

Kariong Public School

Gifted and Talented Policy



(revised 2018)

The overall purpose of schooling Gifted & Talented Students (also referred to as High Potential Learners) at Kariong Public School is to maximise the educational outcomes of those identified as Gifted & Talented.

Rationale

At Kariong Public School we recognise the need to encourage excellence in all areas of endeavour:

- _ Social leadership ability
- _ Creative or productive thinking
- _ General intellectual ability
- _ Specific academic aptitude
- _ Psychomotor ability
- _ Creative and performing arts

It is also recognised that Gifted & Talented students are found in all communities regardless of the social-cultural or socio-economic background.

Definitions

Gifted students are those with the potential to exhibit superior performance across a range of areas of endeavour.

Talented students are those with the potential to exhibit superior performance in one area of performance.

Outcomes

- 1. Students will** accept, value and foster their own talents and giftedness. They will be challenged and actively involved in their learning.
- 2. Teachers will** - identify Gifted & Talented students, recognise the barriers to the development of talent and giftedness and employ a range of strategies to cater for Gifted & Talented students.
- 3. School based curriculum will** accommodate Gifted & Talented students.

Aims

1. To enable students to achieve high standards of learning and develop self-confidence, high self-esteem and a commitment to personal excellence based on a positive set of values.
2. To identify Gifted & Talented students through a variety of procedures such as teacher nomination, peer nomination, parent nomination, self-nomination, standardised tests and assessments.
3. To recognise and meet the specific needs of Gifted & Talented students.
4. To continually build upon resources that will support educational outcomes of Gifted & Talented students.
5. To enable teachers to cater for the needs of Gifted & Talented students by providing teachers with support, ongoing inservice, dissemination and organisation of resources and information on current research.
6. To ensure effective evaluation of programs and achievements.

Identification

In accordance with DOE policy, identification is a multifaceted process which involves both subjective and objective measures of potential and achievement.

Identification at Kariong PS may include:

- Standardised testing regularly conducted by the school including PAT Maths, PAT Reading Comprehension, SENA, Sharp Reading, NAPLAN results etc.
- Analysis of school achievements and progress (academic, social and emotional)
- Teacher nomination
- Parent nomination
- Peer nomination
- Self-nomination

The Principal in consultation with the executive, classroom teachers and school counsellor, under the direction of the Learning Support Team manage the identification and monitoring process.

Characteristics of Gifted Learners

Identifying characteristics of Gifted & Talented students is important because it helps teachers and parents recognise and understand gifts and talents within students (Davis and Rimm, 1994)

Distinguishing features of gifted learners become apparent from an early age. Silverman (1993) provided a useful summary of the intellectual and personality characteristics of gifted learners. Not all of these features are exclusive to gifted learners, but such students may possess them to a greater degree. Likewise, not all gifted students will exhibit all of these characteristics.

Intellectual Traits

Exceptional reasoning ability
Intellectual curiosity
Rapid learning rate
Facility for abstraction
Complex thought processes
Vivid imagination
Early moral concerns
Passion for learning
Powers of concentration
Analytical thinking
Divergent thinking/creativity
Keen sense of justice
Capacity for reflection

Personality Traits

Insightful
Need to understand
Need for mental stimulation
Perfectionism
Need for precision/logic
Excellent sense of humour
Sensitivity/Empathy
Intensity
Perseverance
Acute self-awareness
Nonconformity
Questioning rules/authority
Tendency to introversion (among the highly gifted)

Identification Timeline

See Gifted and Talented Register Flowchart

Kariong Public School Gifted and Talented Register

Nomination

- CT notifies AP of a potentially G&T student. Complete **Primary Teacher Nomination Form**. and/or
- **Parents** are invited to apply for their child via KPS newsletter to become part of the KPS G&T Register - Parents complete **Who is a Gifted Student?** note linked to the newsletter early Term 1. Return of consent slip required for possible addition to G&T Register. and/or
- **Student or Peer Nomination** can apply. Refer to G&T nomination forms.

Identification

- **SLST** respond to nomination application. Further clarification is sought and the notes **Gifted & Talented Students and Nomination by parent or caregiver** is completed by parents.
- Evidence is collected to accurately identify the gifts and talents of the student using a variety of assessments. (See KPS G&T Policy)

Validation

- **SLST** determines G&T student status based on assessments.
- **Non Successful** - School explores appropriate educational opportunities for the student. Student may be considered for G&T Register at a later date based on ongoing assessment.
- **Successful - AP and CT** create **IEP**. Student may undergo KLA or whole grade acceleration and/or is identified as having dual exceptionalities. **Parent** is involved in IEP process.

Transition and Monitoring

- **SLST**: Meeting agenda reflects opportunities for G&T students and implements a transition process that acknowledges and supports the G&T student.
- KPS G&T Tracking Sheet is completed for the individual and records extension opportunities and programs offered each year of schooling. Maintenance to occur fortnightly.
- **CT** - IEP and classroom program reflects differentiation with additional opportunities highlighted each term.
- **AP** - Supervision of CT program T1, T2, T3 and T 4 of each school year.
- Maintenance of G&T Register is dependent upon; The attitude of the student towards the program, the performance of the student in the program and/or the appropriateness of the program for the student.

Implementation Strategies

KPS class options may include:

The Classroom Learning Environment

- Student-centred rather than teacher-centred
- Independent rather than dependent – commitment to and encouragement of students' self-initiative
- Open/flexible – divergent thinking encouraged
- Accepting rather than judging
- Complex intellectual tasks
- High physical mobility

Up-to-date educational research shows that the delivery of a **differentiated curriculum** in a mainstream setting effectively supports the learning needs of Gifted & Talented students. Curriculum differentiation provides a planned and documented curriculum that is adapted to take into account the needs and abilities of groups of students with particular educational needs. Curriculum differentiation for Gifted & Talented students provides for personalised learning opportunities, increased student choice and challenges appropriate to their developmental level. Differentiation can also include enrichment and extension activities.

Highly and exceptionally gifted students may require an Individual Education Plan (IEP). This will be developed by a child's class teacher in consultation with the Learning Support Team. An IEP includes information about a student's previous achievements, current and future learning goals and areas for development. Identified students will be added to the KPS Gifted & Talented Support Register and will be regularly monitored by the School Learning Support Team.

The Curriculum

1. Content

- Abstractness – increased level of thinking and complex vocabulary
- Complexity – challenge in the content of learning tasks and a focus on an interdisciplinary approach
- Variety (topic breadth and depth)
- Organization of content around a key area or basic concept
- Study of people

2. Process

- Higher levels of thinking (Bloom's Taxonomy)
- Creative problem solving
- Moral reasoning
- Open-ended questions and activities
- Inquiry approach/questioning
- Evidence of reasoning (Thinking skills to be taught intentionally)
- Freedom of choice in topic, method, environment. Negotiated learning
- Pace and variety
- Co-operative, social and leadership skills
- Co-operative learning – group tasks e.g. jigsaw

3. Product

- Problems (student generated/relevant/current real world issues)
- Real audiences (with interest in or understanding of the topic)
- Appropriate evaluation (teacher/peer/self/group/audience)
- Transformations of information rather than summaries

Classroom Management

- Independent research projects
- Group work and cooperative learning
- Learning/interest centres
- Negotiated learning
- Contracts/management plans
- Peer teaching

Teachers implement these strategies based on the students' strengths, interests and the subject area being taught.

KPS whole school options may include;

- Vertical grouping/ horizontal grouping
- Enrichment /Extension groups e.g. Performing Arts Groups
- Special Interest Groups – chess, dance, recorder, choir, art, music
- School Enrichment programs e.g. PSSA sport, sports clinics, iWrite
- School talent quests – dance, drama
- Team teaching – matching teacher expertise to students' talents
- Independent research and contracts
- Flexible progression
- Learning centres
- Competitions e.g. UNSW ICAS English, Maths, Writing, S&T, ICT
- Public Speaking and Debating
- Rich tasks
- SRC
- Robotics, Coding, We Do and STEM opportunities
- Technology – enrichment groups
- Environment Groups
- Premiers Reading, Spelling and Sporting Challenges
- Publications that recognise excellence e.g. Newsletter, Assembly items etc.

KPS outside school options may include;

- OC classes and Selective High Schools
- District provisions – choir, music and dance festivals, chess and support networks e.g. SRC
- Multicultural and District Public Speaking
- Competitions e.g. Operation Art, Book Week Competitions, locally run competitions.
- Writing and Poetry Competitions
- GAT Camps e.g. Creative Arts, Writing
- Mentors/ High School Links
- Weekend Enrichment Activities
- Australian Youth Choir
- PSSA – Zone/District/State selection
- Maths Olympiad
- Information of extra curricula activities advertised to parents and community via school newsletter

Accelerated progression

Accelerated progression is a placement procedure, not an educational program. Schools should ensure that, whether a gifted student is accelerated or placed with age peers, he or she has a developmentally appropriate curriculum.

The curriculum for gifted students should be academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, cultural, social and emotional needs. Educational programs for these students may contain:

- content acceleration to match students' abilities
- thoughtfully planned relevant enrichment
- the opportunity to work with peers of similar ability
- the opportunity to work with mentors who have high levels of expertise.

Further information of DEC Guidelines on the Accelerated Progression of Academically Gifted Students K-6 is available at:

http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/gdlk6_accprggen.pdf

The Board of Studies Guidelines for accelerated progression (2000) provides the following State wide indicators when considering students for accelerated progression:

...it is probable that only one in 200 (0.5%) students would be capable of acceleration in all subjects...it is probable that the most capable 5% of students could be appropriate for acceleration in one subject of special interest and expertise (p. 21).