



# HUNTERS HILL PUBLIC SCHOOL

## Gifted and Talented Education Guidelines

### ***Preamble***

The New South Wales *Policy and implementation strategies for the education of gifted and talented students* (revised 2004) indicates that it is the responsibility of school communities to identify gifted and talented students and to maximise their learning outcomes in all public schools.

All children have strengths and weaknesses. For some children those relative strengths are of such a magnitude that we refer to them as “gifts”.

The New South Wales *Policy and implementation strategies for the education of gifted and talented students* (revised 2004) is available at:  
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/poli mp.pdf>

### ***Definition***

The NSW Department of Education and Communities (DEC) states:

“Giftedness refers to potential distinctly beyond the average for the student’s age and encompasses a broad range of abilities in the intellectual, creative, socio emotional and physical domains. Talent denotes achievement distinctly beyond the average for a student’s age as a result of application to training and practice.”

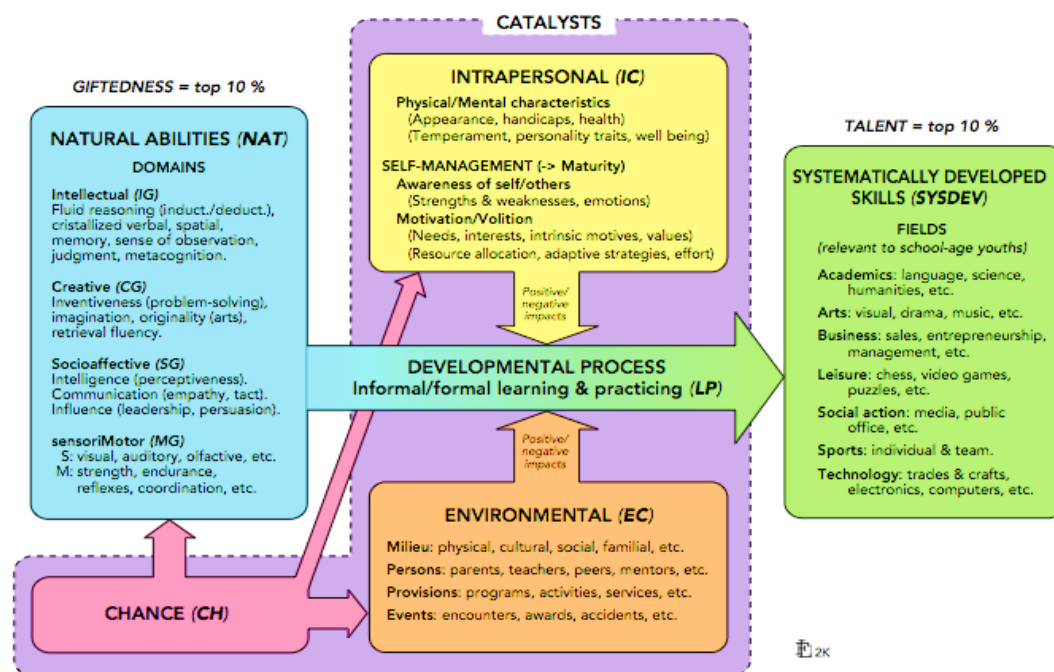
## Identification

In accordance with DET policy, identification is a multifaceted process which involves both subjective and objective measures of potential and achievement. Identification at HHPS may include:

- Standardised testing regularly conducted by the school including PAT-Maths, PAT-Vocabulary, SENA, TORCH Reading, NAPLAN results etc.
- Analysis of school achievements and progress (academic, social and emotional)
- Teacher nomination
- Parent nomination

The Principal in consultation with the executive, the teacher of Gifted and Talented students, classroom teachers and the Learning Support Team manage the identification process.

Gagné's Differentiated Model of Giftedness and Talent (DMGT) is the accepted



Gagné's Differentiated Model of Giftedness and Talent (DMGT.US.2003)

definition within NSW Public Schools.

Gagné refers to gifts as natural occurring abilities, which place children in the top 10% of their age cohort. Talents refer to the systematically developed expression of these gifts. For example, a child may be intellectually gifted and talented in mathematics. Gifts are developed into talents through a process of learning, training and practicing. A child can be gifted and not necessarily talented. Gagné states that

interpersonal catalysts and environmental factors can impact on the developmental process in both positive and negative ways. For example, lack of resources may result in a gift not developing into a talent.

Gagné acknowledges that gifts can occur in the intellectual, creative, socioaffective and psychomotor domains. This policy has been developed to specifically target students who demonstrate giftedness in the intellectual, creative and socioaffective domains. Students with psychomotor giftedness are catered for within our PDHPE programs and PSSA teams.

### ***Characteristics of Gifted Learners***

Distinguishing features of gifted learners become apparent from an early age. Silverman (1993) provided a useful summary of the intellectual and personality characteristics of gifted learners. Not all of these features are exclusive to gifted learners, but such students may possess them to a greater degree. Likewise, not all gifted students will exhibit all of these characteristics.

<b><i>Intellectual Traits</i></b>	<b><i>Personality Traits</i></b>
Exceptional reasoning ability Intellectual curiosity Rapid learning rate Facility for abstraction Complex thought processes Vivid imagination Early moral concerns Passion for learning Powers of concentration Analytical thinking Divergent thinking/creativity Keen sense of justice Capacity for reflection	Insightful Need to understand Need for mental stimulation Perfectionism Need for precision/logic Excellent sense of humour Sensitivity/Empathy Intensity Perseverance Acute self-awareness Nonconformity Questioning rules/authority Tendency to introversion (among the highly gifted)

(Based on Silverman (1993))

### ***Levels of Giftedness***

Just as children with intellectual disabilities have needs related to the severity of their disability, the needs of children with intellectual abilities vary according to the level of giftedness. The following table suggests appropriate programming options for children at differing levels of intellectual ability:

<b>Levels of giftedness</b>	<b>Prevalence</b>	<b>Programming options</b>
Mildly (IQ: 115 – 129) (basically)	1:6 to 1:40	Enrichment in regular classroom Modified curriculum Curriculum compacting
Moderately (IQ: 130 – 144)	1:40 to 1:1,000	Advanced work Challenges within content Some form of ability grouping Mentorships Single subject acceleration Single grade skip or early entrance to school
Highly (IQ: 145 – 159)	1:1,000 to 1:10,000	Fast-paced content work in talent area Ability grouping at least in talent area Acceleration options Challenging academic enrichments, e.g. Latin Mentorships
Exceptionally (IQ: 160 – 179)	1:10,000 to 1:1 million	Highly individualised programs High school / university level programs Advanced placement Radical acceleration (3+ carefully spaced grade skips) Ability grouping in specific talent areas Specific counselling services
Profoundly (180+)	Fewer than 1:1 million	Radical acceleration Early admission to university Highly individualised programs Special program searches Special counselling services Ability grouping in specific talent areas

(Source: Feldhusen, 1993)

## **Programs**

### ***Classroom Programs***

Gifted students across the school are provided with differentiated provisions in our learning programs. Teachers are continually trained in curriculum differentiation and many have undertaken professional learning and development in Gifted and Talented Education to provide an appropriately differentiated program for each child's needs across Key Learning Areas. Students may be provided with opportunities to be grouped with likeminded peers to develop their intellectual potential and support their social and emotional development.

Classroom practices which have been shown to be effective for gifted learners include:

- Accelerating and advancing content
- Curriculum differentiation including grouping students for appropriate instruction (eg. literacy groups, maths groups)
- Compacting of curriculum content
- Indepth study of an interest area
- Open ended activities that promote divergent thought and production
- Negotiated contracts with an emphasis on higher order skills

Teachers implement these strategies based on the students' strengths, interests and the subject area being taught.

Highly and exceptionally gifted students may require a Personal Learning Plan (PLP). This will be developed by a child's class teacher in consultation with the Learning Support Team. A PLP includes information about a student's previous achievements, current and future learning goals and areas for development.

### ***Whole School Programs***

HHPS employs a Teacher of Gifted and Talented Students on a part-time basis. This teacher is responsible for the delivery of the school's program for gifted students. Gifted provisions are based on the current needs of the school population and may include: withdrawal classes in literacy and numeracy, specialised project work, in-class support, and resourcing of teachers.

### ***Whole School Enrichment***

All students are encouraged to take part in a range of enrichment activities which are designed to allow all students to discover areas of strength and interest.

Opportunities for students who display a particular aptitude in these areas may then be provided. For example, selection into the school debating team.

These opportunities include:

- Debating and Public Speaking
- Robotics
- Coding
- Dance groups
- Academic Competitions (e.g., ICAS, Maths Olympiad)
- Chess
- Student Leadership Programs
- Choir
- Band
- Recorder Ensemble
- French Language Program
- GATEWAYS Enrichment Workshops
- NIDA Drama workshops
- Sporting competitions

## ***Acceleration***

The DEC Guidelines on the Accelerated Progression of Academically Gifted Students K-6 is available at:

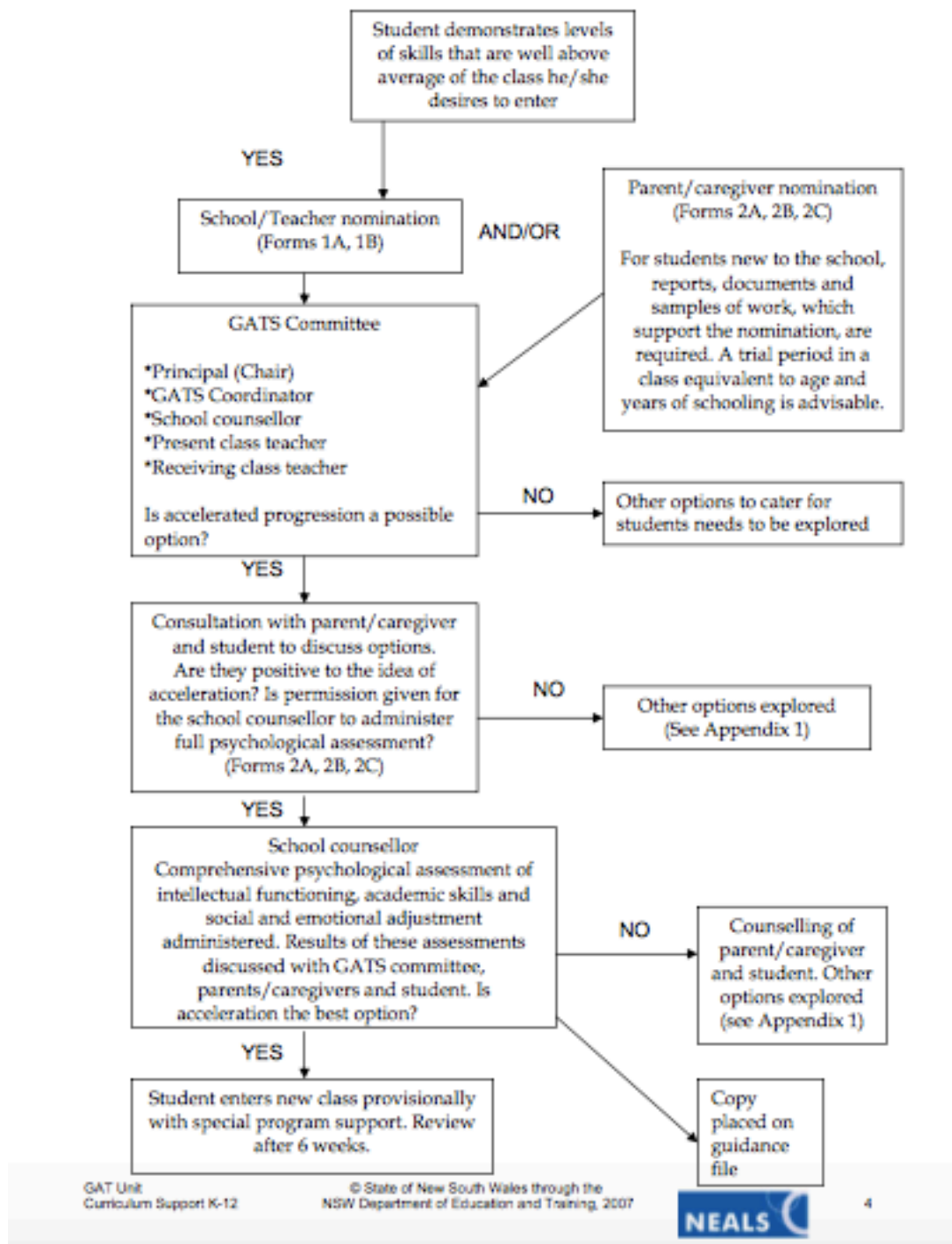
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/gdlk6accprggen.pdf>

The Board of Studies *Guidelines for accelerated progression* (2000) provides the following Statewide indicators when considering students for accelerated progression:

...it is probable that only one in 200 (0.5%) students would be capable of acceleration in all subjects...it is probable that the most capable 5% of students could be appropriate for acceleration in one subject of special interest and expertise (p. 21).

The following flowchart indicates the process for considering accelerated progression:

## ACCELERATED PROGRESSION K-6



### Single-subject acceleration

Where a student exhibits exceptional ability in a particular subject or KLA, the opportunity to accelerate into a higher grade may be offered. The process for single-subject acceleration is the same as for whole grade acceleration. However, a full

psychological assessment may not be required and additional achievement level testing may take place.

Single-subject acceleration is at the discretion of the Principal.

### ***Early Entry to School***

Intellectually gifted children aged 4 or older (as at 31<sup>st</sup> January year of enrolment) may be considered for early entry. The DEC Policy and Guidelines on Early Entry are available at:

<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/gdles1entrygen.pdf>

### ***Evaluation***

Programs are monitored to ensure that current programming meets the needs of the school community.

GATE Policy to be revised... (2018)

### ***Appendix***

HHPS Identification form

### ***References***

Gagné, F. (1985). Giftedness and talent: Reexamining a reexamination of the definitions. *Gifted Child Quarterly*, 29(3), 103-112.

Feldhusen, J. F. (1993). Levels of giftedness. Handout presented in Certificate of Gifted Education at the University of New South Wales.

Silverman, L. K. (1993). *Counseling the gifted and talented*. Love Publishing Co., Denver, CO.