



GIFTED AND TALENTED POLICY

Review in 2021

This policy has been reviewed and updated in consultation with the Principal, the Learning Support Team and the Gifted and Talented Coordinator(2018).

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Gifted and Talented Policy

Bondi Public School

Contents

1. Introduction/Context

2. Rationale

3. Definitions

4. Aims

5. Identification

6. Implementation

- a. Grouping strategies
- b. Teaching practice
- c. Possible programs and provisions
- d. Acceleration

7. Responsibilities and Policy Evaluation

1. Introduction and Context

Gifted students have individual needs that are different from other students and therefore require learning support. The purpose of special provisions for gifted children is to respond to their unique needs. All government schools have a responsibility to educate all students to their potential. The public school system is committed to high quality educational outcomes for all gifted and talented students.

At Bondi Public School, we recognise that a student's English as an Additional Language/Dialect background, socio-economic status and underachievement due to emotional and socio-affective issues could impact the achievement of a gifted student. In preparing this policy, staff at Bondi Public School recognise the need to encourage excellence in all areas of endeavour: Social and leadership ability, creative or productive thinking, general intellectual ability, specific academic aptitude, psychomotor ability, visual and performing arts.

2. Rationale

This policy statement complements the NSW Department of Education and Communities Policy for Gifted and Talented students (2006). The overall aim is to maximise the educational outcomes of schooling for gifted students. Government schools have a responsibility to identify and cater for gifted students in their school communities. Gifted students are found in all communities regardless of socio-economic, cultural and socio-affective backgrounds.

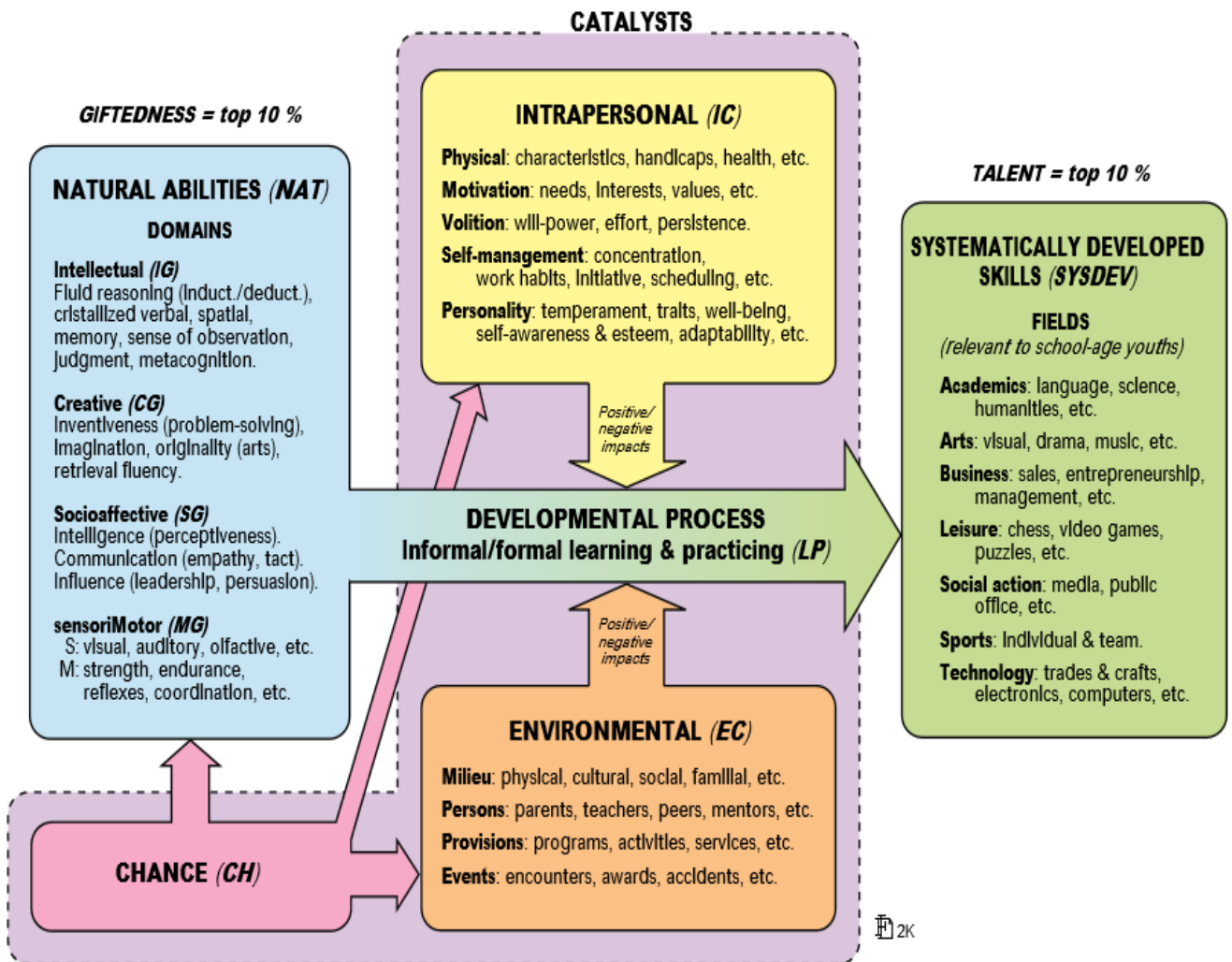
Gifted students have considerably different needs from other students as identified in Gagne's Differentiated Model of Giftedness and Talent in terms of potential and performance. These needs range from the intellectual, social and emotional in gifted students. All students at Bondi Public School should have the opportunity to fulfil their potential, including gifted students. Appropriate educational opportunities for those identified as gifted need to be provided throughout the school.

3. Definition

The Department of Education and Communities has adopted [Gagne’s Differentiated Model of Giftedness and Talent](#), which proposes a clear distinction between the two basic concepts of giftedness and talent.

Giftedness designates the possession and use of untrained and spontaneously expressed natural abilities (called aptitudes or gifts) in at least one ability domain, to a degree that places an individual at least among the top 5 - 10% of age peers.

Talent designates the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual within at least the top 5-10% of age-peers who are, or have been active in the field(s).



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

4. Aims

At Bondi Public School, we aim to improve educational outcomes for gifted students by:

- Applying appropriate identification procedures
- Making provision through appropriate programs and resources
- Providing a differentiated curriculum in classrooms
- Engaging, effective and ongoing Teacher Professional Learning for all staff
- Developing and maintaining a collaborative and collegial relationship with the whole school community including the families of gifted students
- Creating learning environments where gifted students will feel valued and accepted

5. Identification

The Gifted & Talented policy (DET, 2006) states that procedures for identification should involve parents/caregivers, students, teachers and other professionals. ***The identification procedure must be school wide, be culturally fair, use multiple criteria and recognise degrees of giftedness and talent.***

Identification of gifted children can be a complex and difficult task. It is extremely important to ensure that the procedures used in identifying gifted children are comprehensive and inclusive. Some identification procedures have the effect of missing the 'more difficult to see' gifted populations. These include students from low socio-economic, twice exceptional* and minority ethnic and cultural backgrounds (Borland 1994, Piirto 1994). Many of the most commonly used methods of identification will miss the highly gifted (Gross 1994) and gifted underachievers/twice exceptional* (Hall 1983).

**Twice exceptional students have giftedness as well as an additional identified need e.g. Aspergers, processing disorders, emotional or behavioural issues. The disabling issue can mask the giftedness and vice-versa.*

There are two types of identification: subjective which encompasses nomination processes and objective, which encompasses screening processes.

Methods of identification available include (although this list is by no means prescriptive):

SUBJECTIVE

- Teacher/Parent nomination – can be facilitated by the use of checklists e.g. Whitmore for underachievers (teacher use) and Saylor (parent use). Both checklists and others available from Gifted & Talented website, Curriculum Support)
- Peer nomination
- Self-nomination
- Parent/teacher/student conferences
- Anecdotal records

OBJECTIVE

- Educational assessments through school counsellor or educational psychologist (WPPSI for 2 – 8 year olds and WISC for older children)
- Off-level testing (involves administering tests that are at least one year level above the student's current year level in the subjects that they show potential)

- Standardised testing e.g. Ravens (particularly relevant for EAD/EAL students, PAT, Torch, Haslett scales (particularly relevant for Aboriginal & Torres Strait Island students), General Ability testing
- External standardised tests e.g. ICAS competitions, OC placement tests
- Best Start and Gifted & Talented Kindergarten
- School assessment/performance/achievement comparing students across the grade and above the grade

Identified students are added to Bondi's gifted and talented database to regularly track and monitor their progress and to provide a snapshot of information to teachers. All programs and procedures implemented are evaluated by the Gifted & Talented Committee to ensure their efficiency and current research based practice.

6. Implementation

- Implementation of the policy is the responsibility of the school executive and the Gifted & Talented representative, but all staff members have a responsibility to comply with this policy.
- To ensure whole school ownership this policy needs to be evaluated, updated and ratified by the staff every alternate year.
- Teachers engage in professional learning in all the aspects of this policy in an ongoing and meaningful manner.
- Tracking of identified students' occurs each term with the needs of gifted students to be reviewed regularly by the committee.
- Programs and provisions will be monitored and evaluated by parents, staff and students to ensure the best learning outcomes for gifted students.

GROUPING STRATEGIES

At Bondi Public School, we believe that the needs of the whole child are paramount. It is also pertinent to note current research that concludes that it is best for gifted children to be grouped together for all or some part of the day. In the context of Bondi Public School's enrolment numbers, some of the strategies that are adopted to meet this premise include:

- *Cluster grouping*: This is a structure where six or more identified students across the grade are placed in a mixed ability class to facilitate curriculum differentiation and to provide identified students with a peer group. This structure could occur when there is more than one class per year level.
- *Non-graded classrooms*: This can be facilitated by grouping students in stages whether they are in the age-cohort for that stage or not e.g. a seven year old in a Stage 2 class.
- *Ability grouping*:
 - a) In-class ability grouping – needs to be subject based, well organised and implemented on a daily basis
 - b) Regrouping for specific instruction e.g. maths throughout a Stage level
- *Flexible grouping* based on instructional needs
- *Enrichment groups* and pull-out programs
- *Stage based academic enrichment classes* (reviewed annually)

The strategies listed above are flexible and not all of them will operate at any one time in any given year.

TEACHING PRACTICE

Curriculum differentiation ranges from slight to major modifications of the curriculum through adjustments to content, processes, products and the learning environment to suit individual needs (*Department of Education*). To assess instructional needs, prior knowledge, misconceptions and interest, **pre- testing** should be completed in Key Learning Areas of English, Maths, HSIE and Science to target specific strengths and weaknesses. Curriculum differentiation should be practised consistently in all classrooms.

POSSIBLE PROGRAMS AND PROVISIONS

Within class:

- Open-ended inquiry based learning (building on prior knowledge)
- Special interest projects (in-class) to enhance student engagement
- Student centered learning environment that is independent, open and flexible, accepting and complex. E.g. Individual projects and assignments, contracts, Learning Centre's, Negotiated contracts using Bloom's Taxonomy.
- 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.
- Curriculum process that allows higher levels of thinking, creative problem solving and thinking, moral reasoning, open ended questions and activities, the discovery approach, evidence of reasoning, freedom of choice, pace and variety, cooperative / social and leadership skills e.g.: computer and/ or logic games.
- Classroom management may include group work, cooperative learning, interest/learning centres and peer support e.g. Maths or Reading groups.

Within school options:

- Withdrawal groups (Enrichment and extension opportunities)
- Special interest groups e.g.: Choir, Debating, Public Speaking, Dance group, Maths Olympiad, Academic Competitions, Student leadership, Peer Support, RC, Internet Learning, Drama
- Extra Curricula activities (camps, excursions)
- Mentor program
- Recognition of excellence through School Newsletter and assemblies.

Other school provisions may include:

- Opportunity class and selective High School placement tests.
- Regional and state-wide opportunities e.g. debating
- Links with local high schools for enrichment and acceleration purposes
- Publicising camps and activities for talented students e.g. creative writers, music, oracy and creative arts camps.
- Information to parents of extra curricula activities via school newsletter.

ACCELERATION

At Bondi PS, accelerated progression may be considered for a student where lateral extension or enrichment would not be sufficient to meet the students learning needs. Academically, the student should demonstrate levels of skill that are well above the average of the class he or she would be progressing into.

Where accelerated progression, either grade or subject, is being considered the Board of Studies document stating *Guidelines for Accelerated Progression (revised 2000)* and *Policy and implementation strategies for the education of gifted and talented students (revised 2004): Guidelines for the use of strategies to support gifted and talented students (2004)*, will be followed.

Types of acceleration:

- Early entry to primary and secondary school
- Grade skipping
- Subject acceleration
- Mentoring
- Curriculum compacting
- Secondary school attendance for specific subjects

Two principal criteria for acceleration are that students:

- are higher than average achievers
- possess the ability to master the material at more rapid rates compared with age-level classmates (Southern et al., 1993).

A comprehensive psychological assessment of intellectual functioning, academic skills and social and emotional adjustment is required. If acceleration is the best option the student will enter the new class provisionally with support and a review will occur after six weeks.

7. Responsibilities and Policy Evaluation

Responsibilities

The Principal

At Bondi Public School, the principal, in consultation with teachers, educational professionals, parents and other appropriate personnel has the prime responsibility for decisions in relation to the education of gifted and talented students.

In consultation and collaboration with the Learning Support Team and the coordinator for gifted and talented education, staff and the school community the principal will:-

- Develop school policy
- Develop and implement programs for identifying gifted and talented students at Bondi Public School
- Regularly evaluate programs for gifted and talented students
- Provide professional learning in gifted education for staff
- Disseminate information on gifted education to staff and the wider school community

Teachers

Teachers at Bondi Public School, with support, have the responsibility to-

- Identify the gifted and talented students in their class
- Select and implement a variety of teaching strategies for inclusion in programs for the range of gifted and talented students

The School Community

The Bondi School Community has the responsibility to-

- Identify gifted and talented students
- Foster collaborative home-school partnerships to support gifted and talented students
- Provide a range of opportunities. To monitor and evaluate programs for its gifted and talented students.

Evaluation

All key stakeholders will monitor the implementation of this policy and will report, as required, to the Principal regarding any concerns or amendments to be made. All school-based programs are monitored and regulated by staff in consultation with students and their parents. The needs of gifted and talented students are reviewed regularly at Learning Support meetings and in consultation with the Gifted and Talented coordinator as required.