

Gifted Students Policy

Rationale

Rosebery PS is committed to providing the best possible education for all students and acknowledges that all students, including those who are gifted, should engage in learning that:

- Recognises their particular needs and special abilities.
- Further develops their talents and potential capacity.
- Assists with promoting their optimum development.
- Builds upon their existing levels of learning.
- Engages, inspires, motivates and challenges them.

Policy Statement

All gifted and talented children/students need a learning environment that fosters wellbeing and learning outcomes consistent with their abilities. The learning environment should provide educational pathways and appropriately challenging enrichment, extension and acceleration experiences.

Giftedness may be masked by cultural, social and emotional factors, such as underachievement, perfectionism, lack of motivation and fear of risk-taking and/or disability, isolation, language or a lack of engagement with the prevailing curriculum.

Gifted and talented learners can make a significant contribution to their schools, preschools and wider community. However they may also be at significant risk of underachieving and/or not completing secondary education unless appropriate curriculum is provided to engage and challenge their abilities and develop their talents.

Aims

Teachers support gifted and talented learners by:

- Undertaking professional learning to enhance gifted education teaching practice.
- Becoming familiar with the multifaceted concept of giftedness, characteristics of gifted and talented learners and appropriate methods of identification and specialist support.
- Critically reflecting on their teaching practice.
- Plan and implement educational programs that meet the needs of gifted and talented students
- Providing challenging extra-curricular activities and differentiated curriculum.
- Liaising and communicating with parents/guardians.
- Liaising with and utilising support from the Special Education teacher and specialists from DET.
- Developing Educational Adjustment Plans for gifted and talented students and recognising talents in fields other than academic disciplines and direct students and parents to the appropriate facilities to develop these talents.



The Leadership team, in conjunction with the Special Education teacher, and classroom teachers will support gifted and talented learners by:

- Supporting staff to undertake appropriate professional learning in gifted education.
- Liaising with and providing parents/caregivers with information about specialist schools, clubs, associations and competitions.
- Ensuring effective identification, monitoring and support.
- Developing collaboration within and beyond the school to increase access to programs, expertise and resources.

Parents, guardians and carers are encouraged to:

- Develop an understanding of the nature of giftedness and what it may mean for their own children and their specific needs.
- Discuss their child's needs with principals, teachers and specialist support staff throughout their child's school career.
- Actively participate in the planning and implementation of gifted education.
- Provide a supportive home environment that complements the school learning environment.

Implementation

Definition of Giftedness

For the purposes of this Policy, students regarded as being gifted, as detailed in DOE's Policy for the Education of Gifted Students, are:

- *Those who perform, or have the potential to perform, in one or more domains at a level significantly beyond children of the same age, culture, or circumstances.*
- *Giftedness* refers to a student's exceptional natural ability in one or more of four domains, these being: intellectual, creative, sociaffective and sensorimotor.
- *Talent* refers to outstanding performance in one or more fields including a wide range of academic, artistic, social, sporting or technical skills.
- Talent emerges from giftedness as a consequence of the *developmental process* of education, practice and training.
- While acknowledging the importance of innate ability, it is also important to recognise the significant influence of environment, personality and chance on the developmental process.

Giftedness is a multi-faceted concept. While giftedness and talents may be recognised and valued differently in other places, cultures or times, this definition recognises that gifted students:

- Have abilities that are both innate and developed, and relate to both potential and actual performance.
- Demonstrate superior competence in one or more domains relative to students of the same age, culture, or circumstances.
- May not demonstrate any acquired skills or talents under adverse developmental conditions, and may present as underperformers or disruptive.



- Are diverse and express their giftedness through a wide range of behaviours, abilities, interests and personal characteristics.
- Generally require learning opportunities that differ from those of their age peers in order to realise their potential.
- May require a supportive environment to meet their particular social and emotional needs.
- May demonstrate gifted behaviour at different times throughout their schooling in a range of valued areas.

Identification

- Education is a major influence on the development of abilities. Identification of a student's particular abilities should occur as early as possible to enable appropriate educational strategies to be implemented for as long as possible.
- A number of significant people in the child's life may contribute to the identification process. Parents, other students, teachers, Student Services Division personnel, as well as other professionals or non-professionals with relevant expertise, can contribute usefully to the identification process and should be encouraged and assisted to do so.
- Parents should be informed fully and consulted at all stages, and their beliefs regarding identification must be taken into consideration.
- Identification methods should be flexible and inclusive with special attention given to the ways in which students of differing gender, cultures or backgrounds, and students with learning disabilities, may demonstrate giftedness.
- While high achievers are relatively easily identified, gifted students who are not achieving to their ability or who are underachieving relative to their peers, are much more difficult to recognise. It may be necessary to look beyond what students are producing in the classroom in order to identify their giftedness.
- There is consequently no single means of identification. Both objective and subjective data from multiple sources should be used and a portfolio approach should be undertaken, including:
 - standardised intellectual assessments;
 - culturally sensitive and appropriate assessments;
 - anecdotal evidence;
 - observations;
 - checklists;
 - work samples;
 - class or system devised tests.

Gifted children range widely in ability. Identification methods need to provide for a level of discrimination within the gifted population to ensure appropriate provision is made for individual needs. Standardised, individualised intellectual assessments can provide important objective information about levels, as well as areas, of giftedness.



Guiding Principles

Principal will:

- implement evidence based whole of school strategies to maximise gifted and talented student learning
- provide educational options that facilitate the steady progress of gifted and talented students over time
- provide high level guidance to teachers to help cater for gifted and talented students, including Twice Exceptional students
- support teachers to engage in professional learning opportunities that enhance the effective teaching of gifted and talented students
- monitor the progress of gifted and talented students over time to evaluate the effectiveness of educational programs
- provide their **Senior Director School Improvement and Leadership** with relevant data, if requested, on the number of students identified as performing well above year level, students who have the potential but not performing to their potential, the differentiated programs offered for these students and outcomes achieved.

Teachers will:

- identify students who are performing, as well as those who have potential, at levels well above year level expectations. This will be done by collecting evidence of their learning and performance through a range of assessments, intellectual and personality traits and parental and community consultation.
- plan and implement educational programs that meet the needs of gifted and talented students, including the development of learning dispositions such as critical and creative thinking, reflection and persistence.
- develop Educational Adjustment Plans for gifted and talented students whose abilities are not able to be catered for within the regular classroom. This would include students who fall within the Highly Gifted category and Twice Exceptional students. This plan must be developed collaboratively with educators, the learner (where appropriate), parents/caregivers and other relevant professionals at least twice a year, with information entered into SAIS.
- recognise talents in fields other than academic disciplines and direct students and parents to the appropriate facilities to develop these talents.

Department of Education Gifted and Talented - Policy 2016



Resources

DOE's Policies for the Education of Gifted Students in the NT:

- <https://education.nt.gov.au/policies/gifted-education>

Evaluation

Our Gifted Students Policy will be measured through implementation over a period of time, with specific input from our Special Education teacher, Gifted and Talented Programs and relevant regional officers.

Effective	Term 4, 2019
Date of next Review	Term 3, 2021
Developed by	Leadership Team

