



Gifted and Talented Education Policy

School Procedures:	Gifted and Talented Students
Year of publication:	2014 (Gifted and Talented Students Policy)
Last reviewed:	2012
Renewal Date:	2015
Related Policies:	Weetangera Primary School Assessment policy and the ACT Education and Training Directorate's 'Gifted and Talented Students' Policy.

1. Rationale

Weetangera Primary School is committed to providing a learning environment that develops every student to his/her full potential. In order to provide the best possible education for all students, we strive to provide opportunities that:

- Recognise their particular needs and abilities
- Develop their talents and potential capacity
- Engage and challenge them

This policy outlines Weetangera Primary School's responsibilities and procedures in implementing identification procedures and appropriate educational provisions and strategies to meet the needs of all gifted and talented students.

Gagne's Differentiated Model of Giftedness and Talent informs the key educational approaches and definitions contained in this policy.

2. Definitions

The Francois Gagne's definitions for giftedness and talents are as follows:

- 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 **Curriculum differentiation** is adjustment to curriculum in content and process to meet the needs of a student/s.
- 2.4 **Dual Exceptionality (twice-exceptionality)** refers to gifted students who also present with; one or more specific; learning difficulties; physical, emotional or behaviour disabilities; or other factors which may impair performance and mask high potential and poor achievement.
- 2.5 **External Agencies** are community based organisations that provide educational opportunities and programs for students.

- 2.6 **Gagne’s Differentiated Model of Giftedness and Talent** provides research-based definitions of giftedness and talent that have logical connection to identification and curriculum programs. Gagne 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).
- 2.7 **Gifted and Talented Liaison Officer (GaTLO)** are a Principal designated officer who provides a point of contact between the school and the Directorate regarding the school’s approach to, and advice on, meeting the needs of gifted and talented students.
- 2.8 **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.
- 2.9 **Identification** 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)
- 2.10 **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.
- 2.11 **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. Identification

- 3.1 Weetangera Primary School ensures that there are established, effective and equitable processes and measures in place for the identification of gifted and talented students.
- 3.2 A Gifted and Talented Liaison Officer (GaTLO) will be nominated each year.
- 3.3 The collaborative process of identifying Gifted and Talented students will include the Principal, GaTLO, Special needs team and the School Psychologist.
- 3.4 Where formal measures such as psychometric assessments for example IQ tests, or specialised approaches, are required for the screening and identification of gifted and talented students, the School Psychologist will oversee the following:
- choice of measure or specialised approach
 - administering of approach or testing procedure, and
 - interpretation and communication of the results to parents, teachers, students and relevant personnel as agreed by all parties.
- 3.5 Weetangera Primary School will use a case management approach in supporting the intellectual, physical and emotional development of gifted and talented students and ensure that parents/carers, teachers, students, school psychologist and other relevant professionals associated with student learning are engaged when appropriate.
- 3.6 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
- 3.7 A transition process will be established to support gifted and talented students as they progress through their schooling.

Gifted and Talented (GAT) Education Flowchart

Guided by the Education and Training Directorate's Gifted and Talented Education Policy, this flowchart outlines the specific processes for identification and provision of developmentally appropriate educational provisions and strategies for all gifted and talented students at Weetangera Primary School.

Nomination

Teacher or parent/carer notifies the Principal or GaTLO of a potentially gifted and talented student.

Assessment for Identification

Evidence is collected to accurately identify the gifts and talents of students using measure that may include:

- Teacher or parent/carer checklist
- Psychological assessments
- Self-identification
- Interviews
- Anecdotal records
- Student work
- Curriculum based assessment and reporting
- Educational history
- Medical history
- Other relevant information

Validation

Principal determines gifted and talented status of student, based on the evidence provided through case management

Not identified as Gifted and Talented

Identified as Gifted and Talented

School explores appropriate educational opportunities for the student. Student may be nominated at a later date, based on new evidence in consultation with all stakeholders

Placement and/or Modification Recommendation

Principal consults with parents/carers, school psychologist, teachers and other professionals as necessary to determine the **one or more provisions** that will best meet the needs of the student.

Individual Learning Plans (ILP) are mandatory when:

- The case management process recommends the development of an ILP
- A student undergoes a subject or whole-grade acceleration
- A student is identified as having dual exceptionalities

Provisions

- Developmentally appropriate modifications are made to the students program and/or environment
- Whole grade or Subject Acceleration
- Early Entry
- School partnership with external agencies

Evaluation

Regulation and ongoing evidence-based review of student progress, strategies and provisions.

Transition

A transition process is established that acknowledges and supports gifted and talented students as they progress through their schooling.