

GLEN HUNTLY PRIMARY SCHOOL

GIFTED & TALENTED POLICY

Rationale

All children and young people are entitled to an education that is engaging, challenging and helps them to reach their full potential.

In every class there are students who will require the curriculum to be modified to ensure the provision of appropriate challenge for their learning. Gifted and talented students will have this potential throughout their lives.

Glen Huntly Primary School aims to identify gifted and talented students and will provide these students with opportunities to achieve their potential. These opportunities will be provided in the school as part of the everyday learning programs. Glen Huntly Primary School views as its responsibility to develop effective and equitable identification procedures and developmentally appropriate programs, that challenge and advance students to the next stages of their learning.

The school will offer, where appropriate, participation in external extension programs such as those offered by the Department of Education and Early Childhood Development and other agencies.

Goals:

1. To implement equitable and objective procedures to identify Gifted and Talented students.
2. To provide learning activities to meet the needs of Gifted and Talented students.
3. To implement differentiated and personalised learning programs that cater for the individual learning needs of gifted and talented students.
4. To ensure that all gifted and talented students are extended and supported to demonstrate continuous improvement in their learning, particularly in English and Mathematics.

Terminology

Gifted and talented students are found in all communities regardless of their ethnic, cultural or socio-economic characteristics. The gifted population can include students who are underachieving and/or who have disabilities.

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.

Implementation

The following activities are examples of the types of experiences that are currently provided by Glen Huntly Primary School to meet the needs of Gifted and Talented students.

1.

MATHEMATICS

- Maths Olympiad Competition – Years 3 – 6 and other possible external Mathematics based programs, such as the Westpac Mathematics competition
- Identified students work on learning activities beyond their year level expectations. Information regarding this will be an important aspect of yearly teacher hand-over procedures and information.
- Use of problem solving activities, problem based learning, along with open-ended tasks, that will encourage the learner to explore all learning possibilities
- Ensure all aspects of Mathematics are thoroughly covered both broadly and deeply
- ICT programs such as On demand testing, Nelson Mathematics, interactive whiteboard activities, various ICT based mathematics programs:
 - ✚ <http://www.tutpup.com/>
 - ✚ <http://www.studyladder.com.au/>
 - ✚ <http://www.topmarks.co.uk/>
 - ✚ <http://www.mathplayground.com/games.html>
 - ✚ <http://www.enchantedlearning.com/Home.html>
- Hands on activities utilising mathematical equipment, such as 3D shape construction; construction mathematics; patterns; creative and artistic Mathematics
- Numeracy week activities

ENGLISH

- Persuasive Writing & Debating, opportunities to speak at assemblies etc.
- Exposure to a wide and diverse range reading and writing genres commensurate with interests and abilities
- ICT programs: On Demand testing, Literacy Planet, interactive whiteboard activities
 - ✚ <http://www.tutpup.com/>
 - ✚ <http://www.studyladder.com.au/>
 - ✚ <http://www.topmarks.co.uk/>
 - ✚ <http://www.woodlands-junior.kent.sch.uk/Games/educational/literacy.html>
 - ✚ <http://primarygamesarena.com/Year-5#English>
 - ✚ <http://www.bbc.co.uk/skillswise/english>
 - ✚ <http://teacher.scholastic.com/tools/spelling.htm>
- Computer based testing & evaluation of Reading Skills to determine Literature programs
- Utilising strong links between Reading and Writing programs
- Participation in Literature competitions. eg: Glen Eira Literacy Competition and other external outlets for student writing
- Literacy Week activities

INQUIRY LEARNING

- Individual inquiry-based research projects
- Use of Internet, ICT research reference programs, PowerPoint, 2.

- Teaching of Thinking Skills. Eg: Mind Mapping, De Bono's Thinking Hats, Multiple Intelligences, Bloom's and Gardner Taxonomy, Consequence Wheels, Concept Maps, Graphic Organisers, Higher Order Thinking skills, Socratic Seminars, Habits of Mind, PMI and KWHL tables, Rubrics, BAR analysis, SWOT analysis and Data charts
- Incursions and Excursions along with opportunities to participate in higher level sport and competitions
- Robotics program
- Utilising linking and connecting multi-disciplinary studies
- Involvement in programs such as Tournament of the Minds
- Construction activities and Design, Creativity and Technology projects
- Extensive use of a Constructivist Learning approach

Evaluation

The Gifted and Talented programs and activities will be offered across the school. It is therefore important that each level of the school:

- Monitors the delivery and effectiveness of the program and activities based on the current needs and numbers of gifted and talented students
- Addresses the implementation of the program as part of the agenda at a monthly Professional Learning Team meeting held during Wednesday lunchtime, to ascertain the effectiveness of programs, establishes whether the school and their level is meeting the current needs of gifted and talented students and formulates necessary adjustments and changes to the programs
- Implements necessary gifted and talented components in their *weekly* unit and level planning and in information communicated to parents and students via individual education plans, which are to be formulated twice a year.

Appendix:

2013 DEECD Gifted and Talented Policy developments

The DEECD has issued a four page Ministerial Directions Paper - *New Opportunities for the Gifted and Talented* - on provision and support for students designated as "gifted and talented". The Paper is a response to the Victorian Parliament's 2012 report of its Inquiry into the Education of Gifted and Talented Students.

A new Victorian policy for the education of gifted and talented students will be developed and all schools will be "encouraged" to document curriculum and opportunities for gifted and talented students.

The DEECD will develop a model policy for use by schools. It will emphasise partnerships between students, parents, teachers and schools and promote the need to meet the needs of gifted and talented students from "diverse" backgrounds, particularly Koorie students.

An evaluation of the Select Entry Accelerated Learning (SEAL) program is also being commissioned.

The government has announced that it will produce a five year strategy for gifted and talented education later in the year.

The only recommendations in the Parliamentary Report the Government did not support were the call for the establishment of a Gifted Unit within the DEECD and the employment of a gifted education expert advisor.

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/gifted.aspx>

Gifted and Talented Education

Learning and Teaching Resources > Learning Diversity Resources > Gifted and Talented Education

New opportunities for the gifted and talented - directions paper

In April 2013, the Hon. Martin Dixon, MP released the New opportunities for the gifted and talented directions paper:

- [New opportunities for the gifted and talented \(pdf 412 Kb\) \(pdf - 411.99kb\)](#)
- [New opportunities for the gifted and talented \(doc 1 \(docx - 1.35mb\)\)](#)

The directions paper:

- describes the needs of gifted and talented children and young people
- outlines issues with current provision and commits to address these issues
- describes the progress already made in implementing many of the inquiry's recommendations
- sets important parameters for the development and release of a new, five-year gifted and talented education strategy.

The development of the strategy has commenced and will continue in 2013.

This directions paper builds on the findings of the Victorian Parliament's 2012 Inquiry into the Education of Gifted and Talented Students (the inquiry) by signaling a renewed focus on the needs of gifted and talented children and young people, their educators and their families. For the final report for the 2012 inquiry, see: [Inquiry into the Education of Gifted and Talented Students](#)

About giftedness

It is important to realise that 'giftedness' is a construct and is not directly measurable. What this means is that the instruments used to assess giftedness and to identify gifted persons attempt to measure the behaviors and characteristics which we associate with the construct.

Different communities may view giftedness differently, reflecting their cultural values. While characteristics of giftedness may be consistent across cultures the way these characteristics are manifested and valued may vary significantly.

We have endeavoured to present a commonly-accepted position of what it is to be a gifted student in Victorian schools.

Topics in this section of the website include:

- [For parents](#) - provides information for parents and covers the identification of gifted and talented students and an overview of the available schooling options for gifted and talented students. A checklist for parents is also available.
- [Gifted and talented students](#) - provides information including identifying gifted children, Gagné's model of giftedness and nominating a gifted child. Guidance on characteristics of gifted children is available.
- [Schooling options](#) - discusses the various schooling options available to gifted students, including:
Early entry to school; Advanced offerings in a specific subject (single-subject acceleration); curriculum compacting; telescoping; year level advancement; concurrent enrolment; mentoring; virtual mentoring; VCE extension studies; and early entry into tertiary education.
- [Learning & teaching](#) – provides a number of resources for schools, including: grouping for instruction, via either small groups or a whole class arrangement; general resources; and professional learning resources