



GIFTED LEARNERS POLICY And PROCEDURES POLICY

Definition (see Gagné's Differentiated Model of Giftedness and Talent, (see Appendix A)

"Giftedness" refers to a student's outstanding ability or potential in one or more domains, (eg general or specific intelligence, creative thinking, psychomotor ability, visual and performing arts or interpersonal and intrapersonal skills).

"Talent" refers to an individual's outstanding performance in one or more fields within these domains, (eg writing, leadership or dance). It is choreography of gifts developed in supportive environment, at home and at school, with the persistence and motivation of the gifted learner.

Principles

Staff at Grange Primary

- strive to provide the resources, support structures and processes to identify gifted students
- work in partnership with students, families and the community to optimise learning outcomes for gifted students.

Practices

Our practice is to:

- adopt a multifaceted approach to identification of giftedness that encompasses the different domains
- identify gifted students as early as possible
- support and challenge gifted students through classroom methodologies and specific differentiation programmes.

Identification

At Grange Primary School gifted students are identified as a result of observations and information from a range of sources, including:

Formal strategies

- Psychologists' reports
- Raven's Progressive Matrices

All Year 2 students complete the Coloured Progressive Matrices in Week 5 Term 1

All Year 5 students complete the Standard Progressive Matrices in Week 5, Term 1

- Slosson IQ test
- Achievement tests (including Literacy and Numeracy tests)

Informal strategies

- Teacher observations and anecdotal notes
- Checklists of traits and characteristics
- Cumulative school history
- Interviews
- Competition results (eg Uni NSW, Oliphant Science Awards, TOM)
- Nomination forms (parent, teacher, peer, student) *See Appendices B, C, D, and E.*

Differentiation

Differentiation programmes will be negotiated and based on individual student's needs. Differentiation strategies may include

- Year level acceleration (*see Appendix F for guidelines*)
- Early Entry (*see Appendix G for guidelines*)
- Subject acceleration
- Working with a mentor/LAP
- Enrichment /extension programmes including work with local High Schools
- Individual contracts with modifications in content, processes and product
- Higher Order Thinking Skills integrated in classroom programmes (*see Thinking Skills Continuum policy*)
- Competitions including Tournament of the Minds, Oliphant Science Awards, Uni NSW, Future Problem Solving, Math Olympiad, Poetry)

An Individual Education Plan (IEP) will be completed for those students who are capable of work at a significantly higher level than their age peers and require provisions beyond that currently offered within the class. (*see Appendix H*)

RESPONSIBILITIES

The SHIP Committee:

- administers formal testing, Raven's / Slosson
- initiates, monitors and reviews (IEP's)
- maintains data base (ie, EDSAS, and IEP's)
- provides class teachers and parents / caregivers with students' results and possible differentiation options

Classroom teachers

- enhance their professional knowledge and skills with respect to the identification of and differentiation options for gifted students
- provide appropriate and challenging programmes to optimise learning outcomes for gifted students
- complete and review IEP's at least twice a year
- share IEP's with parents / caregivers

Leadership

- provide staff (including SHIP Committee) with access to training and development programmes
- work with SHIP Committee to access a range of educational options for gifted students
- ensure on-going evaluation and documentation of the programme
- work with the SHIP Committee to provide information and participation options for parents.
- Ensure the induction of new staff on the policy and procedures

Gifted Learners Policy and Procedures Policy approved on 27th October 2003

Governing Council Sue Lester (chairperson)

Staff Maureen Forrest (principal)

Policy to be reviewed by