

## Killarney Heights Public School Gifted and Talented Policy 2015

### Rationale

The NSW Government is committed to high quality educational outcomes for all gifted and talented students and the provision of an appropriate curriculum to meet these students' needs within the school education system. Such students are diverse and are found in all ethnic groups and cultures.

Killarney Heights Public School is committed to providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential educationally, socially and emotionally. Our staff ensure that all students find school a secure, happy and challenging adventure including those identified as gifted and talented.

### Aim

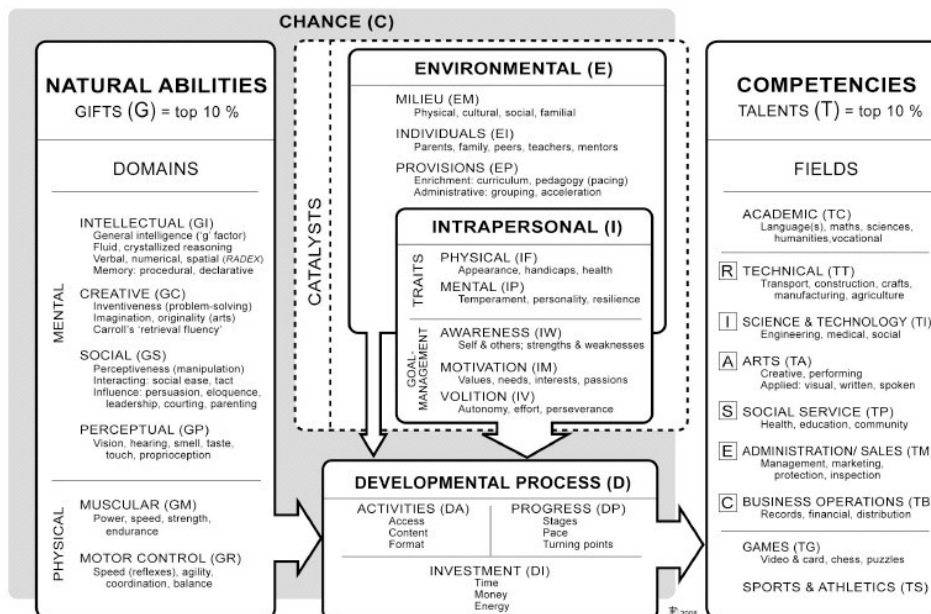
Our aim as the Gifted and Talented committee at KHPS is to:

- Encourage the achievement of personal excellence in all students.
- Encourage and assist students with special abilities to achieve their potential.
- Raise student and parent awareness of opportunities and challenges to students with special abilities.
- Identify students who are gifted or talented and to ensure that the school responds to and provides for their individual needs.
- Provide support to teachers to ensure differentiation occurs for all students.

(Riley 2000, as cited by Dr Suzanne Vasilevska, 2011)

### Definition

The Department of Education's policy on Gifted and Talented Students has adopted Gagné's (2003) Differentiated Model of Giftedness and Talent (DMGT). This model provides research-based definitions of giftedness and talent that have a logical connection to identification and curriculum programs.



Gagne's Differentiated Model of Giftedness and Talent 2.0 (released May 2008)

*Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical.*

*Talented students are those whose skills are distinctly above average in one or more areas of human performance.*

This means that giftedness is a broad concept that encompasses a range of abilities, not only in the intellectual domain but also in the creative and social areas. An important feature of the DMGT is that there is a distinction between giftedness and talent. Giftedness becomes talent as a result of training.

In addition, Betts & Neihart (1998) have identified six profiles of gifted and talented students.

**Type 1 – the high achiever** is the most commonly identified student for gifted and talented programs. High achievers are well-liked by teachers and peers and achieve high-level outcomes. They display dependence rather than independence and are not risk takers.

**Type 2 – the challenger**, who is usually creative. A lack of support for a student's creativity can result in rebellious behaviour and challenges to teachers and parents/caregivers.

**Type 3 – the underground student**, who tries to hide his or her giftedness. This student, often a female in the middle years of schooling, frequently feels anxious and insecure. This is because a conflict is experienced between social and academic success.

**Type 4 – the dropout**, this student has a long history of underachievement and requires a substantial support program to improve his or her educational attainment. Underachievement can result from the de-motivating influence of inappropriate programs.

**Type 5 – double labelled**, these are the students who may have a physical, emotional or learning difficulty. Often the impairment is given attention and the gifted potential is ignored, so that the student is identified for disability rather than giftedness.

**Type 6 – the autonomous learner**, this student is an independent and self-directed learner. Such students develop when appropriate educational programs are provided for them

## Identification procedures

The issue of identification is complex because allowance must be made for all types of students, including those who are gifted underachievers and those who may be disadvantaged. Five key principles of identification are:

- **Defensibility:** procedures should be devised to identify students in all domains of giftedness and fields of talent.
- **Advocacy:** teachers should use assessments to promote students' interests and should not expect students to perform equally well on all measures.
- **Equity:** there should be equitable procedures for identifying groups who may be disadvantaged by the mainstream identification procedures.
- **Comprehensiveness:** there should be the appropriate use of multiple sources of data.
- **Pragmatism:** identification needs to be consistent with the level of resources available.

(Richert, 1991)

The process for the identification of gifted and talented students must

- be dynamic and continuous
- allow for identification at any stage of the student's development
- allow for the highly talented to emerge from the larger talented group
- ensure that the identification of students from disadvantaged and culturally diverse groups is not overlooked.

At KHPS our identification process involves a variety of information, nomination forms and checklists.

<p>Parents are responsible for:</p> <ul style="list-style-type: none"> <li>• Completing student nomination forms</li> <li>• If required, taking their child to an external facility for testing</li> <li>• If applicable, participating in review meeting to discuss results and provisions</li> <li>• Working with the school in implementing provisions at home</li> </ul>	<p>Classroom teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• Completing student nomination forms</li> <li>• Gathering appropriate data on student's performance</li> <li>• If applicable, participating in review meeting with Gifted &amp; Talented committee to discuss results and provisions</li> <li>• Differentiating the curriculum to meet the needs of the students and working to address any emotional or social concerns</li> </ul>	<p>Gifted &amp; Talented committee and the LST are responsible for:</p> <ul style="list-style-type: none"> <li>• Participating in review meeting</li> <li>• Reviewing nominations and processing students onto LST if there is insufficient or conflicting data</li> <li>• Administering the IQ test if there is insufficient or conflicting data</li> <li>• Ensuring programs are in place to meet the individual learning needs to the student</li> <li>• Involving ongoing communication with parents and classroom teacher</li> </ul>
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## Curriculum Differentiation

Curriculum differentiation ranges from slight to major modifications of the curriculum through adjustments to content processes and skills. It provides a planned, documented and challenging curriculum that matches the ability of gifted students to; learn at a faster rate, find, solve and act on problems readily and manipulate abstract ideas and make connections to an advanced degree.

Differentiation should include enrichment, extension and acceleration activities:

- **Enrichment** refers to the broadening of the curriculum to develop knowledge, application, thinking skills and attitudes to a degree of complexity appropriate to the students' developmental level (Braggett, 1997).
- **Extension** activities involve the deepening of students' knowledge understanding and skills.
- **Acceleration** is a set of administrative strategies that enable educators to cater efficiently and effectively for the diversity of cognitive development, needs and competencies of gifted and talented students (Van Tassel-Baska, 1992a). Gifted and talented students have cognitive and emotional abilities that allow them to learn much more quickly than their age peers.

KHPS will use extension through curriculum differentiation as the main method of catering for giftedness and talent in classrooms. Opportunities for enrichment will be provided through whole-school activities and where appropriate, subject acceleration will be implemented.

*“The purpose of differentiating the curriculum is to provide appropriate learning opportunities for gifted and talented students. Three important characteristics of gifted students that underscore curriculum differentiation (Van Tassel-Baska, 1998) are their capacity to learn at faster rates and find, solve and act on problems more readily. Gifted students need the opportunity to work through the curriculum at a faster pace and need less time on basics and revision.”*

## Extra-Curricular and Extension Opportunities

Killarney Heights Public school provides GATS extension in all Key Learning Areas through activities including:

<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• GATS withdrawal programs</li> <li>• Maths Olympiad</li> <li>• GERRIC holiday programs (UNSW)</li> <li>• Chess club</li> <li>• Freshwater enrichment programs</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• GATS withdrawal programs</li> <li>• Premiers' Debating Challenge</li> <li>• Premiers' Reading Challenge</li> <li>• Premiers' Spelling Bee</li> <li>• Whole school Public Speaking Competition</li> <li>• Opportunities for community writing programs</li> <li>• Debating camp</li> <li>• Freshwater enrichment programs</li> </ul>
<p><b>Science / Geography</b></p> <ul style="list-style-type: none"> <li>• GATS withdrawal programs</li> <li>• Robotics club</li> <li>• Freshwater enrichment programs</li> </ul>	<p><b>Creative &amp; Practical Arts</b></p> <ul style="list-style-type: none"> <li>• Choir</li> <li>• Band</li> <li>• Dance</li> <li>• Visual Arts Camp</li> <li>• GATS Drama &amp; Art withdrawal programs</li> <li>• French clubs</li> </ul>
<p><b>PDHPE</b></p> <ul style="list-style-type: none"> <li>• PSSA representative sport including Netball, Soccer, AFL, Cricket, T-ball, Softball, Eagle Tag</li> <li>• Opportunities for regional sporting representation</li> <li>• Inter-school sporting competitions</li> <li>• Premiers' Sporting Challenge</li> <li>• School Sport programs including swimming, dance, tennis, gardening</li> <li>• In class sport programs including dance and yoga</li> <li>• Junior Landcare</li> </ul>	<p><b>Community Languages</b></p> <ul style="list-style-type: none"> <li>• GATS Anglophone French</li> <li>• Mandarin enrichment classes</li> <li>• Mandarin Mother Tongue classes</li> <li>• French clubs</li> </ul>
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• SRC</li> <li>• School leadership team</li> <li>• Year 5 SLIPS</li> <li>• School leadership camp</li> </ul>	

## Appendices

- Parent nomination form
- Teaching nomination form
- Individual Learning Plan template
- Parent information letter

## References

NSW Department of Education GATS Policy, 2004, p...