline the Florey Primary School methods of identifying and working with students who are gifted and talented. They have been deliberately designed to provide a range of options that may be included and care has been taken to ensure that the guidelines are not prescriptive as students' gifts and talents are varied and require different approaches to fulfil the needs of each individual.

1 GUIDELINES CONTEXT

- 1.1. Florey 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 to enable them to reach their educational potential.
- 1.2. 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.

2. DEFINITIONS

- 2.1. **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.
- 2.2. **Case Management** is a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students.
- 2.3. **Cluster Grouping** refers to the grouping of a small number of gifted students in one classroom.

- 2.4. **Curriculum** is the documented program of study implemented by ACT schools.
- 2.5. **Curriculum differentiation** is an adjustment to curriculum in content, process, product and/or learning environment to meet the needs of a student, or students.
- 2.6. **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.
- 2.7. **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.
- 2.8. **Early Entry** is a placement process for students who demonstrate readiness for formal schooling earlier than the usual school commencement age.
- 2.9. **External Agencies** are community-based organisations that provide educational opportunities and programs for students.
- 2.10. **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.
- 2.11. **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. Feldhusen (1993) identifies 5 levels of giftedness in all domains; mild, moderate, high, exceptional and profound.
- 2.12. **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.
- 2.13. **Grouping** refers to a range of placements to more easily provide appropriately differentiated curriculum, learning opportunities, intellectual endeavours and social opportunities. Individual/small group work with mentors (where appropriately matched mentors can be identified).
- 2.14. **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).
- 2.15. **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.

- 2.16. **Nomination** is the process of putting a student's name forward based on personal observations. Students nominated then undergo an identification process.
- 2.17. **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.

3. RATIONALE

- 3.1. These guidelines are written in accordance with the ACT ED Gifted and Talented Students Policy (2014) and build on this policy.
- 3.2. Florey Primary School recognises that it has a responsibility to undertake the following and these guidelines aim to clarify how this is undertaken within the school:
- identify gifted and talented students
 - provide a range of learning opportunities catering for individual gifts and talents
 - 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
 - identify a school-based Gifted and Talented Liaison Officer (GaTLO) to communicate with the Directorate, Florey Primary School staff, parents and students.

4. PRINCIPLES

- 4.1. Florey Primary School believes that:
- all students should receive learning opportunities that meet their individual point of need in learning
 - gifted and talented students have unique educational needs that need to be catered for to enable learning and development
 - parents /carers should be provided with communication that allows participation in decisions relating to their child's education.

5. PROCEDURES

Nomination

Nomination and Identification of gifted and talented students at Florey Primary School is supported by the ACT ED flowchart attached in Appendix A. Nominations form part of the identification process.

- 5.1. The nomination and identification process at Florey Primary School are:
- continuous to ensure a variety of opportunities for identification are provided
 - systematic and delivered in accordance with ACT ETD
 - school wide
 - equitable
 - based on research
 - designed to provide for early identification
 - designed to ensure inclusion of students from Aboriginal & Torres Strait Islander, EAL/D and other minority groups
 - managed by a case management team that consists of the principal, GaTLO, classroom teachers and school psychologist.
- 5.2. Nomination is ongoing and may occur through:
- parent interviews on intake
 - teacher nomination
 - parent nomination
 - information forms
 - peer nomination/ self-nomination.
- 5.3. A nomination is made through an interview with the principal, or the principal's delegates, in this case the GaTLO or the school psychologist.
- 5.4. A range of relevant identification methods will be employed by the GaTLO to gain a complete profile for each student nominated including:
- At new student intake:
- student information forms.
- Ongoing:
- identification checklists (Appendix B)
 - class results from IExCel and other appropriate classwork
 - national competitions.
- Annually:
- standardised student assessments to establish abstract reasoning ability – administered annually to students nominated by GaTLO.
- As required:
- above level testing by teacher/GaTLO
 - counsellor/psychologist administered IQ tests.

Working with Identified Students

5.5. Students identified will be provided with a case management approach in supporting their intellectual, physical and emotional development as needed; the following stakeholders will be engaged in the process where appropriate:

- parents/carers
- teachers
- students
- psychologist
- other professionals associated with student learning or development as necessary.

5.6. 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
- a parent or carer requests an ILP for the student.

5.7. When appropriate groupings are possible they may occur as:

- within class grouping
- like ability grouping (e.g. through intervention, extension and consolidation groups (IExCel))
- withdrawal groups (e.g. project-based work, competitions such as Tournament of the Minds)
- cluster grouping
- mentoring
- individual learning contracts (agreements with class teacher).

6 RESPONSIBILITIES

6.1. The case management team is responsible for:

- accepting nominations
- identification
- communicating with parents/carers
- planning, implementing and monitoring programs
- organising (and when applicable, delivering) appropriate professional learning for staff.

- 6.2. The GaTLO is responsible for:
- accepting nominations
 - identification processes
 - supporting teachers with the planning and implementing of appropriate programs
 - organising (and when applicable, delivering) appropriate professional learning for staff
 - reviewing and organising appropriate excursions for gifted and talented students
 - recommendation of appropriate groupings for students
 - assisting with ILP's as appropriate.
- 6.3. Teachers are responsible for:
- providing nominations
 - with the GaTLO, planning and implementing programs
 - monitoring student progress
 - communicating with parents/carers.
- 6.4. Parents/carers are responsible for:
- student nominations as appropriate
 - ongoing communication with teachers.
- 6.5. Students are responsible for:
- student nominations as appropriate
 - communicating with teachers
 - working with teachers to ensure they are maximising their learning.

7. GUIDELINE'S OWNER

7.1 Florey Primary School Board.

8. RELATED POLICIES

8.1 ***Gifted and Talented Students Policy 2014*** available at:
https://www.education.act.gov.au/publications_and_policies/policies

The guidelines were developed by Florey Primary School Board through consultation with the school community in 2015. Last date reviewed: October 2018. Date next review: October 2020.

Appendices

Appendix A

ACTED Gifted and Talented Students Policy – Flowchart

Appendix B

- “Things this Child Has Done” – Teacher Checklist
- “Things My Child Has Done” – Parent
- “Things My Young Child Has Done” – Parent Checklist
- “Gifted Underachiever” – Teacher Checklist
- “Parent Information Form” – annual intake of new students