

Edinburgh College Gifted and Talented Policy

Document History

This policy is to be ratified by the School Council on April 2021

The life cycle of this policy is three years. It will be reviewed in 2024

Rationale

This policy offers guidance for the identification of gifted and talented learners and the provision of appropriate curriculum and pedagogy to support them to achieve their full academic, personal and social potential.

Policy Detail

The policy is underpinned by the definition of giftedness and talent based on Gagne's Differentiated Model 2003 (Appendix 1) and supported by the Victorian Government Inquiry document of 2012. The resource 'Teaching Gifted Learners,' by Francis Hill has also been utilized to formulate this policy.

Gifted and talented learners can make a significant contribution to their schools. However they may also be at significant risk of underachieving and/or not completing secondary education, unless appropriate curriculum is provided to engage and challenge their abilities and develop their talents.

All gifted and talented learners need a rich learning environment that fosters wellbeing and learning outcomes consistent with their abilities. The learning environment needs to provide appropriately challenging enrichment and differentiation experiences. Within the broad range of giftedness, different levels of intellectual potential and ability will require different types of educational provision.

Policy Preparation

This document was shaped by the following principles

- All learners have the right to equitable access to educational programs that meet their specific learning needs and abilities.
- The education of gifted and talented learners must be informed by research-based practice and ongoing evaluation and improvement.
- Partnerships and shared responsibility between schools and parents/caregivers.

Identification

Giftedness is not always visible and easy to identify. Its visibility can be impacted by cultural and linguistic background, gender, language and learning difficulties, disability, socio-economic circumstance, location and lack of engagement in curriculum that is not matched to their abilities.

From an early age, being out-of- sync socially and emotionally with their same-age peers, can lead to gifted learners underachieving academically, disguising their true abilities for peer acceptance. Therefore, identification of gifted and talented learners should occur as early as possible. For some, learner's giftedness may emerge at a later time, hence identification processes need to be repeated at regular intervals.

Silverman (1993, p 53) provides a useful generalisation of the intellectual and associated personality characteristics of the gifted group that are helpful to know when

determining gifted potential.

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

The Learning and Teaching Coordinator oversees the identification process in consultation with the Learning Support Teacher, the classroom teacher, parents and student, when necessary.

In most cases the class teacher and/or parents will be responsible for the initial identification. It is necessary to be aware that gifted and talented students do not always display positive characteristics and may present as disruptive to the class with a bad attitude.

Other identification procedures could include:

- Observation of children’s behavior, play interests and a history of their early development.
- Parent/Caregiver interviews: parents/caregivers are a valuable source of information and are essential to gain a whole picture of the gifted child. No one knows a child better than his or her parent/caregiver. Significant traits and areas of advanced development can be readily observed in young children and it is the parent/caregiver who is the ‘keeper’ of this information. For example, early development of speech and movement are strong predictors of high intellectual ability and occur long before school entry.
- Parent/Caregiver and educator Gifted and Talented Checklists. These include cognitive and affective (social-emotional) traits and characteristics.
- Student interest surveys, self-reports, and student interviews.
- Standardised attainment tests and off-level testing: The use of off-level tests

(tests designed for older students within the school) allows teachers to place students in classes that are appropriate to their ability levels rather than age or year-level appropriate (AGAT school owned program)

- Standardised achievement tests such as the 'Raven's Standard Progressive Matrices', and Standardised Assessments of cognitive (intellectual) development and ability that can only be administered by the Learning and Teaching Coordinator (Raven's matrices school owned program)
- Assessment is determined by the Raven's Matrix test given by the Learning and Teaching Coordinator or Victorian Association for Gifted & Talented Children (<http://bit.ly/32skt60>)

Register of Identified Students

A register of students identified as Gifted and Talented is maintained by the Learning and Teaching Coordinator. Students will be added as they are identified and the register will be reviewed annually.

Strategies in place to develop the Gifted and Talented program.

1. The School Gifted and Talented Committee consists of the Learning and Teaching Coordinator, the Learning Support Coordinator.
2. Continued identification of Gifted and Talented students
3. Raising staff awareness and developing staff skill sets through staff meetings and outside learning opportunities.
4. Provision of opportunities for identified students are to be catered for in the classroom and on a whole school basis. The Identified Student must have an individualized learning plan if they fit any of the following criteria:
 - are assessed by psychologists as being in the intellectually gifted range at the 98th percentile or above, and are capable of working at a significantly higher level than their age peers. Students from the 95th percentile are also considered to be in the lower gifted range and will be offered the same opportunities.
 - require provisions beyond those offered within their class.
 - display uneven development with a significant gap between areas such as verbal and non-verbal performance or have learning difficulties/disabilities that require targeted support.
 - enroll early, to school or are to be accelerated through a year level.
 - require significant social/emotional support.

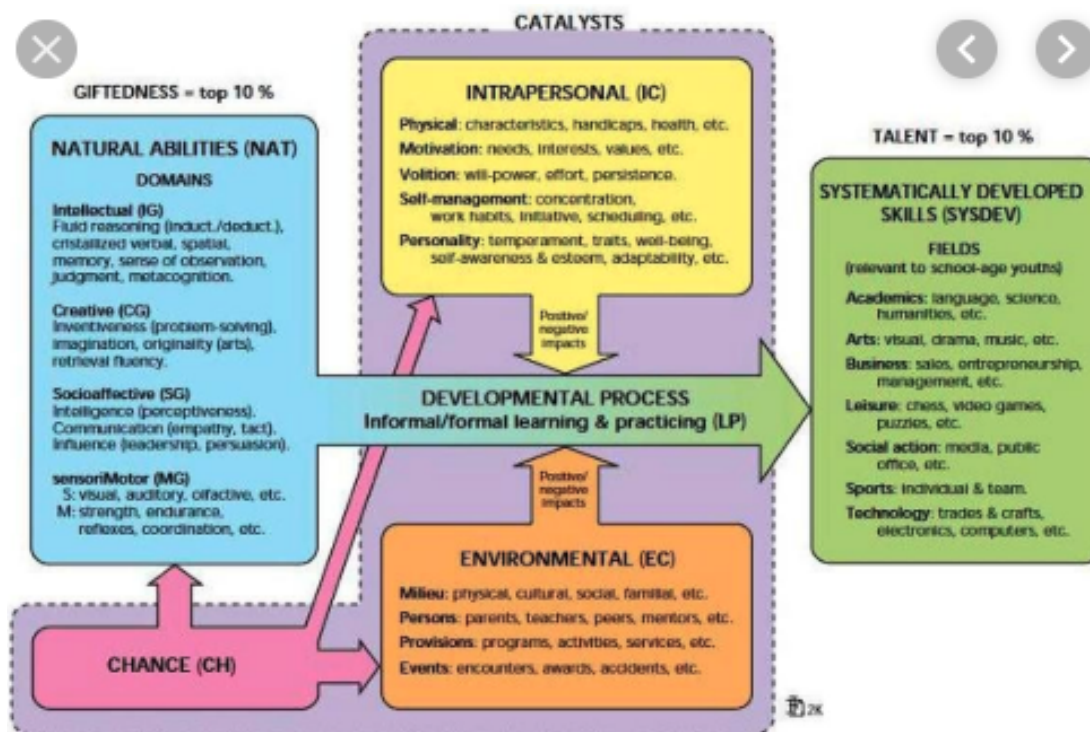
Model of Learning employed to address the learning needs of Gifted and Talented students

Gagné's model

Although a number of different definitions have been proposed over the years, there is no universally accepted definition of students who would be identified as having particular gifts or talents. However, a shared understanding of giftedness is important in order to address their needs. In Australia today, Gagné's model provides the most generally accepted definition of both giftedness and talent.

Gagné's Differentiated Model of Giftedness and Talent (2008) provides research-based definitions of giftedness and talent that are directly and logically connected to teaching and learning. According to Gagné, gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability:

- intellectual
- creative
- social
- Physical.



Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

Using this model within the context of the Australian Curriculum, the content, depth and complexity is adjusted, as well as the concepts of personalised learning within the

general capabilities and/or cross curriculum priorities will be employed to create suitable extension programs. Therefore the following are considered:

- Curriculum content that is abstract, complex, allowing topic depth/breadth and variety, integrated around a key idea or basic concept, studies people and allows various methods of inquiry. This may involve compacting or acceleration methods.
- Individual projects and assignments, negotiated contracts using Bloom's Taxonomy, Socrates questioning.
- Curriculum process that allows higher levels of thinking, creative problem solving and thinking, moral reasoning, open ended questions and activities, research methodologies, ethics, debating, metacognition, growth mindset, freedom of choice, pace and variety, cooperative / social skills.
- Products including problems and real world audiences, and appropriate evaluation.
- Deep Learning Pedagogy, Quinn et al. Tools for engagement, will also be utilised to address the needs of these students

Within the school community

- Special interest groups eg: Band, Concert, Academic Competitions, Student Leadership, Peer Support, Chess, radio station?
- Extra Curricula activities (excursions, Gateways, Debate Clubs, Tournament of Minds)
- Recognition of excellence through School Newsletter and assemblies.

Roles and Responsibilities

Role	Responsibility: Teachers support gifted and talented learners by:
Teachers	<ul style="list-style-type: none"> • Undertaking professional learning to enhance gifted education teaching practice. • Becoming familiar with the multifaceted concepts and characteristics of gifted and talented learners and appropriate methods of identification and specialist support. • Providing differentiated curriculum • Liaising and communicating with parents/caregivers where appropriate • Liaising with and utilising support from

	<p>Psychologists Educational Services.</p> <ul style="list-style-type: none"> • Reporting of outcomes for gifted and talented learners through assessment and reporting processes.
<p>Learning & Teaching, Heads of School</p> <p>Adapted from DECD Government of S.A. Gifted Children and Students Policy</p>	<p>Head of School support gifted and talented learners by:</p> <ul style="list-style-type: none"> • Supporting staff to undertake appropriate professional learning in gifted education. • Liaising with and providing parents/caregivers with information about specialist schools, clubs, associations and competitions. • Ensuring effective identification, monitoring and support. • Developing collaboration within and beyond the school/prior to school settings to increase access to programs, expertise and resources. • Ensuring data collection and reporting in site learning plans and annual reports.

Review

This Policy will be every 3 years to ensure that any legislative changes are implemented or any school circumstances or arrangements have changed.

Resources

<https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/>

Gifted students 0-8 years of age

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/gtmakedifference.aspx>

Education and Training Reform Victoria,

2006 <http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx>

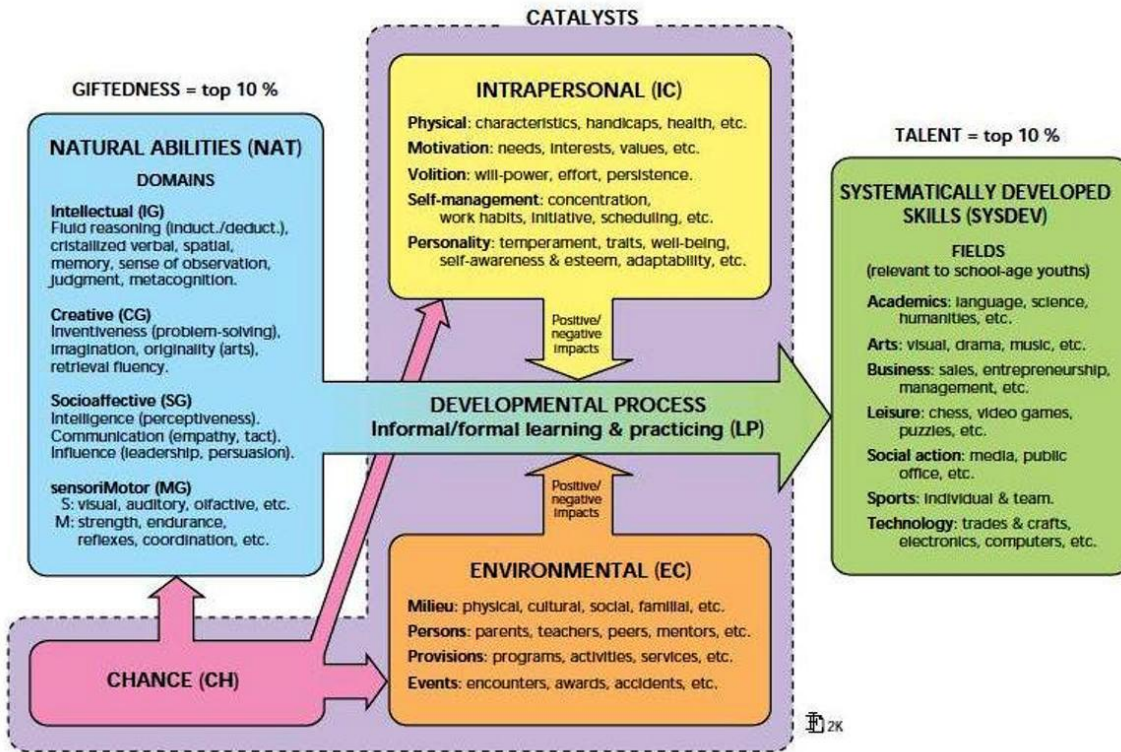
Gifted Education Research

<https://education.arts.unsw.edu.au>

Victorian Government Inquiry document of 2012:

http://www.parliament.vic.gov.au/images/stories/committees/etc/Past_Inquiries/EGTS_Inquiry/Government_Response/Gov_Response_Education_Committee.pdf

APPENDIX 1 – GAGNE MODEL



Gagne's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)