



# Guidelines and Procedures

## Gifted & Talented Education

This document should be read in conjunction with the Living Waters Lutheran School **Gifted & Talented** Policy.

### 1. INTRODUCTION

The two major objectives of these Guidelines are to ensure that staff at Living Waters are supported in identifying gifted students and in implementing appropriate educational programmes for these students. Emphasis is placed not only on the academic needs of the student, but also on their social and emotional needs.

Identifying gifted students will be based upon:

- their behavioural characteristics;
- observations of their learning;
- conversations with their parents and within their communities;
- indicators of their performance.

Implementing appropriate educational programmes for gifted students will:

- consider the interaction between individuals and learning environments;
- identify the conditions that enable and encourage exceptional ability to flourish.

### 2. IDENTIFYING GIFTED STUDENTS

Silverman (1993) generalises that gifted students possess specific intellectual and personality characteristics to a greater degree than other students.

#### Intellectual traits

Exceptional reasoning ability  
Intellectual curiosity  
Rapid learning rate  
Facility for abstraction  
Complex thought processes  
Vivid imagination  
Early moral concern  
Passion for learning  
Powers of concentration  
Analytical thinking  
Divergent thinking/creativity  
Keen sense of justice  
Capacity for reflection

#### Personality traits

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  
(Silverman, 1993, p. 53)

We are cognizant that “*all cultures have their own understandings of giftedness*” (DECS 2015) and that recognising giftedness in students who have culturally different backgrounds may require community consultation.

### The five key principles of identification are:

1. **Defensibility:** students are to be identified in all domains of giftedness and fields of talent.
2. **Advocacy:** assessments are to promote students' interests and it is not expected that students will perform uniformly well on all measures.
3. **Equity:** equitable procedures are to be employed for identifying students "who may be disadvantaged by mainstream identification procedures".
4. **Comprehensiveness:** multiple sources of data will be utilised.
5. **Pragmatism:** identification needs to be consistent with resources available.

### Identification Process:

When identifying Gifted students at Living Waters we consider the following;

- Giftedness is multidimensional and includes "innate abilities, personality traits and environmental influences". Therefore, flexible and multidimensional identification procedures will be used and will involve the gathering of both informal and formal data from inside and outside school.
- Giftedness is "culturally defined". Therefore we will seek the advice of school stakeholders, parents, community groups and DECS to contextually define, identify and cater for giftedness.
- Psychologist and specialist reports.
- Subjective procedures include rating scales, checklists and nominations, student interviews and observations are valuable.
- Student achievement data such as standardised tests and assessments, NAPLAN data, school based assessments, school reports and portfolios of student work are valued.
- Data from formal tests and informal checklists should be considered singularly and in terms to their purpose and intent.
- Identification must be ongoing and continuous, so as not to discount anyone whose giftedness may not at first be apparent.

### Testing is one way to identify gifted students and commonly used standardised tests include;

- AGAT General Ability Test from Australian Council for Educational Research
- Ravens Progressive Matrices
- Stanford-Binet Intelligence Scales Fifth Edition (SB5)
- Wechsler Intelligence Scales
- Kaufman Brief Intelligence test (K-BIT -2)
- Kaufman Test of Educational Achievement (K-TEA)

### Approximate levels of giftedness:

Francois Gagne identifies the prevalence and level of giftedness as follows.

I.Q. EQUIVALENT	PREVALENCE	LEVEL OF GIFTEDNESS
120	1 / 10	Mildly Gifted
135	1 / 100	Moderately Gifted
145	1 / 1,000	Highly Gifted
155	1 / 10,000	Exceptionally Gifted
165	1 / 100,000	Profoundly Gifted

(Gagne, F. 2004, *A Differentiated Model of Giftedness and Talent*, Lecture Tour of SA)

## 3. IMPLEMENTING APPROPRIATE EDUCATIONAL PROGRAMMES FOR GIFTED STUDENTS

Gifted students require the provision of continuous, effective and flexible educational options to facilitate their giftedness. These options include differentiation, acceleration, grouping and assessment.

### A. Differentiated curriculum:

Teachers with the support of the school are to actively plan for gifted students in the regular classroom through offering different approaches to what students learn (content), how students learn (process), and how students demonstrate what they have learned (product).

It is expected that Gifted students will:

- spend less time on basics and revision;
- be provided with opportunities to learn at a faster pace;
- be offered a variety of entry points;

- be allowed to find, solve and act on problems readily, manipulate abstract ideas and make connections;
- be flexible and allow students to move in and out of groups based on students' instructional needs;
- provided with appropriate physical and emotional setting of the classroom (environment differentiation);
- be allowed to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learned.

The school will provide differentiated curriculum planning and instruction in other "learning environments through extension and enrichment", for example Mathematics Enrichment, Literacy Enrichment, Literature Enrichment and through making use of the wider community to enhance learning opportunities.

### **B. Grouping of like-minded students.**

These include:

- ability grouping;
- specialised enrichment or extension groups;
- grouping of like-minded students within one class;
- challenging programmes to pursue students' interests and passions; and
- individual programmes.

### **C. Assessment Opportunities that demonstrate the degree of learning.**

Assessment opportunities will be provided that allow demonstration of the learning and community participation, and include:

- International Competitions and Assessments for Schools;
- online environmental games such as Murder Under the Microscope;
- Tournaments of Minds;
- debating competitions;
- sporting competitions;
- performing/visual arts competitions;
- Australian Maths Competition;
- Young Territory Author Awards.

## **4. ROLES AND RESPONSIBILITIES**

**The School** will:

- use the checklists provided to identify gifted students;
- recognise and acknowledge talents in all fields not just the academic and direct students and parents to appropriate facilities that promote these talents;
- collaborate to create Educational Adjustment Plans (EAPs);
- provide educational options that facilitate the continual advancement of gifted students over time.

Build teacher capacity about the educational needs of gifted students, by:

- communicating to teachers their responsibilities regarding the Gifted & Talented policy;
- delivering professional learning/coaching to support the development of teachers' skills;
- disseminating information about effective teaching strategies and pedagogies;
- collaboratively plan with teachers to develop and implement effective and appropriate programmes that cater for the individual needs of gifted students, "including the development of personal learning behaviours such as critical and creative thinking, reflection and persistence";
- providing moral support and encouragement to teachers and staff to deal with the challenges in catering for gifted students;
- observing teachers catering for the needs of gifted students.

Build and enrich gifted student capacity by:

- liaising with DECS, relevant outside agencies and parents and adopting a wholistic approach to the child's development;
- ensuring that there is provision of a range of differentiated programmes across all areas of giftedness, not just academic;
- celebrating the range of giftedness.

Liaise with DECS personnel: particularly the Alice Springs Regional team

Provide data on the number of gifted students identified at Living Waters, the differentiated programmes offered and outcomes achieved.

Monitor progress of Gifted students: over time evaluate the effectiveness of educational programmes.

Ensure that year level teaching and learning programmes document and reflect the needs of gifted students.

**The Student Counsellor:** be available to support the social and emotional wellbeing of gifted and talented student, particularly those with heightened emotional sensitivities.

## ACKNOWLEDGEMENTS

Gifted Education Guidelines 2013 [www.education.nt.gov.au](http://www.education.nt.gov.au)

### Referenced or useful literature

- National Association for Gifted Children (2010): Redefining Giftedness for a New Century: Shifting the Paradigm <http://www.nagc.org/index.aspx?id=6404>
- Gagne's Differentiated Model of Giftedness and Talent <http://www.ncwq.org.au/cc/gagnedmgt.htm>
- The Three-Ring Conception of Giftedness <http://www.tip.duke.edu/node/93>
- The Maker Model of Curriculum Differentiation <http://fosenabling.wetpaint.com/page/Williams-Maker>
- Classification of giftedness as per IQ scores <http://www.education.vic.gov.au/studentlearning/programs/gifted/highpotential/default.htm>
- Five key principles of identification -Richert, E. S. (1991). Rampant problems and promising practices in identification. In N. Colangelo &G. A. Davis (Eds), *Handbook of gifted education* (pp.81-96).
- Silverman, L.K. (1993). A developmental model for counselling the gifted. In L.K. Silverman (Ed.), *Counselling the gifted and talented* (pp. 51–78). Denver: Love Publishing Company.