ACT Government
Education and Training

Policy title: GIFTED AND TALENTED STUDENTS POLICY
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Legislation:

- ***Education Act 2004***

1. POLICY STATEMENT

1.1. School Principals are responsible for ensuring that there are established, effective and equitable processes and measures in place for the identification of gifted and talented students. Specialised approaches may need to be considered in the identification process where students may be potentially disadvantaged due to individual or various circumstances.

1.2. Where formal measures such as psychometric assessments for example, group IQ tests, or specialised approaches, are required for the screening and identification of gifted and talented students, a psychologist must oversee the following:

- choice of measure or specialised approach,
- administering of approach or testing procedure, and
- interpretation and communication of the results to parents, teachers, students and relevant personnel as agreed by all parties.

1.3. School Principals are responsible for ensuring that there is the provision of developmentally appropriate educational provisions and strategies for all gifted and talented students enrolled at the school. This may include a partnership with external agencies.

1.4. School Principals through the School Board are responsible for developing and communicating the processes to parents, teachers, students, community members and relevant professionals for identifying and meeting the needs of all gifted and talented students in the school and ensure that the information is available upon request and on the school website.

1.5. School Principals are required to nominate a first point of contact for all enquiries from parents, students and the wider community about the school's approach to, and advice on, meeting the needs of gifted and talented students. This may be either the Gifted and Talented Liaison Officer, another designated school staff member or the school Principal.

1.6. School Principals are required to nominate a Gifted and Talented Liaison Officer (GaTLO). The GaTLO may or may not be the nominated first point of contact for enquiries.

1.7. Schools will use a case management approach in supporting the intellectual, physical and emotional development of gifted and talented students and ensure the following stakeholders are engaged in the process where appropriate:

- parents/carers
- teachers
- students
- psychologist
- other professionals associated with student learning or development as necessary.

1.8. An Individual Learning Plan (ILP) will be provided when:

- the case management process recommends the development of an ILP
- a student undergoes subject or whole-grade acceleration
- a student is identified as having dual exceptionalities
- a parent or carer requests an ILP for the student.

1.9. Schools will develop and implement a transition process that supports gifted and talented students as they progress through their schooling.

1.10. Principals are responsible for addressing the professional learning needs of all teaching staff in the understanding and provision of gifted and talented education.

2. RATIONALE

2.1. The ACT Education and Training Directorate recognises gifted and talented students as having unique educational needs. The ACT Education and Training Directorate is committed to ensuring that the needs of gifted and talented students are catered for in all ACT government schools in order for them to reach their educational potential.

2.2. This policy outlines the roles and responsibilities of school Principals and staff in implementing identification procedures and appropriate educational provisions and strategies to meet the needs of all gifted and talented students. The Policy recognises the diverse abilities, and broad range, of gifted and talented students in ACT schools.

2.3. Gagné's Differentiated Model of Giftedness and Talent informs the key educational approaches and definitions contained in this Policy.

3. DEFINITIONS

3.1. **Acceleration** is a developmentally appropriate placement process to advance students' academic enrolment ahead of their chronological peers in one or more subjects or by one or more whole learning years.

3.2. **Case Management** is a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students.

3.3. **Curriculum** is the documented program of study implemented by ACT schools.

3.4. **Curriculum differentiation** is adjustment to curriculum in content, process, product and/or learning environment to meet the needs of a student, or students.

3.5. **Developmentally appropriate** programs refer to provisions and strategies that cater for the intellectual, physical and emotional needs of gifted and talented students. Provisions and strategies may include but are not limited to one or more of the following: differentiated curriculum that supports enriched learning; counselling; acceleration options; environmental adjustments; partnerships with external agencies, and grouping.

3.6. **Dual Exceptionality (twice-exceptionality)** refers to gifted students who also present with; one or more specific learning difficulties; physical, emotional or behavioural disabilities; or other factors which may impair performance and mask high potential and or achievement

3.7. **Early Entry** is a placement process for students who demonstrate readiness for formal schooling earlier than the usual school commencement age.

3.8. **External Agencies** are community based organisations that provide educational opportunities and programs for students.

3.9. **Gagné's Differentiated Model of Giftedness and Talent** provides research-based definitions of giftedness and talent that have a logical connection to identification and curriculum programs. Gagné makes a distinction between innate or natural abilities (giftedness) and the superior mastery of systematically developed abilities in at least one field of human endeavour (talents).

3.10. **Gifted and Talented Liaison Officers** are a Principal designated officer who provides a point for contact between the school and the Directorate regarding the school's approach to, and advice on, meeting the needs of gifted and talented students.

3.11. **Giftedness** refers to a student's outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, and recognises the diverse abilities of students.

3.12. **Identification** refers to the measures used to:

- locate the student's domain(s) of giftedness (intellectual, creative, social, perceptual, physical [muscular or motor control])
- describe the student's fields of talent (academic, realistic, investigative, artistic, social, enterprising, conventional, games, sports).

3.13. **Individual Learning Plan (ILP)** identifies the student's individual needs, pathway, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student, to inform the planning, delivery and evaluation of the student's personalised learning program. ILPs are regularly monitored and evaluated.

3.14. **Talent** refers to a student's outstanding performance in one or more fields of human activity: academic, technical, science and technology, arts, social service, administration or sales, business operations, games or sports and athletics.

3.15. **School Network Leaders** are responsible for leading, managing and supporting a network of ACT government schools, for school improvement programs and initiatives.

4. LEGISLATION

4.1. The ACT *Education Act 2004* requires all stakeholders involved in the education of children in the ACT, including administrators, to apply the principle that every child has a right to receive a high-quality education. School education, together with home education, should aim to develop every child's potential and maximise educational achievements

5. ADVICE

5.1. For Parents/Carers and Students

A number of factsheets developed by the Education and Training Directorate will support the policy and gifted and talented education in ACT government schools. Factsheets can be obtained from the **Directorate's Website**.

5.2. Flowchart

An accompanying flowchart (Appendix A) is included with this Policy and provides advice on the identification process for gifted and talented students.

5.3. For Principals and school staff

Principals and the School Boards should be guided by the ACT Education and Training Directorate's factsheets and by current evidence-based research into effective best practice in providing for gifted and talented students' educational needs in their schools.

The ACT Education and Training Directorate will provide Principals and schools with timely advice on current evidence-based best practice in gifted and talented education as it becomes available.

6. COMPLAINTS OR CONCERNS

6.1. Where there are concerns regarding the application of the Policy or the Policy itself, contact should be made:

- with the school Principal in the first instance
- with the Learning and Teaching Branch, as the policy owners
- with the ACT Education and Training Directorate's Community Liaison Unit
- by accessing the Education and Training Directorate's Complaints Policy – Education and Training Directorate, which is available on the Directorate's Website.

7. POLICY OWNER

7.1. Director, Learning and Teaching Branch.

7.2. For support in relation to this policy please Learning and Teaching Branch on (02) 6205 9205.

8. RELATED POLICIES

8.1. Education Participation (Enrolment and Attendance)

8.2. Students with a Disability: Meeting their Educational Needs

Appendix A

Gifted and Talented (GAT) Education Flowchart

CONTEXT

Guided by the Education and Training Directorate's Policy, individual school documentation outlines the specific processes for identification and provision of developmentally appropriate educational provisions and strategies for all gifted and talented students. School documentation also provides the name and contact details of the designated school contact for parents for all enquiries regarding gifted and talented education.

Nomination

Teacher, parent/carer or student notifies the Principal of a potentially gifted and talented student as outlined in the school documentation for all gifted and talented students.

Assessment for Identification

Evidence is collected to accurately identify the gifts and talents of students using measures that may include:

- Teacher or parent/carer checklists
- Psychological assessments
- Self-identification
- Interviews
- other relevant information
- Anecdotal evidence
- Student work
- Curriculum-based assessment & reporting
- Educational history
- Medical history

Validation

Principal determines gifted and talented status of student, based on the evidence provided.

Not identified as Gifted and Talented.

School explores appropriate educational opportunities for the student.
Student may be nominated for consideration as gifted and talented at a later date, based on new evidence.

Identified as Gifted and Talented.

Placement and/or Modification Recommendation

Principal consults with parents/carers, psychologist, teachers and other professionals as necessary to determine the **one or more provisions** that will best meet the needs of the student.

Individual Learning Plans (ILP) are mandatory when:

- the case management process recommends the development of an ILP
- a student undergoes subject or whole-grade acceleration
- a student is identified as having dual exceptionalities
- a parent or carer requests an ILP for an identified student.

Provisions

- Developmentally appropriate modifications are made to the student's program and/or environment
- Whole-grade or Subject Acceleration (*When this results in a transition from primary to secondary or secondary to senior secondary school, consultation includes the relevant School Network Leader*)
- Early Entry
- School partnership with external agencies

Evaluation

Regular and ongoing evidence-based review of student progress, strategies and provisions.

Transition

The school implements a transition process that acknowledges and supports the gifted and talented student as the student progresses through their schooling.