

# THE ROCK CENTRAL SCHOOL POLICY FOR MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS

## Definition:

**Gifted children** have:

- the **potential** for unusually high performance in at least one area.
- the **capacity** to think clearly, analytically and evaluatively. This ability is a prerequisite for high performance in any area.

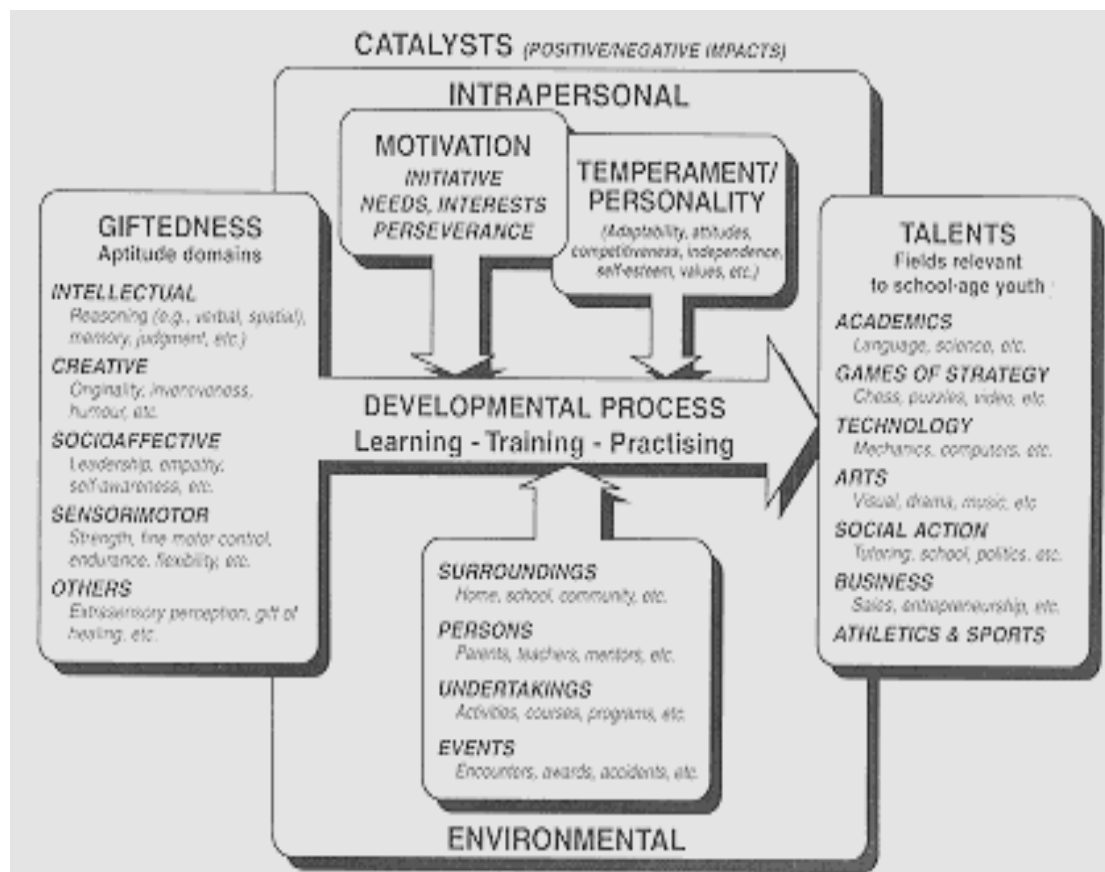
The “cream” does not always automatically rise to the top the child’s personality and environment can help or hinder the translation of potential into performance.

Gagne argues that the terms **giftedness** and **talent** should not be used synonymously, and he proposes a most useful distinction: “Giftedness corresponds to competence which is distinctly above average in one or more domains of ability.

**Talent** refers to performance which is distinctly above average in one or more fields of human performance. (Gagne, 1985, p.108)

A student can be **gifted**, that is, possess aptitude, competence, or potential significantly beyond that expected for his or her age in anyone of several domains of human ability or, for that matter, in all of them. Gagne suggests four major domains: intellectual, creative, socio-affective and sensorimotor.

The **gifted** student may become **talented**, that is, demonstrate superior performance or achievement in any one or more of a multiplicity of talent fields.



### **School aims:**

- To identify gifted students in the school population.
- To provide opportunities for gifted students to realise their potential through the development of relevant talents.
- To provide opportunities for gifted students to demonstrate their talents.
- To celebrate the achievements of talented students.

### **Identification of Gifted & Talented Students:**

The identification of gifted students, as early as possible in their school career, is essential if their particular needs are to be addressed.

It is important to consider that in some circumstances and for a variety of reasons gifted students may not necessarily be demonstrating their giftedness. This may be the case for social reasons or the student may be exhibiting less desirable behaviours due to frustration or a desire to not stand out from the group. It is the school's responsibility to support the gifted student such that intrapersonal and environmental factors, as described by Gagne, do not negatively impact on them achieving their potential.

Students suspected of being gifted may be referred to the LAST Committee by class and support teachers, school executive, parents or other agencies at any time. To minimise the chance that a gifted student may not be identified, class teachers will be asked to nominate the most gifted students in their class at the end of term one and term three.

Checklists detailing indicators of giftedness will be completed by teachers and parents to provide evidence of a student's potential. (see appendix) The LAST committee will refer students to the school counsellor for appropriate assessment.

### **Support for Gifted & Talented Students:**

- Individual  
Individual learning plans will be developed for students identified in the 95%+. The plans will be developed in consultation with the student, parents, class teacher, school counsellor and principal.
- Class  
Appropriate ability grouping, particularly in literacy and numeracy. Teacher will consider "pre-learning", that is what the child may already know, and provide appropriate learning activities. This will necessitate pre-testing in subjects such as spelling, and mathematics. It may not be appropriate for the gifted student to follow the same program of teaching and learning activities as their less able peers. For example gifted students may benefit from inquiry based learning, particularly in unit work.
- School  
Special programs provided to enable students from across the school to experience opportunities that they may not otherwise be able to. For example students may be selected to participate in sporting teams, debating teams, cultural activities such as band, choir or other performance opportunities. Students will also be given opportunities to participate in a range of external competitions e.g. UNSW competitions, the Newcastle Mathematics Competition, etc.

- District  
District based extension opportunities.
- Other  
Referral to Gifted and Talented Vacation Programs at University of NSW and the University of NSW (GERRIC)

### **KLA Extension Strategies**

**Enrichment** is when students have shown understanding and competence they should have opportunities for enrichment.

**Enrichment** is adapting and or replacing the learning experiences in which the remainder of the class is involved, **not** more of the same.

**Enrichment** is applying and associating learning to other areas – crossing subject areas, **not** accumulating and regurgitating information about one area.

**Enrichment** is problem seeking, **not** answering questions.

**Enrichment** is critical evaluation, **not** accepting all information presented.

**Enrichment** is learning concepts and generalisations, **not** learning facts.

### **English**

Reading - Primary Students significantly beyond the level of their peers may be more appropriately engaged in reading chapter books, etc.

Writing - Publishing of student work in weekly newsletter.  
Entry in district, regional or state writing competitions.

Talking & Listening-  
Class, grade and stage presentations, speeches and debates.

### **Mathematics**

Working Mathematically – If a student has demonstrated pre-learning opportunities should be provided for the application of the relevant skill or knowledge in a problem solving situation.

**Unit work** – Unit programs will utilise the Blooms/Gardener Grid as a student contract providing gifted students with opportunities to engage in learning opportunities other than those to be done by their peers.

**Creative Arts** - School performances  
Music Festival

**PD/ Health/PE** – School representative sporting teams.  
Zone and regional representative teams.

### **Student Learning Contracts**

A learning contract involves the student and teacher entering into an agreement to undertake and complete specified activities within a given time. This can be organised on a group or individual basis.

The **Blooms/Gardener Matrix** provides an ideal format for an extension contract to be integrated with the class program.

Contract activities may be used with the whole class, groups or individual children. A clear timeline should be established and progress monitored at appropriate intervals. Once the system has been established the students may select the order in which they complete tasks.

### **Parental Involvement:**

It is vitally important, for the ongoing achievement of the gifted student, that their parents recognise their child's special needs. Parents of gifted students will be provided with information related to the specific issues related to giftedness and how these issues may relate to their child. E.g. the effects on intrapersonal and environmental effects.

If parents consider their child may be gifted they may refer their child to the Learning Support Team at any time.

Parents will be involved in the development of learning plans to encourage support at home. Parents will also be informed of opportunities for extension in the district and beyond.

### **Acceleration:**

The acceleration of the students, that is, their promotion beyond the peer cohort, is a controversial issue and must be considered carefully taking into account not only the students ability on one or more key learning areas but most importantly their social and intrapersonal skills and self esteem.

When a child is referred to the Learning Support team and it is requested that acceleration be considered the committee will:

- gather all relevant data on student performance,
- refer the student to the school counsellor for appropriate assessment,
- develop a long term plan and consider issues that may arise during the rest of the child's school career,
- consider the child's wishes as well as the parents,
- submit a recommendation, regarding the acceleration of the child, to the principal,
- the principal will advise the parents, in writing of the school's recommendation,
- the principal will discuss the recommendation with the child's parents and a final decision will be made.