



Gifted and Talented Policy



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Gifted and Talented Policy

Purpose

The purpose of this policy is to define and formalise the process of identifying and catering for students identified as gifted, talented or highly capable at Corinda State High School.

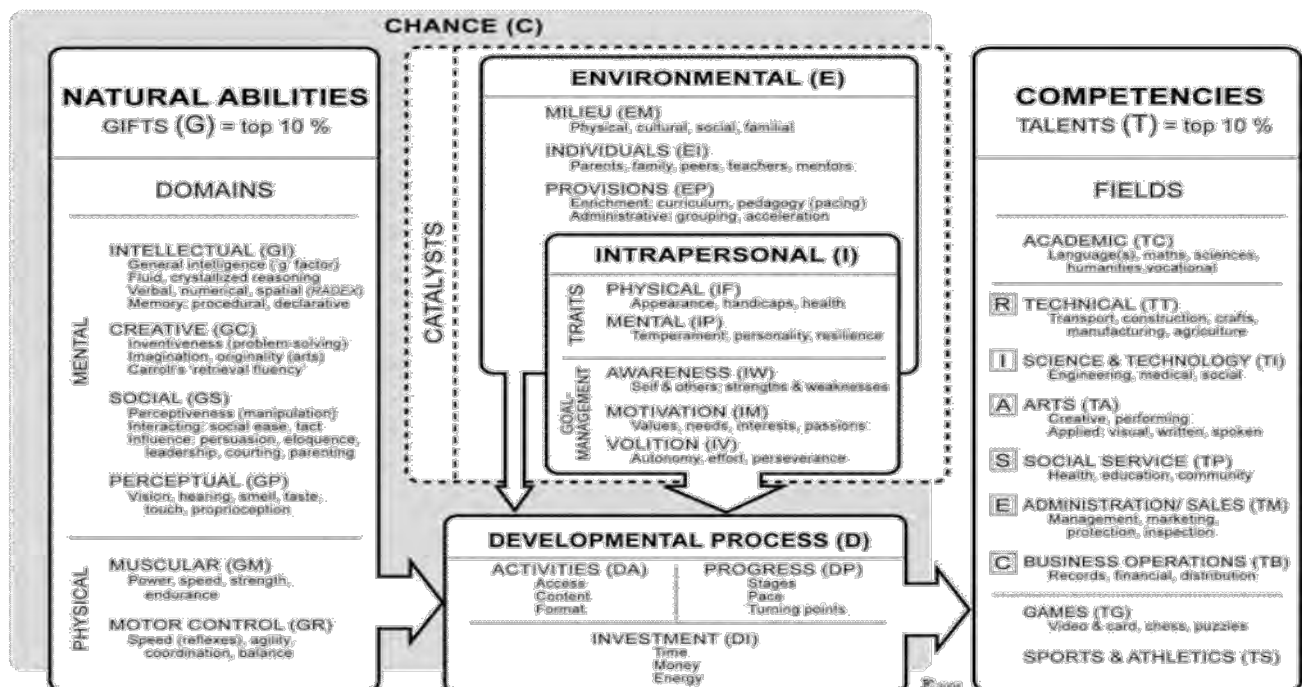
Corinda State High School is committed to providing appropriate educational pathways for all students in keeping with Education Queensland's *P-12 curriculum, assessment and reporting framework* and [providing the Australian Curriculum in Prep to Year 10 in Queensland state schools from 2017](#).

Definitions

The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student's giftedness into talent.

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. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.



Gagné, F. Transforming gifts into talents: The DMGT as a developmental theory. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 60–74). Boston: Allyn & Bacon, 2003.



Principles

The key principles that underpin the Gifted and Talented Policy are;

Equity – all students have the right to fair and equitable access to appropriate educational programs that meet their specific needs.

Recognition of difference – students who are gifted are recognised as different from their peers in the insightful quality of their thinking and advanced ability.

Educational Excellence – all students have the right to appropriate educational programs that result in learning outcomes consistent with their abilities.

Partnerships – the education of all students is the shared responsibility of teachers, parents and carers, students and educational administrators.

Evidence-based Practices – the schooling of all students must be informed by contemporary research-based practice and ongoing evaluation and improvement.

Evidence based Research

The development of Corinda State High School's Gifted and Talented Policy documents and approach to Gifted Education provision has been developed with;

- Education Queensland's – Curriculum Provision to Gifted and Talented Students
- John Munro's – Curiouser and Curiouser (Curiosity and Powerful Learning)
- Robert Gagne's – Differentiated Model of Giftedness and Talent
- Nicholas Colangelo's – Handbook for Gifted Education
- National Association of Gifted Learners – Australia
- Queensland Association of Gifted and Talented Children – Queensland, Australia
- GERRIC – Gifted Education Research, Resources and Information Centre
- June Maker – Maker Model

Processes and Procedures

Identification

Teachers plan for the fact that students who are gifted or talented in one or more domains are present in every school. These students are identified, using data from a range of sources. The identification process ensures gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, geographical location or gender.

Corinda State High School uses whole cohort testing and individual student testing to identify highly capable students. All students in year 7 and 10 will sit a diagnostic test (such as Allwell) during semester 1. This will assist in identifying any students who have high intellectual capability. Students who have not completed the diagnostic test may be identified through a range of identification



processes including teacher and parent nominations, student work samples, standardised testing including NAPLAN, ICAS reports, PAT M, PAT R and psychometric testing conducted either outside of school or by the Corinda State High School guidance officers. *Refer to Appendices for Identification Flowchart and referral checklists.*

Knowledge of the characteristics of gifted and talented students (*described in Appendix 2*) will assist teachers to identify and support these students with appropriate strategies.

Curriculum Provision

Collaborative Management of Curriculum Provision

A collaborative team approach is used in the management of curriculum provision for gifted and talented students to provide consistent and continuous identification processes school-wide. This team supports student learning: the Principal, the Deputy Principal in charge of Gifted and Talented, Heads of Department, teachers who have undergone professional development in gifted and talented education, the Guidance Officer, support teachers including literacy and numeracy and classroom teachers.

Once identified students may be placed in an Excellence Class of their choosing if not already. An Individual Curriculum Plan (ICP) may be prepared for the identified student. The student will be assigned an advocate and student well-being and academic achievement meetings and check-ins will be held. Feedback including teacher reports, enrichment activities, parent consultation all form part of the student monitoring.

Teachers

For gifted and talented students, teachers deliver the curriculum at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers. Curriculum provision for gifted and talented students addresses their specific learning needs such as:

- a faster pace
- processing more complex information and use of higher order thinking
- lifting and stretching
- opportunities to engage in learning with students of the same or higher ability
- opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems.

Teachers of Excellence Classes must undertake Gifted and Talented Training including GERRIC modules or GEMS training. These teachers are supported by Curriculum HODS and the Deputy Principal in charge of Gifted and Talented.

Differentiation strategies for teachers

Adjusted tasks so that they are required to process more complex and abstract information from a variety of sources (content)



Use a faster pace, this still means providing clear instruction and scaffolding, but with few repetitions (process)

Challenge and support students to set goals and develop higher order thinking skills including problem solving strategies, critical and creative thinking, and self-reflection (process)

Provide opportunities for students to demonstrate imaginative, innovative and rigorous responses that may involve extended outcomes (product)

Encourage students to pursue their interests in independent inquires and negotiated tasks. Provide flexible groupings to enable collaborative work with students of the same or higher ability or shared interests (learning environment)

Refer to Gifted and Talented Framework (Appendix 3 and 4) for more classroom support strategies.

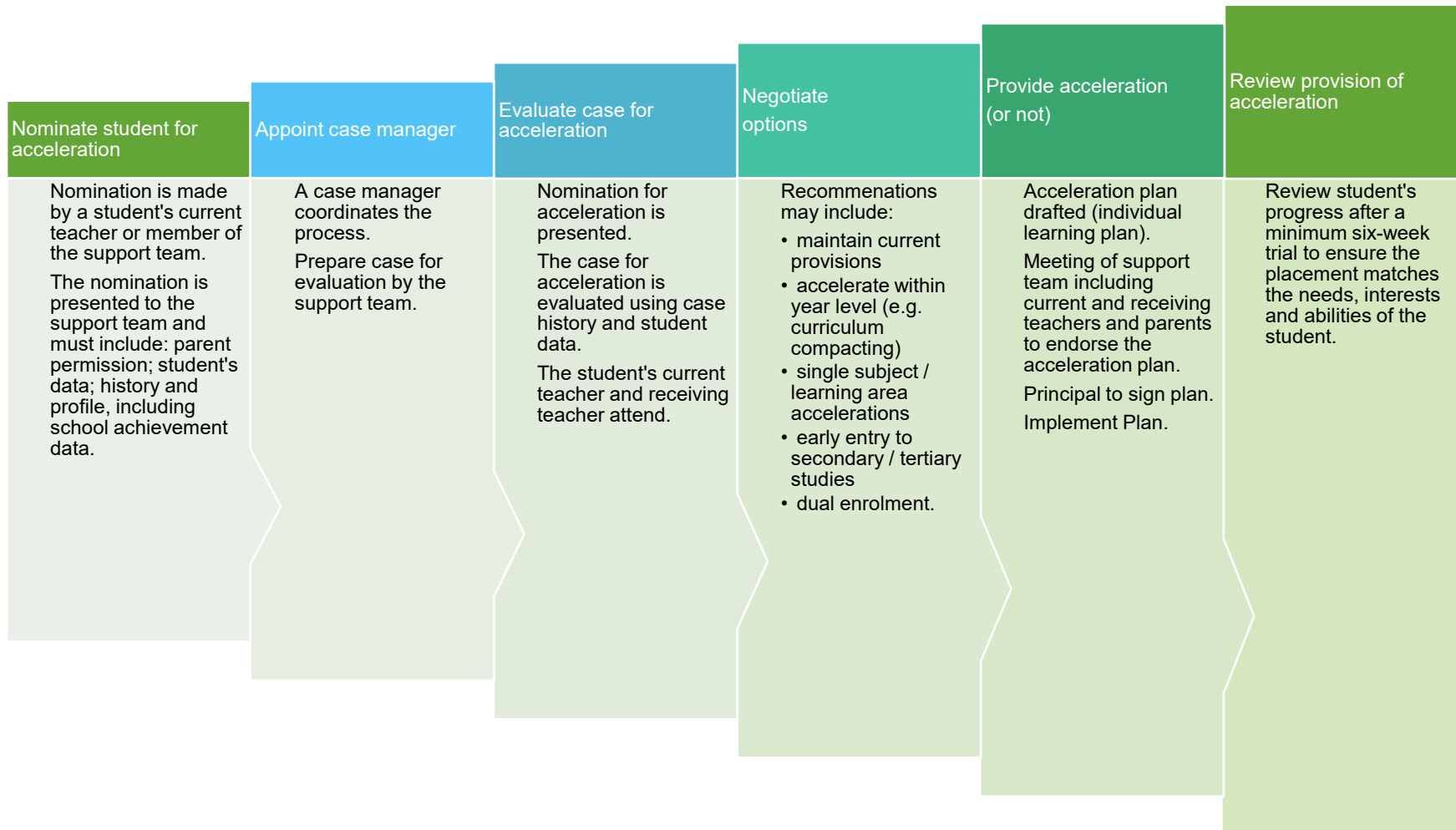
Many gifted and talented students can be catered for through a differentiated curriculum and through enrichment. However, for those whose needs are not being met through differentiation or extension, other options such as acceleration are considered. (Please refer to [Education Queensland Curriculum Provision to gifted and talented students.](#))

Acceleration

Acceleration allows gifted and talented students to progress through an educational program at a faster rate than their age peers.

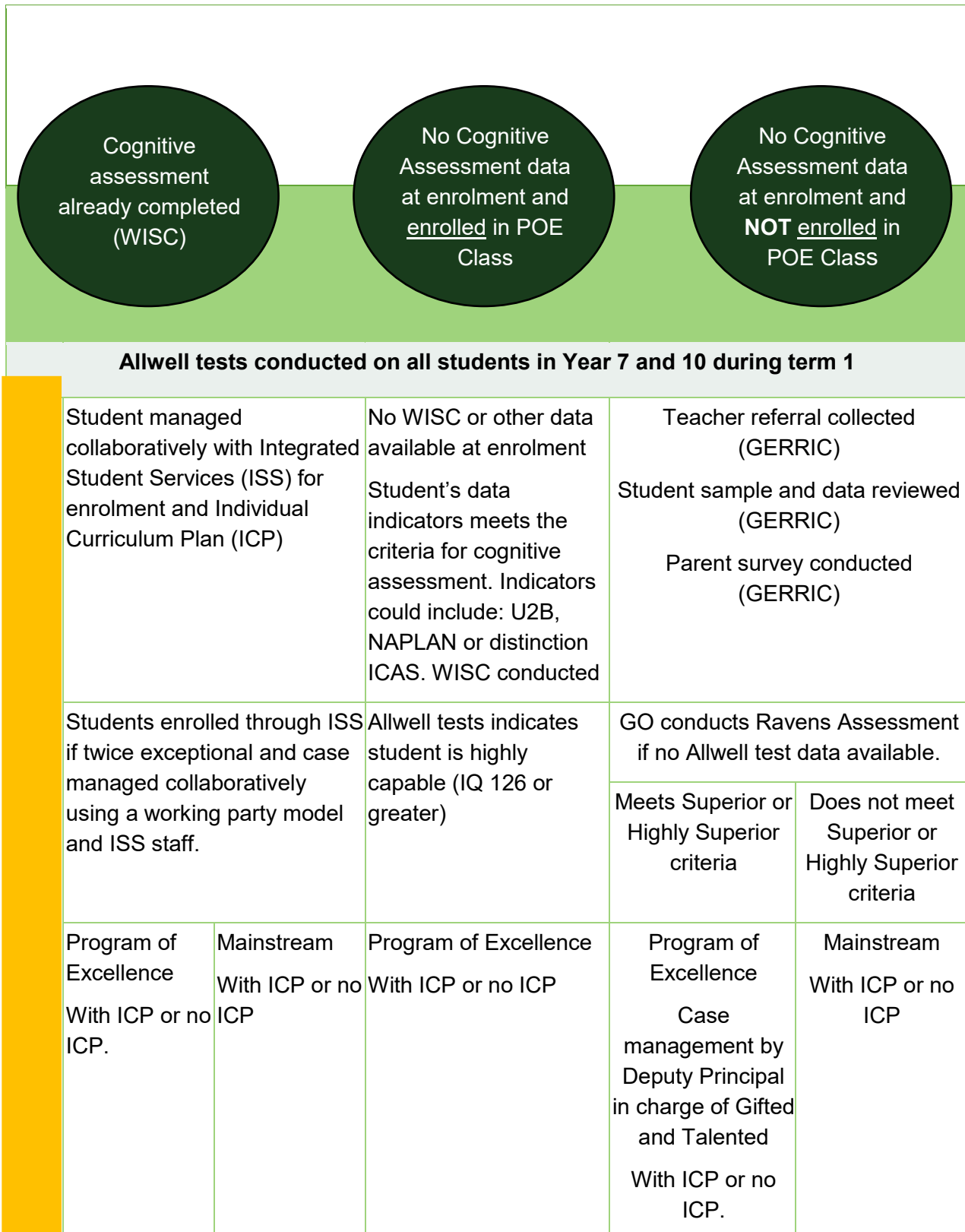
Acceleration can be provided through:

- Ability groupings within the class — may work on higher year-level curriculum for some learning areas, in regular classroom setting.
- Curriculum compacting — the purpose of curriculum compacting is to reduce the amount of repetition that the student receives. Pre-assessment determines year level proficiency in a learning area and enables the teacher to provide enrichment or accelerated options.
- Telescoping the curriculum which involves reducing the time a student, or group of students, take to complete the school curriculum, for example, completes one year in a semester or three years in two.
- Subject acceleration — in one or more learning areas. This can occur within the school, across primary and secondary schools, or across a secondary school and a tertiary institution.
- Year-level skipping — placement at a higher year level for the whole curriculum.
- Radical acceleration — placement at a year level that is two or more years higher than current placement.
- Early entry to secondary or tertiary education.





Appendix 1: Identification Process





Teacher Nomination Form

Record the name of your student. Use a highlighter to show each behaviour you observe in the classroom or playground.

Name of Student: _____ **Age:** _____

Teacher: _____ **Date:** _____

Characteristic	Positive Behaviours	Negative Behaviours
Highly curious	<ul style="list-style-type: none"> asks lots of questions inquisitive remembers details 	<ul style="list-style-type: none"> asks inappropriate questions poor group participant easily diverted from task
Abstract thinker	<ul style="list-style-type: none"> makes generalisations tests out ideas 	<ul style="list-style-type: none"> questions others questions authority
Flexible thinker	<ul style="list-style-type: none"> employs variety of strategies to work something out 	<ul style="list-style-type: none"> manipulates people and situations by using a variety of strategies
Clever use of humour	<ul style="list-style-type: none"> enjoys 'adult' humour gets teachers' jokes 	<ul style="list-style-type: none"> uses humour at the expense of others
Superior vocabulary	<ul style="list-style-type: none"> heightened involvement in discussions enjoys adult-like discussions 	<ul style="list-style-type: none"> may be bossy or overbearing when working with others
Advanced reading	<ul style="list-style-type: none"> reads widely advanced vocabulary and comprehension 	<ul style="list-style-type: none"> reads constantly neglects peer interaction and work – prefers to read
Retention of knowledge; fast learner	<ul style="list-style-type: none"> moves beyond core content and skills quickly detailed recall of facts 	<ul style="list-style-type: none"> rushes work, then disrupts others monopolises class discussions
Long attention span	<ul style="list-style-type: none"> concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> easily distracted unless the task is an area of passion or interest
Independent	<ul style="list-style-type: none"> self-directed focused on task in research or study 	<ul style="list-style-type: none"> reduced involvement in discussion or group work uncooperative in a group
High level of responsibility and commitment	<ul style="list-style-type: none"> sets attainable goals learns to accept own limitations tolerant of peers in a group 	<ul style="list-style-type: none"> self-critical perfectionist when completing tasks sets unrealistic expectations for other group members
Strong feelings and opinions	<ul style="list-style-type: none"> listens to others shows concern and interest considers others' points of view aware of others' feelings 	<ul style="list-style-type: none"> speaks out and lacks fact overreacts to others' comments and reactions confrontational



Characteristic	Positive Behaviours	Negative Behaviours
Strong sense of justice	<ul style="list-style-type: none"> empathises with those less fortunate wants to 'save the world' stands up for other children whom they think have been poorly treated 	<ul style="list-style-type: none"> argues the rules in games e.g. handball frustration when others don't play exactly by rules asks older children or adults to solve issues seen as 'unfair'
Original and creative	<ul style="list-style-type: none"> comes up with ideas 'out of the box' sees problems as a whole connects thoughts and feelings 	<ul style="list-style-type: none"> unaccepting of status quo absent-minded or daydreamer asks unrelated questions disorganised
High energy level	<ul style="list-style-type: none"> wide variety of interests organises time well high level of individualised learning 	<ul style="list-style-type: none"> often difficult to live with may appear hyperactive easily bored so seeks out new things to explore
Immersion learner	<ul style="list-style-type: none"> wants to know everything about a topic becomes an expert on a topic by reading widely or talking to people 	<ul style="list-style-type: none"> focuses on topics of interest to them, at the expense of classroom work shows off knowledge to prove others wrong

Caroline Merrick, 2004

Scoring the Checklist

Have you highlighted more than 5 different behaviour boxes? YES / NO

How many characteristics (in the first column) are being displayed? _____

Conclusions:



Parent Checklist

Modified from GERRIC teacher resource.

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (**SA**) to strongly disagree (**SD**). Circle one number for each item. If you are unclear or have not noticed how your child compares to an item, circle the **Unsure or don't know** option. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: _____

Child's DOB: _____

Your name: _____

Date: _____

My child:

1. Has a quick recall of information.

e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of a conversation heard earlier

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

2. Knows a lot more about some topics than other children do at that age.

e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music etc., finds out a lot about a particular subject on his or her own

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

3. Uses advanced vocabulary.

e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:



4. Began to read or write early.

e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

5. Shows unusually intense interest and enjoyment when learning about new things.

e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do and nonfiction books

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

6. Understands things well enough to teach others.

e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

7. Is comfortable around adults

e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

8. Shows leadership abilities

e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:



Appendix 2: Characteristics of Gifted and Talented Students

Students who are gifted and talented in one or more domain are present in every school and across all groups of learners, including:

- underachievers;
- students requiring learning support;
- students with disability;
- students from non-English speaking backgrounds;
- students from culturally diverse backgrounds;
- socio-economically disadvantaged students; and
- geographically isolated students.

It is important for all teachers, principals, guidance officers, as well as parents to be aware of the characteristics of gifted students so that these students are identified and supported with appropriate strategies. Typical characteristics which may indicate giftedness include:

- Shows superior reasoning powers and marked ability to handle ideas; can generalise readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
- Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.



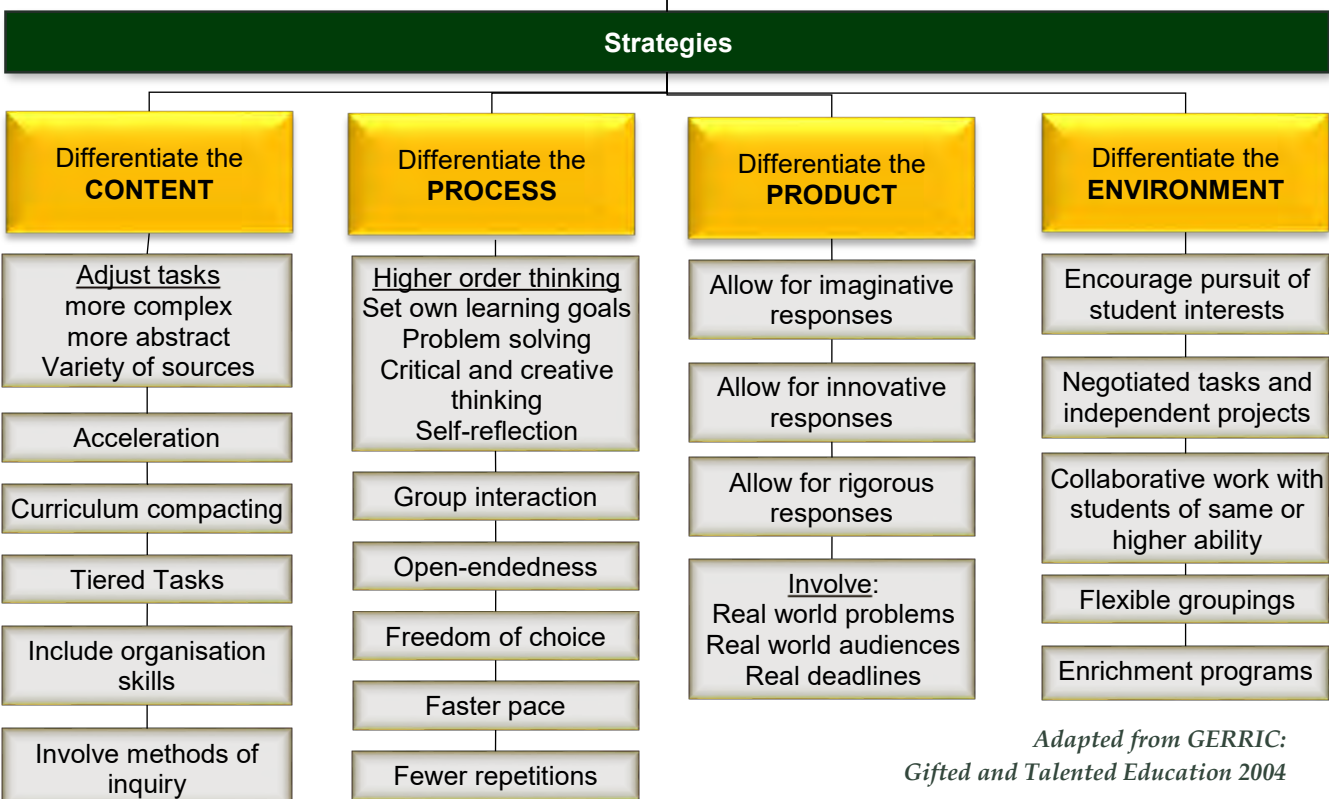
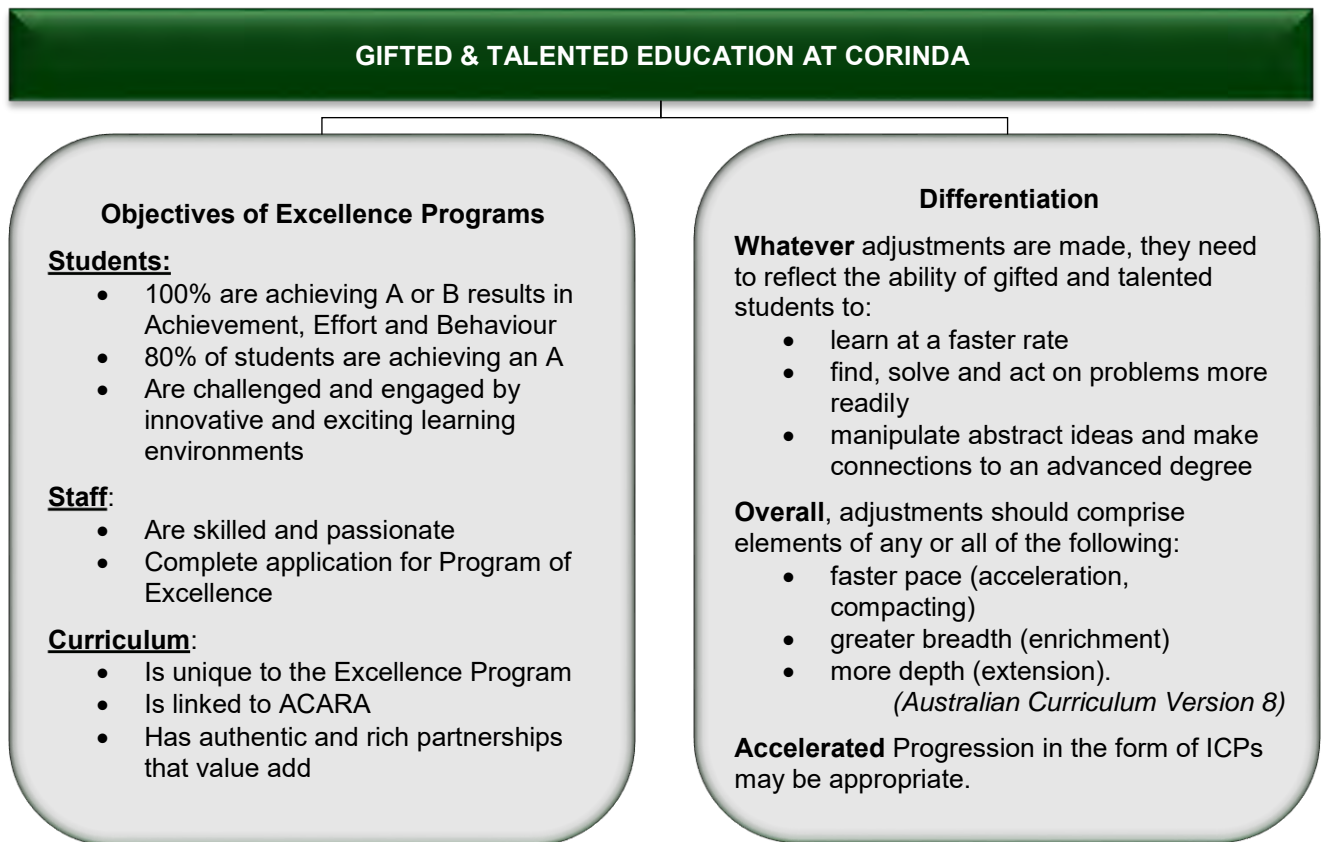
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenges; shows an alert and subtle sense of humour.

Note: Not all gifted students will display all of these characteristics, all of the time.

<http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>



Appendix 3: Gifted and Talented Framework





Appendix 4: Classroom Support Linked to Gifted Student Characteristics

Characteristics of students	Possible negative classroom behaviours	Some classroom needs	Resultant positive classroom behaviours
Heightened levels of curiosity and a wide variety of interests	<ul style="list-style-type: none"> • Takes on too many projects • Poor participant in group tasks • Asks questions at inappropriate times • Is easily diverted from the task • Does not follow through on projects 	<ul style="list-style-type: none"> • Exposure to a variety of subjects • Opportunity to pursue individual interests • Learning centres • Individual educational programs • Provision of open-ended tasks, creative and critical thinking exercises • Contact with experts 	<ul style="list-style-type: none"> • Asks questions • Investigates ideas • Pays close attention and remembers things in great detail
Long attention span	<ul style="list-style-type: none"> • Dislikes interruptions and disruptive routines 	<ul style="list-style-type: none"> • Long term projects • Individual education programs 	<ul style="list-style-type: none"> • Learns to complete tasks
Ability to handle abstract ideas	<ul style="list-style-type: none"> • Questions others' ideas and may be seen as disrespectful 	<ul style="list-style-type: none"> • Multidisciplinary units of work • Theme-based work e.g. change, social issues, global issues • Higher levels of problem-solving 	<ul style="list-style-type: none"> • Is able to make generalisations and test their validity • Is aware of the consequences of his or her choices
Flexibility in thinking	<ul style="list-style-type: none"> • May be seen as disrespectful of authority • Can be disruptive 	<ul style="list-style-type: none"> • Exposure to creative and critical-thinking exercises 	<ul style="list-style-type: none"> • Is able to solve problems using a wide range of strategies
Alert and subtle sense of humour	<ul style="list-style-type: none"> • May use humour at others' expense 	<ul style="list-style-type: none"> • Opportunities to examine humour in positive and negative situations 	<ul style="list-style-type: none"> • Uses humorous speech • Tells 'funny' stories • Understands 'adult' humour
Superior vocabulary and verbal ability	<ul style="list-style-type: none"> • May be 'bossy' and influence other students 	<ul style="list-style-type: none"> • Foreign language studies • Vocabulary-building exercises 	<ul style="list-style-type: none"> • Is keen to participate in classroom discussions • Peer leader • Is able to conduct 'adult' conversations
Advanced reading ability	<ul style="list-style-type: none"> • Neglects other work and responsibilities • Avoids interactions with peers 	<ul style="list-style-type: none"> • Individualised and advanced reading program 	<ul style="list-style-type: none"> • Reads widely • Has advanced vocabulary and comprehension • Is able to understand



Characteristics of students	Possible negative classroom behaviours	Some classroom needs	Resultant positive classroom behaviours
			complex and abstract relationships
Fast learner	<ul style="list-style-type: none"> • Finishes quickly and becomes disruptive • 'Showing off' 	<ul style="list-style-type: none"> • Move beyond core curriculum • Curriculum compacting • Acceleration 	<ul style="list-style-type: none"> • Learns the core content and skills quickly
Excellent retention of knowledge	<ul style="list-style-type: none"> • Attempts to control the class 	<ul style="list-style-type: none"> • Presentation of materials from memory • General knowledge exercises 	<ul style="list-style-type: none"> • Has accurate recall of facts, details and events
Independent	<ul style="list-style-type: none"> • Avoids discussions and group work • Dislikes working with others • Is uncooperative in group situations 	<ul style="list-style-type: none"> • Independent study projects • Development of organisational strategies • Flexible timetabling • Learning centres 	<ul style="list-style-type: none"> • Develops research and study skills • Presents and records work using multiple resources • Is self-directed
High level of personal responsibility and commitment	<ul style="list-style-type: none"> • Frustration with personal performance – self critical • Perfectionism • Frustration when working with others who do not meet his/her expectations 	<ul style="list-style-type: none"> • Mentoring • Develop goal setting abilities • Leadership opportunities • Encouragement of intellectual risk taking 	<ul style="list-style-type: none"> • Is able to set realistic goals • Learns self-acceptance • Is tolerant of others • Is an active and positive team member
Preference for unusual, original and creative responses	<ul style="list-style-type: none"> • Asks pertinent questions • Does not accept the status quo • Dislikes working in groups • Is disorganised and absent-minded • Finds decision making difficult 	<ul style="list-style-type: none"> • Mentoring • Acceleration 	<ul style="list-style-type: none"> • Asks curious questions • Is a high achiever • Participates in individual study programs • Sees problems as a whole • Thoughts and feelings are interconnected
Strong feelings and opinions	<ul style="list-style-type: none"> • Appears 'opinionated' • Is argumentative • Is overly sensitive to the opinions and behaviours of others 	<ul style="list-style-type: none"> • Exposure to other viewpoints • Problem-solving activities in the affective domain • Discussion of values and morals • Philosophy 	<ul style="list-style-type: none"> • Is tolerant of other opinions and feelings • Develops listening skills



Characteristics of students	Possible negative classroom behaviours	Some classroom needs	Resultant positive classroom behaviours
Advanced levels of moral judgement and sense of justice	<ul style="list-style-type: none"> • Isolates self from peer group • Frustration when attempting 'reforms' 	<ul style="list-style-type: none"> • Discussion of value systems and levels of moral development • Work in the affective domain 	<ul style="list-style-type: none"> • Understands other value systems
Immersion learner	<ul style="list-style-type: none"> • Dislikes subject boundaries 	<ul style="list-style-type: none"> • Individual educational programs 	<ul style="list-style-type: none"> • Learns how to listen in a more focussed way • Synthesises material from different subjects
Single-minded; does not accept the status quo	<ul style="list-style-type: none"> • Appears bossy, stubborn, rebellious, unmotivated, inattentive, tactless and attention-seeking • Is often teased by others • Can become depressed as adolescents 	<ul style="list-style-type: none"> • Mentoring • 'Bibliotherapy' 	<ul style="list-style-type: none"> • Develops a sense of 'real' self
A high energy level; decreased need for sleep	<ul style="list-style-type: none"> • Often difficult to live with • Appears to be hyperactive • Stimulus seekers • High need to explore the environment and seek new experiences • Is easily bored without challenge 	<ul style="list-style-type: none"> • Needs alternating activities requiring intellectual and creative stimulation with routine tasks 	<ul style="list-style-type: none"> • Learns to use time structure activities • Learns to work individually