



ACHIEVING EXCELLENCE TOGETHER

Document Name:

Gifted & Talented and Enrichment Procedures & Guidelines

Supporting the school vision and student outcomes

at

Chapman Primary School

**reviewed
2016**

RATIONALE

Chapman Primary School is committed to the provision of a broad range of educational programs supportive of all students achieving their potential. This provision is underpinned by the belief that every child brings unique strengths and aptitudes to their learning which need to be acknowledge and catered for to maximize individual learning outcomes. This includes addressing the specific learning needs of the significant number of students at the school who also have gifts and talents in a range of both academic and non-academic areas.

The purpose of this document is to:

- Define Chapman Primary School's beliefs about delivering teaching and learning programs that are equitable for all students, including those identified as gifted and talented.
- Outline effective and equitable procedures for identifying gifted and talented students at Chapman Primary School.
- Outline the range of teaching strategies, enrichment opportunities and developmentally appropriate programs provided to meet the needs of all gifted and talented students.
- Promote a positive, inclusive learning climate that recognizes the importance of each individual developing high self-esteem and encourages all students to strive for excellence.
- Recognise that the provision of learning opportunities supportive of gifted and talented students has positive implications for the social stability and development of the entire student population.
- Encourage and build excellence in teaching practice at Chapman Primary School, especially with regard to the identification of gifted and talented students and the implementation of classroom programs that support the development of individual students' strengths and abilities.
- Promote the involvement of Chapman students and classroom teachers in gifted and talented networks.

Gifted and Talented Students

The terms 'gifted' and 'talented' are not synonymous. Francoys Gagne, a world recognized expert on models of giftedness, defines '**giftedness**' as a student's **superior natural abilities** (called aptitudes or gifts) in one or more of the following domains: academic, the arts, business, leisure, social action, sports and technology. '**Talent**' is defined as the translation of that gift into **high achievement or performance** (skills and abilities) in at least one of these domains. Talent emerges from giftedness as a consequence of the student's learning experiences. (ACT GIFTED AND TALENTED STUDENTS POLICY 2014 GTS201402 : *A Differentiated Model of Giftedness and Talent*, Francoys Gagne, PH.D, Montreal, Year 2000 update).

Chapman Primary School recognises that significant factors such as teachers, parents, places, interventions, events and experiences, motivation (initiative, interests and persistence) and personality (autonomy, self-confidence and self-esteem) all play a vital role in the transference of giftedness into talent.

Where formal measures such as psychometric assessments for example, group IQ tests, or specialised approaches, are required for the screening and identification of gifted and talented students, a psychologist must 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.

Chapman Primary will use a case management approach in supporting the intellectual, physical and emotional development of gifted and talented students and ensure the following stakeholders are engaged in the process where appropriate:

- parents/carers
- teachers
- students
- psychologist
- other professionals associated with student learning or development as necessary.

Chapman Primary School believes that intellectual giftedness is not only defined through the use of Intelligence Quotient (IQ) testing. By subscribing to the ideas of Howard Gardner, another well researched authority in this field of education, intelligence can also be viewed through the following domains:

- **Linguistic intelligence**- the ability to use language to excite, please, convince, stimulate or convey information
- **Logical-mathematical intelligence**- the ability to explore patterns, categories and relationships by manipulating objects or symbols, and to experiment in a controlled, orderly way
- **Spatial intelligence** - the ability to perceive and mentally manipulate a form or object, and to perceive and create tension, balance and composition in a visual or spatial display
- **Musical intelligence** - the ability to enjoy, perform or compose a musical piece
- **Bodily-Kinesthetic intelligence** - the ability to use fine and gross motor skills in sports, the performing arts, or art and craft production
- **Intrapersonal intelligence** - the ability to gain access to and understand one's inner feelings, dreams and ideas
- **Interpersonal intelligence** - the ability to understand and get along with others.

At Chapman Primary School teachers aim to respond to student giftedness in a wide range of contexts. By providing a differentiated curriculum delivery, quality teaching practices and enrichment opportunities the school aims to identify a broad range of outstanding student strengths and abilities. Exceptional performance is then facilitated through the implementation of developmentally appropriate programs to meet the needs of gifted and talented students.

Identification and Tracking of Students

A variety of measures and indicators are used to identify a wide range of students' strengths and abilities, including gifted and talented students. This process is a flexible, ongoing part of all teaching and learning planning and is used across a range of learning domains. Identification methods selected need to be appropriate to the age or stage of development of the student and to the domain of the ability to be assessed. These methods can include:

- evaluation of student responses to a range of classroom activities
- nomination by parent/caregiver, peer, self and teacher
- questionnaires developed through the Multiple Intelligences approach
- assessment of responses to challenging competitions
- standardised test results including NAPLAN
- IQ tests and other culturally appropriate measures of ability
- observation and anecdotal evidence
- behavioural checklists
- student work samples
- academic performance and grades

Teachers use these records to inform teaching and learning in their classrooms. This information is also used to inform the selection of students for special programs and extra-curricular enrichment opportunities. Information about student achievement and progress is recorded on school Tracking Sheets at the end of each year and this information is then available to future teachers.

Chapman Primary School recognises that certain factors may inhibit the expression of students' gifts and talents. Students may disguise their abilities, lack motivation to achieve in routine school tasks or may need intervention to address their particular learning needs. Those students identified in the exceptional or profound range of giftedness who are underachieving, have disabilities or specific learning difficulties also require and an ILP and are supported by the school's Special Needs team.

An accompanying flowchart (Appendix A) is included with these procedures and guidelines and provides advice on the identification process for gifted and talented students.

PROGRAMS AND STRATEGIES

ILPS and SPECIAL NEEDS TEAM

Those students who are identified in the exceptionally or profoundly gifted range according to ACT Department's identification procedures will have an Individual Learning Plan which targets their particular learning needs. The Special Needs Team will meet regularly with classroom teachers and parents in planning for the student's learning. Curriculum compacting or acceleration may be an option for some students who have been identified in this range. This is decided by the Principal only after consideration of the child's educational, social and emotional needs in consultation with the school director, the student, the student's parents or caregivers, teachers and the school counselor. Students in this category make up a very small percentage of the population.

To cater to the learning needs across the full range of gifted and talented students at Chapman Primary School a number of programs and strategies are used to ensure that all students' strengths and abilities are developed.

DIFFERENTIATION

Up-to-date educational research shows that the delivery of a **differentiated curriculum** in a mainstream setting effectively supports the learning needs of gifted and 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 and 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.

At Chapman Primary school students are placed in class groups containing a mixture of academic abilities. The particular learning needs of all students are then catered for through the delivery of a **differentiated curriculum**. This involves a range of strategies that include:

- The **flexible grouping of students** according to their abilities for literacy and numeracy learning- These groupings are determined by a variety of methods including pre and post testing and diagnostic assessments. Within these groups students often work in even smaller groups for specific learning tasks, for example- guided reading instruction. Students are able to work with other students of a similar ability, engage in learning opportunities at an appropriate intellectual level and can be challenged appropriately. These groupings are closely monitored throughout the year and are changed to respond to student needs.
- **Differentiated delivery of content, processes, products** and the **learning environment**. This may include **extension** opportunities for students where additional or different tasks, projects or research questions are given to gifted and talented students to extend or deepen their knowledge in an area. It may also include **enrichment** (broadening) opportunities where students are given an additional individual inquiry that goes beyond what is expected of the rest of the group in terms of the degree

and level of abstraction but is still related to the content area. It may involve a different learning environment through students being selected, based on their strengths, for specialized activities or programs outside the classroom.

Differentiated programming is:	Differentiated programming is not:
<ul style="list-style-type: none"> • having high expectations for each student • permitting students to demonstrate mastery of material they already know and to progress at their own pace through new material • providing different avenues to acquiring content, to processing or making sense of ideas, and to developing products • providing multiple assignments within each unit, tailored for students with differing levels of achievement • allowing students to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learned • flexible: teachers move students in and out of groups, based on students' instructional needs 	<ul style="list-style-type: none"> • individualised instruction; it is not a different lesson plan for each student each day • assigning more work at the same level to high-achieving students • all the time; often it is important for students to work as a whole class • using only the differences in student responses to the same class assignment to provide differentiation • giving a normal assignment to most students and a different one to advanced learners • limited to subject acceleration; teachers are encouraged to use a variety of strategies

(NSW DET, 2004)

INTELLECTUAL QUALITY

“Teaching and learning that supports the development of students’ gifts into talents is dependent on the quality of the student’s learning “(Gagne’s).

At Chapman Primary School all teachers use the **Quality Teaching model of pedagogy** to inform and strengthen all teaching practices. The research base informing this pedagogy model clearly demonstrates that strong Intellectual Quality is central to improving student outcomes and challenging students in their learning, including gifted and talented students. Teachers at Chapman endeavour to provide intellectual challenge for all students through a focus on strengthening pedagogy and in particular these key elements from the Intellectual Quality domain of the Quality Teaching model :

- **Deep knowledge-** (having important key ideas or concepts central to the learning)

- **Deep understanding**-(providing opportunities for students to demonstrated meaningful understandings of the main ideas and relationships between them)
- **Problematic knowledge**- (addressing multiple perspectives and solutions and recognising that knowledge is constructed and therefore open to question)
- **Higher order thinking**- (thinking and activities that require organising, application, analysis, synthesis and evaluation of knowledge and information)
- **Metalanguage**- (Frequent commentary on language and understanding how it works in a range of contexts and fields)
- **Substantive communication**- (students engaging in sustained conversations-oral, written or artistic- about the ideas and concepts that they encounter).

INTEGRATED INQUIRY

At Chapman Primary School teachers use an Integrated **Inquiry** approach to learning across a number of curriculum areas. This way of organising curriculum content around central **Deep Understandings** and **big ideas** provides students with opportunities to learn through investigations that are both intellectually stimulating and engaging. Students have opportunities to demonstrate their learning and understandings through the use of '**rich assessment tasks**', for example- a design project using understandings and information from the inquiry to produce a product for use in a real life situation. Through the use of **explicit criteria** for student work and assessment tasks teachers can differentiate the expected outcomes for students to suit their level of ability. Students work both individually and in small groups to develop **problem solving** and **higher order thinking** skills as part of the inquiry process.

ENRICHMENT ACTIVITIES BEYOND THE CLASSROOM

In addition to classroom learning Chapman Primary School offers a number of extra-curricular activities and programs to provide enrichment opportunities for students in a range of areas. Many of these take place within the school, drawing on the skills of staff members. Others activities make use of the expertise of community groups and other specialized programs available outside the school. This also includes a range of **competitions, challenges** and **performances**.

- **School-based Enrichment and extra-curricular activities**

In addition to enrichment opportunities within class teaching and learning programs a number of other extra-curriculum activities and programs run throughout the year. These include regular lunchtime programs which will vary from year to year depending on student interest and teacher skill and many larger projects and productions that occur over a longer period of time on an annual or bi-annual basis.

- **G.A.T.E. WAYS**

Chapman Primary School is part of the G.A.T.E.WAYS (Gifted and Talented Education) ACT network. This organization provides a number of programs for gifted and talented students across a range of skills areas. Teachers are informed of these programs and are provided with a limited number of places to offer to Chapman students. Teachers in each year level consider assessment and tracking information and their own knowledge of students' strengths and performance to select the students most suited to these programs. These programs involve a payment and positions are not guaranteed upon recommendation as places are limited and enrolments are accepted by G.A.T.E.WAYS in order of receipt.

- **Ongoing Teacher Professional Learning**

Chapman Primary's Gifted and Talented Liaison Officers is a designated officer who provides a point for contact between the school and the Directorate regarding the school's approach to, and advice on, meeting the needs of gifted and talented students. Teachers at Chapman Primary School, through their work with the school's Enrichment Committee, have collaborated with this consultant in designing procedures and teaching and learning programs to address the needs of gifted and talented students at the school. They are also part of a G & T network coordinated by the Department's consultant. The school also supports ongoing professional learning for all staff in the field of gifted and talented education with teachers regularly attending courses offered through the ACT Department and external providers.

REFERENCES

ACT Department of Education and Training (2008). *Policy-Gifted and Talented Students*. [GAT200808]. Canberra, Australia

Gagne, F- 2000, A Differentiated Model of Giftedness and Talent –Year 2000 update

NSW Department of Education and Training (2004). *Policy and Implementation Strategies for Gifted and Talented Students: Support Package - Curriculum Differentiation*. NSW, Australia.

Rogers, K,B-2003 – *Understanding Giftedness: how gifted students learn from Re-formaing gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.

Gifted and Talented Students Policy

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CONTEXT

Guided by the Education and Training Directorate's Policy, individual school documentation outlines the specific processes for identification and provision of developmentally appropriate educational provisions and strategies for all gifted and talented students. School documentation also provides the name and contact details of the designated

Nomination

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

Assessment for Identification

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

- Teacher or parent/carer checklists
- Psychological assessments
- Self-identification
- Interviews
- other relevant information
- Anecdotal evidence
- Student work
- Curriculum-based assessment & reporting
- Educational history
- Medical history

Validation

Principal determines gifted and talented status of student, based on the

Not identified as Gifted and Talented.

Identified as Gifted and Talented.

School explores appropriate educational opportunities for the student.

Student may be nominated for consideration as gifted and talented at a later date, based on

Placement and/or Modification Recommendation

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

Individual Learning Plans (ILP) are mandatory 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

Provisions

- Developmentally appropriate modifications are made to the student's program and/or environment
- **Whole-grade or Subject Acceleration**
(When this results in a transition from primary to secondary or secondary to senior secondary)
- Early Entry
- **School partnership with external agencies**

Evaluation

Transition

The school implements a transition process that acknowledges and supports the gifted and talented student