

# Policies

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## Gifted & Talented Policy

Status: Review August 2016  
Education Sub-Committee

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### Rationale:

Our school will provide a challenging and comprehensive curriculum for all students, including those who are identified as gifted and talented.

Gifted and talented students need a learning environment that promotes wellbeing and learning outcomes consistent with their abilities.

### Aims:

- To support the abilities, personal qualities and talents of all children and ensure that all children receive an education appropriate to their abilities.
- To provide higher order thinking and questioning skills for all students.
- To stimulate children through extracurricular activities and through curriculum acceleration, enrichment and extension.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To understand that there are varying degrees of giftedness and a range of areas in which giftedness is evident—general intellectual ability; specific aptitude in one or more subjects; leadership; creative and performing arts; psychomotor ability

### Guidelines:

- RHPS will follow Department guidelines for Gifted Students:  
<http://www.education.vic.gov.au/school/parents/learning/Pages/gifted.aspx>
- Definition: Gifted and Talented shall be based on Gagne's (2002) definition: **Giftedness** refers to a student's outstanding potential and ability in one or more domains, (e.g. intellectual, creative, socio-affective and sensory-motor) **Talent** refers to outstanding performance in one or more fields of human activity. Talent emerges from ability as a consequence of the student's learning experience.
- Identification:
  - Teacher anecdotal records; teacher observations and judgements; student work samples; checklists
  - Diagnostic tasks and standardised tests
  - Moderation activities
  - Student Reports
  - Parent information obtained through interviews and enrolment procedures
- Selection for enrichment and extension activities is based on Renzulli's model of gifted behaviours which consider students with above average intelligence, task commitment and creativity for a particular task.
- The school embodies the research of Howard Gardner into multiple intelligences and particularly seeks to cater for these needs.
- Acceleration is only considered following formal assessments and recommendations from an educational psychologist that not to do so would be detrimental to the wellbeing of the student. [This policy is to be read in conjunction with the Acceleration/Retention Policy]

### Implementation:

- Extension/Enrichment/Accelerated programs complement the classroom program. These may operate by withdrawing students from their regular classes or by integrating special programs within the regular classroom program.
  - Extension— activities that add greater breadth to curriculum content in class and/or withdrawal activities that allow students to explore areas of study or interest in more depth.
  - Enrichment is provided by all teachers in all classes as part of normal differentiated provision. Working with others of like ability is important. This can be made possible by group work, or by the use of

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setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

- Differentiation within the classroom – allows students to move through content at a faster rate. The learning environment should provide appropriately challenging enrichment and extension experiences.
- Learning opportunities should facilitate the development of higher order thinking skills and higher levels of thinking should be required of Gifted and Talented Students.
- Early identification of students with high academic potential is desired.
- Rolling Hills Primary School, where possible, will provide flexible extension and enrichment programs for gifted and talented students including extension, (subject, curriculum content, or year level) special ability groupings, out of hours programs, individual learning plans, mentoring, classroom enrichment and extension, and the provision of varied teaching strategies
- Gifted students programs and activities outside the classroom will also be provided to enhance and extend the educational program of individual students eg. GATEWAYS
- Referral to an educational psychologist, school counsellor or expert in gifted development, and consultation with the Department, is essential before placing learners on an accelerated pathway such as early entry and whole year acceleration.
- Individual Learning Plans will be provided for students who have been involved in any acceleration programs and/or are working at a level 12 months ahead of their peers.
- Curriculum Differentiation caters for a wide range of learning styles, readiness and ability levels within a mainstream class. Key elements in differentiating the curriculum include:

**Pace:** Gifted and talented learners will generally understand new concepts easily with fewer repetitions. This means that they will need to progress through the curriculum at an accelerated pace of instruction to ensure their learning is continuous and that they are not bored or frustrated.

**Level:** Gifted and talented learners generally understand concepts, abstractions and ideas beyond what would normally be expected at their age level. Therefore the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.

**Grouping:** Gifted and talented learners will benefit from flexible grouping strategies where they can work individually or with other like-minded peers.

**Assessment:** Assessment is an important, on-going diagnostic tool for matching instruction to learner needs. Pre-assessment enables educators to determine what children/students already know, so that a more challenging learning program can be provided.

For gifted and talented learners with learning difficulties, the differentiated curriculum needs to be set at an appropriately challenging level and provide access to the curriculum by understanding learning characteristics; teaching to those characteristics and building on learner strengths.

## Evaluation:

The Gifted and Talented Policy shall be reviewed annually with a major review undertaken every 3 years by the Education Sub-Committee of School Council.

## References:

[http://www.education.vic.gov.au/childhood/professionals/learning/Pages/gtmakedifferen  
ce.aspx](http://www.education.vic.gov.au/childhood/professionals/learning/Pages/gtmakedifferen<br/>ce.aspx)

<http://www.gateways.edu.au/>  
[www.education.vic.gov.au/ch/](http://www.education.vic.gov.au/ch/)

<http://www.parliament.vic.gov.au/57th-parliament/etc/inquiries/article/1341>

<http://www.vagtc.org.au/>