WOODFORD P-10 STATE SCHOOL

Gifted and Talented Policy

2013-2017
Our Art and Science of Teaching (ASoT) Pedagogical Plan together with our School Wide Positive Behaviour Support (SWPBS) framework enables the Woodford P-10 State School community to create a positive learning environment for all students by focusing on and developing proactive whole school systems to improve the effectiveness of teacher practice, student engagement and behaviour. We firmly believe that every child has the right to learn, every teacher has the right to teach and that everyone at our school has the right to feel safe. The school’s motto of ‘Today’s Effort, Tomorrow’s Success’ is supported through the SWPBS’s expectations of being respectful, being responsible, being resilient and seeing results. The above diagram represents both our ASoT Pedagogical Plan and PBL framework working together to support the Woodford P-10 State School way of improving teacher quality, student learning and engagement.

Through the instructional leadership model of the Art and Science of Teaching our school is developing teacher capacity in the use of evidence based learning through the use of an observation and feedback process. ASoT is presented through ten Instructional Design Questions for teachers to reflect on improving quality teaching and learning. These ten design questions include:

1. What will I do to establish and communicate learning goals, track student progress and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organised into a cohesive unit?
VISION

At Woodford P-10 State School, our vision for the education of students who are gifted and talented is to optimise every student’s opportunity to achieve their potential and to promote a valued learning environment, which both challenges and supports students to pursue excellence, and develop a sense of worth thus becoming a lifelong learner.

OBJECTIVES FOR STUDENTS WHO ARE GIFTED

Woodford P-10 State School is committed to the education of students who are gifted and talented. This is demonstrated by:

- A greater awareness of the prevalence and specific needs of students who are gifted
- The identification of all students who are gifted regardless of their ethnicity, location, (dis)ability, gender or economic status
- Meeting the specific needs of students who are gifted and improving their learning outcomes
- Co-operation and collaboration among teachers, parents/carers, students, education administrators and the community, to ensure students who are gifted have opportunities to develop their abilities.

PRINCIPALS OF IDENTIFICATION

This school is committed to having an effective, equitable and defensible identification process. The purpose of identifying students as gifted is to ensure that they are provided with opportunities to develop their abilities and meet their potential for outstanding achievement. In order to achieve these goals appropriate identification strategies are required:

1. To identify gifted students who may come from different social, cultural, racial and language backgrounds.
2. To identify gifted students who may be ‘double labelled’ with a disability, a learning difficulty or who may be under achieving.
3. To be dynamic and continuous so they are open to review and amendment as new data is collected.
4. To be valid and reliable tools that can be used to identify both giftedness (high potential) and talent (high performance). This will require a range of instruments to collect both subjective and objective data.
IDENTIFICATION OF STUDENTS WHO ARE GIFTED AND TALENTED

IDENTIFICATION FLOW CHART

Class Teacher collates information about student using:
- class tests, 3/5/7/9 Tests,
- anecdotal records,
- diagnostic/norm referenced test, and
- work samples.
Class teacher collates further information using:
- the Sayler checklist (appendix a),
- the parent identification checklist (appendix b)

Class teacher, Principal, Deputy Principal, HOC/HOD/HOSES, determine level of support for students.
(If further information is required, referrals to G.O, SLP will be made.)

Class Teacher, HOC/HOD/HOSES and Support Teacher co-operatively plan to create goals and implement an Educational program for each student (in class and extra support).

Implementation of class programs and extra programs for students.

Monitor and review student plans each semester
GIFTED AND TALENTED – A CLOSER LOOK……

**Giftedness** – The possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one’s age, in any domain. The key to giftedness is outstanding potential rather than outstanding performance.

**Talent** – An achievement or performance in any domain at a level significantly beyond what might be expected at a given age.

The Catalysts that Affect Gifted Students

**Intrapersonal Catalysts** – Personality factors within students themselves which impact on the process of leaning. These include motivation and perseverance, confidence, organisation and concentration.

Environmental Catalysts – Environmental factors which impact positively or negatively on the learning process. These include the

- *Surroundings* in which the child learns which incorporates family size, family economic circumstances and family attitudes towards education or towards the child’s gift.
- *Significant persons* – parents, siblings, teachers, other students, school leaders, and community leaders – who encourage, discourage or are neutral toward talent development.
- *Provisions* the school makes, or fails to make, to develop the student’s gift into talents and even social ethos of the community, which can dictate which talents are valued and therefore which programs of talent development will be established or funded.
- *Significant Events in the family or community* – for example, the death of a parent or a family break up, winning a prize or award, suffering and accidental or major illness, or finding the right teacher at the right time.

Characteristics of Gifted Students

**Some cognitive characteristics of intellectually gifted primary school children.**

When a child displays a cluster of these characteristics, it is a strong indication that the child may be intellectually gifted. It is uncommon for academically gifted students to camouflage or even conceal their abilities in school for peer acceptance.

1. **Ability to understand and use abstract symbol systems at much younger ages than usual.** Gifted children may ‘pick up’ reading and number from TV, street signs and other sources long before school entry and without being taught.
2. **The ability to ask reflective and probing questions.**
3. **A rich vocabulary.**
4. **Can become absorbed in work that they find interesting.**
5. **Unusually swift rate of learning.**
6. Dislike of slow paced work.
7. Well developed memory.
8. Reasons at a level more usually found in a student some years older.
9. Many gifted students have a preference for independent work.

Some affective (social-emotional) characteristics of gifted students in primary school:
In much the same way, intellectually gifted children are often more mature than their peers in their social and emotional development. This may not always be visible. It is easy to mistake the emotional intensity and sensitivity shown by some gifted students for emotional immaturity.

1. Emotional intensity. Gifted students tend to experience emotional reactions at a deeper level than their age peers. They seem to have a heightened capacity to respond to intellectual or emotional stimuli. Sometimes other children can ‘play’ on this sensitivity to get an emotional reaction out of their classmate.
2. Some gifted students have an unusually well developed sense of justice and ‘fairness’. This capacity to feel, within themselves, the emotions of others can make them vulnerable to ‘infection’ by other people’s emotions or distress.
3. Some gifted students have an unusual ability to empathise with the feelings of other children or adults. This capacity to feel, within themselves, the emotions of others can make them vulnerable to ‘infection’ by other people’s emotions or distress.
4. Many gifted students enjoy reading and read, with full enjoyment and understanding, books written for students some years older.
5. Some gifted children have an unusually mature sense of humour.
6. Gifted children often prefer the companionship of children a little older, or sometimes some years older.
7. Australian research has found that gifted children have rather different conceptions and expectations of friendship from those of their age peers. Academically gifted children may be looking for one special friend to share their innermost thoughts and feelings at any age where their age-peers are still looking for more casual friendships. Gifted students may form strong attachments to one or two friends rather than more casual relationships with a larger group.
8. The need to develop their gifts and talents and feel pride in academic achievements may be at a variance with the need to be accepted by classmates. Many gifted children in middle and upper primary feel the need to ‘dumb down’ and partly camouflage their abilities for peer acceptance. Some may even become ‘class clowns’ in an attempt to gain popularity with the class.
9. Some gifted students can exhibit perfectionist tendencies. In its positive forms, perfectionism is a drive to achieve the standards the child knows he or she is capable of. However, this facilitative perfectionism may only appear when the child is enthused and challenged by the topic.

Characteristics of Gifted Learners and Curriculum Implications (Copy from pg 173 – 182 Module 1)
**PRINCIPLES FOR STUDENTS WHO ARE GIFTED**

The vision and objectives for the students who are gifted and talented are underpinned by the following principles:

**Equity** – All students, including students who are gifted, have the right to fair and equitable access to appropriate educational programs that meet their specific learning needs.

**Recognition of difference** – Students who are gifted are recognised as different from students of their own age in their speed of learning, the insightful quality of their thinking and their advanced ability in one or more areas.

**Educational excellence** – All students, including students who are gifted, have the right to appropriate educational programs that result in learning outcomes consistent with their abilities.

**Partnerships** – The education of students who are gifted is the shared responsibility of teachers, parents/carers, students and education administrators.

**Evidence-based practices** – The schooling of students who are gifted must be informed by contemporary research-based practice and by ongoing evaluation and improvement.

**ROLES AND RESPONSIBILITIES**

Teacher’s Responsibilities include:

- Becoming familiar with characteristics of giftedness
- Applying appropriate methods for identifying students who are gifted (refer to identification flowchart)
- Liaising with parent/carers regarding students’ needs
- Co-operatively planning with Gifted and Talented Teacher to support the student
- Challenging students who are gifted to continue their development through curricular activities that require depth of study, complexity of thinking, fast pace of learning, high level skills development and/or creative and critical thinking (e.g. through independent investigations, tiered tasks, diverse real-world applications, mentors)
- Undertaking professional learning to enhance knowledge and skills through dialogue and the sharing of effective practice.
Parent/Carers are encouraged to:

- Become familiar with characteristics of giftedness and methods for identifying children who are gifted
- Liaise with teachers and others to:
  
  A) Identify the child’s gifts
  B) Ensure the child has appropriate and ongoing educational opportunities

- Provide a stimulating and supportive learning environment at home
- Encouraging their child to pursue excellence, develop mastery and become an independent learner
- Become informed about the options available to support their child’s development, including community organisations and programs

Principal’s responsibilities include:

- Providing leadership in the school community to identify students who are gifted and responding appropriately to their needs
- Increasing school capacity to provide appropriate support options for students who are gifted by allowing teacher’s access to professional development, supporting collaboration between schools and/or community
- Providing support and approval for accelerations
- Liaising with tertiary and other institutions regarding alternative – entry options
Appendix A

EXTENSION CHECKLIST FOR TEACHERS

THINGS THIS CHILD HAS DONE
The following is a checklist of characteristics of gifted young children. Indicate how much you think this child is like the item by using the scale provided. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the Unsure or don't know circle. Use the space below the item for examples concerning this child, add as many details as you can remember. Be as specific as possible in describing this child's interests and accomplishments.

The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: ______________________________ Date of Birth: __________________
Teacher: ___________________________ Date: _______________

This child:
1. Has quick accurate recall of information.
   (e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

2. Shows intense curiosity and deeper knowledge than other children.
   (e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

3. Uses advanced vocabulary.
   (e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

4. Reads, writes or uses numbers in advanced ways.
   (e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
5. Shows logical and metacognitive skills in managing own learning. 
(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

6. Uses imaginative methods to accomplish tasks. 
(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don’t want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
Appendix B

EXTENSION CHECKLIST FOR PARENTS

THINGS MY YOUNG CHILD HAS DONE

The following is a checklist of characteristics of young children being offered this program. Indicate how much you think your child is like the item by using the scale provided. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the Unsure or don't know circle. Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing your child's interests and accomplishments.

The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of your child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about your child that we have not asked about.

Child's name: ____________________________  Child's birthday: ______________________

Your name:______________________________  School name:__________________________

Date:

My child:

1. Has quick accurate recall of information.
   (e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)
   
   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

2. Shows intense curiosity and deeper knowledge than other children.
   (e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)
   
   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

3. Uses advanced vocabulary.
   (e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)
   
   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

4. Began to read, write or use number early.
   (e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)
   
   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
5. Shows interest and enjoyment when learning new things.
(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

6. Uses imaginative methods to accomplish tasks.
(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don’t want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

7. Other interests and hobbies.
Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about.

Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child’s interests and accomplishments. If you can share some copies of your child’s creative work, we would be delighted to have them.

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