# Gifted and Talented Education Policy

# Whole- School Gifted and Talented Education Policy

## Introduction
An education is to be seen as highly valued within the school and the wider community.  Therefore as a school we recognize that all students have individual learning needs and that within our school a proportion of these students may have gifts of such an exceptional level that a modified program/s is required to develop their giftedness.  This group of students is complex and is inclusive of all perspectives such as students who are gifted and those who are gifted underachievers.

## Policy Statement/ Intent
This policy will serve as a resource and guideline for students, parents /caregivers and educators; in relationship to the identification, monitoring and support of gifted and talented students within the school community. The potential of gifted / talented students will be identified and supported.  All gifted and talented students need a learning environment that fosters wellbeing and learning outcomes consistent with their ability level.   The learning environment should provide educational pathways and appropriately challenging enrichment, extension and acceleration experiences.

## Rational
Developments in teaching practices have underlined the importance of catering for individual differences in student achievement within the mainstream classroom.  All students need the challenge of exciting tasks which give them opportunity to explore their own thinking styles in different ways.  Intellectual stimulations is derived from problem-solving and critical thinking tasks encapsulated in an integrated curriculum across a broad rang of programs across all KLA areas.  The staff at Clinton State School believe all students should achieve to their full potential.  To enable this, the school community acknowledges it has a responsibility to:
- develop effective and equitable identification procedures
- foster collaborative home-school partnerships to support gifted and talented students
- provide a range of opportunities and to monitor and evaluate programs for gifted and talented students

*(Framework for Gifted Education, Queensland Government "Department of Education, Training and the Arts"2010)*

## Definition
Gagne's (2003) Differentiated Model of Giftednessand Talented is used as a guide

**Gifted students** are those whose potential is distinctly above average *(in the top 10%)* in one or more of the following domains of human ability: intellectual, creative, social and physical.

**Talented students** are those whose skills are distinctly above average *(in the top 10%)* in one or more areas of human performance.

## Aims
 At Osborne State School we aim to:

- Raise awareness of the concept of giftedness and the needs of gifted students.
- Develop increased understanding of the educational implications for giftedness.
- Expose teachers to teaching strategies, central to gifted education, in order to enhance learning outcomes for students.
- Offer a range of strategies in curriculum design to meet the needs of students at all levels of abilities.
- Develop understandings of information communication technology and skills appropriate for gifted learners.

## The role of the Support Teacher: Gifted and Talented is to:

- Develop a Gifted Education Student file for identified students.  This file includes checklists, work samples, reports, assessment (IQ, psychological), anecdotal records, Request for Support, and a Student Enrichment Plan.
- Co-ordinate the collection of data for the identification process.
- Raise awareness of a student's needs as per the school referral Process.
- Provide resources for teachers to assist with identification, planning and support of identified students.
- Monitor identified students and record data in the Student's Gifted Education Student File.
- Provide information to teacher/s on the identification process.
- Liaise with parents, teacher/s, guidance officer, administration ect., where appropriate to assist with planning for identified students.
- Monitor and review student progress collaboratively with class teacher/s or identified students.
- Refer students to the Guidance Officer for testing, assessment or counselling.
- Work as a member of the school team to enhance and extend learning outcomes for students who are gifted.
- Provide in-service to teachers on topics related to Clinton Staters School Gifted Education Action Plan.
- Provide an ongoing enrichment program for identified and teacher-nominated students.

## Identification
## Whole School Approach
At Osborne State School identification of gifted students is an on going process that is supported by:
- Intensive and ongoing Professional development of the staff
- Staff and community awareness of characteristics of gifted students'
- A rich school environment (curricula and extra –curricula activities) that allows student's gifts and talents to emerge and develop.
- Analysis of whole school data collected twice a year

**Identification Strategies**

Since we acknowledge that gifted children are not a homogenous group and that there are different levels as well as different kinds of giftedness, then a range of identification criteria is needed. This range may include checklists, screeners, standardized tests, external data and work samples. The identification process is a shared one and does not rely on the judgement of just one teacher.

| STANDARDZIDED TEXTS / SCREENERS | YEAR LEVEL |
|---|---|
| PAT Spelling | 1-3 |
| Words Their Way Spelling Test | 1-6 |
| PAT-RV/RC (Reading – Vocabulary, Comprehension) | Prep-6 |
| PAT-M (math) | 3-6 |
| NAPLAN Tests | 3,5,6 |
| Early Start Testing | Prep- Term 1 |
| Running Records | Quarterly form Prep |
| Aboriginal & T I profiles | Prep-6 |
| Class Profiles | 1-6 |
| **IDENTIFIYING GIFTED STUDENTS: EXTRA ITEMS** | |
| Bretts Check List | As required |
| Saylar Gifted and Talented Checklist for Teachers | As required |
| Saylar Gifted and Talented Checklist for Parents (Young Children) | As required |

**Support Process for Gifted Students**

At Osborne State School, identification of gifted students is an ongoing process. The identification and support process for gifted students is generally initiated by the classroom teacher/s. It outlines the steps involved in identifying gifted students as well as providing a guide to determining the appropriate level of support that may be required. This process is facilitated and monitored by the Principal and Guidance Officer in conjunction with the Student Needs Committee.

To support the identification process Education Queensland recommends the use of the Sayler Questionnaires ( for teachers and parents) developed by Michael Syler (Harrison , C 1999, Appendix B, Giftedness in Early Childhood, Inscript Publishing, Sydney)

- Sayler: Gifted and Talented Checklist for Teachers
- Sayler: Gifted and Talented Checklist for Parents
- Sayler; Gifted and Talented Checklist for Parents (Young Children)
- Request Form support Form for Classroom Teachers

These forms are used the classroom teacher to record specific details about personal and academic aspects of an individual student who has been referred for the above process. Once completed, the form is returned to Principal and Guidance Officer who compiles the information on a Student Profile Form within the Student File

**Pedagogic Responses**
- differentiated instructions
- extension work
- curriculum differentiation
- higher order thinking based activities
- multiple intelligences based activities

**Extra- Curricular Activities**
- extended learning programs
- liaising with local high schools and participating in programs offered by them
- opportunity to attend gifted education programs / camps
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**Social-Emotional Development**
- access  to Guidance Officer for counselling / support strategy development, working with teacher

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│     Identification Flowchart of Gifted and Talented Students  │
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**Identification Flowchart of Gifted and Talented Students**

The identification flowchart is based on three phases:

- **Information Gathering**
- **Collaboration**
- **Reports and Recommendations**

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│              Phase One- Information Gathering                 │
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**Step One**- Nomination of the student

| Classroom Teacher Nomination / School Based Nomination | Parent / Guardian Nomination |
|---|---|

**Step Two**- Develop a student Profile
Student profiling is an important aspect of the identification process.  It requires all stakeholders involved to have a commencement point, and collate the data in the ongoing process of data gathering.

N.B All stages of the identification Process should be documented for review purposes.

- Use Referral form to identify students and to be assessed by Regional G.O for G&T
- Student profiling
- Past reports
- Standardised testing
- NAPLAN Testing
- IEP's
- Medical Considerations and Reports
- Psychological reports
- Performance in key learning areas
- Teacher's observations
- Observations of student in different learning environments
- Looking for learning style preference
- Psycho-social interactions
- Checklist behaviours

**Teachers can use the checklists available on One School** to gather some data on behaviours exhibited during class time.  It is recommended that teachers select a checklist that they are comfortable in using, and also an appropriate checklist to explore the traits already observed from the student. Underachieving gifted students should be considered through this process.  It is common for some gifted students to exhibit negative or underachieving behaviours.

## Phase Two- Collaboration

- **Contact with Parents / Carers**
- **Ask parents to complete Parent Checklist**
- **Peer Checklists**
- **Medical Information from parent / carer and / or other agencies**

**Step One-** Informing the Parents / Carers
An initial meeting with the parents/ carers should be arranged at this point of the identification process if the identification process has commenced from a teacher nomination.
At times, parents/carers will nominate their child/ren for the identification process.  In this instance, the teacher may wish to refer the parents to speak with the school Principal.  The Principal will then assist the parents/ carers with information on giftedness and also the school process for the identification of gifted children.  It is important that parents/ carers understand the purposes of *identification* and that they are agreeable to follow the procedure set in place for the process to reach a mutually beneficial result for the student, the family and the school.

**Step Two-** Collaboration of Stakeholders
After an initial meeting with either the teacher or the Principal or both, the parents will need to decide whether they wish to proceed with the process of 'identification' for giftedness.  At times, some parents will evaluate the information given to them by the teacher and/or Principal and may choose to not take the 'identification' pathway.

Teachers are advised to keep any documentation and/or student profiles that have been started.  These will be a valuable resource if the process is to commence at a later date.  Teachers should pass student profiles of gifted or potentially gifted students to the Principal at the end of the year and/or to the teacher of the student in the following year level.

- Meeting with parents/carers, teacher and Principal
- In some instances the GO (Guidance Officer) will be requested to attend this meeting if he/she is already a stake holder to the student's individual case.
- Student profiles will be discussed.  Relevant academic, specific or general information can be collated at this point.
- Parent insight and checklist
- Relevant medical assessment considered here.

**NB. All stages of the Identification Process should be <u>documented</u> for review purposes. The Principal and/or Guidance Officer will be responsible for documentation of collaborative meetings, parent meetings and any other data coming from such meeting.**

# Phase Three- Reports and Recommendations

- **Analyse results of checklist and tests**
- **Written student profile**
- **Seek agreement**
- **Plan of provision**

**Step One-** <u>Analysing the data</u>
The student profile needs to be updated and include any notes from meetings, checklists from teachers and parents, copies of results from tests and other achievements being academic or other in nature.

The Principal and GO will make recommendations for provisions based on this gathered information.

**Provisions Options**
- School based Enrichment activities eg. Digital clubs, partnerships with sister schools
- Curriculum Differentiation in the classroom suitable for the Phase of Learning and individual's needs
- Extension
- Acceleration

**Step Two-** <u>Developing Appropriate Goals and Challenges</u>
Teachers will work in collaboration with the Principal and/or GO to develop an IEP for the "identified" student
Once the program is developed, parents/carers must be involved to agree to the chosen learning paths outlined in the IEP. This allows an opportunity to for the parents/carers to know what is going to be happening with their child, and to have input into this phase of process.

**Step Three-** <u>Reviewing and Monitoring</u>
It is important to review periodically the IEP of the gifted student, and make judgements as an ongoing process no matter what pathway of provision is chosen. Checklists and other assessment tools may be useful here. Anecdotal observations are also recommended.
In the case where a student has been accelerated to a new grade level, formal review dates will needed to be set within the documentation of the "Acceleration Framework".
It is expected that parents/carers will be advised of review periods and attend appropriate meetings in these instances.