

CLEMTON PARK PS



Gifted and Talented Education Policy and Implementation Document

Reviewed March 2017

Clemton Park PS, in line with the Department of Education (DoE) guidelines, aims to identify gifted and talented students and to maximise their learning outcomes.

Clemton Park Public School's policy and implementation document adopts Gagné's (2003) Differentiated Model of Giftedness and Talent as outlined in the DET Gifted and Talented Policy (Appendix 1).

The DoE policy states that:

Gifted students are those whose ***potential is distinctly beyond the average*** for the student's age and encompasses a broad range of abilities in the following domains:

- Social-emotional eg. leadership, empathy, self-awareness
- Intellectual eg. reasoning (verbal, spatial, memory, judgement)
- Creative eg. originality, humour, inventiveness
- Physical

Talented students are those whose ***achievement is distinctly beyond the average*** for a student's age as a result of application to training and practice.

The Clemton Park Public School community accepts that:

- *Gifted and talented students vary in terms of the nature and level of their abilities.*
- *Gifted and talented students occur in all communities regardless of their ethnic, cultural or socio-economic characteristics.*
- *The gifted population may include students who are underachieving and who have disabilities.*
- *It is critical that gifted and talented students be given appropriate opportunity, stimulation and experiences to develop their potential.*

Clemton Park Public School is sensitive to catalysts and impediments that can help or hinder the recognition of giftedness and the development of student talent. These include intra-personal and environmental factors.

<i>Intra-personal factors</i>	<i>Environmental factors</i>
<ul style="list-style-type: none">*physical characteristics- health, handicaps etc.*motivation- needs, interests, values*volition- will power, effort, persistence*self management- concentration, work habits, initiative, scheduling*personality-temperament, traits, self esteem & awareness, adaptability	<ul style="list-style-type: none">*physical, cultural, social, family situation/background* teacher expectations and practices, learning activities*beliefs about giftedness and talent*inter-personal relationships* events- awards, accidents etc.

Policy Statement

This policy statement recognises that decision making in relation to programs and provisions for gifted and talented students is a complex and interactive process.

The school principal, in consultation with parents/caregivers, teachers, school counsellors and other appropriate personnel, has the prime responsibility for decisions in relation to the education of gifted and talented students.

Sydney Region and Clemton Park Public School provide opportunities for staff development in the education of gifted and talented students

1. Clemton Park Public School identifies gifted and talented students.

- is school wide
- uses multiple criteria
- is inclusive
- is dynamic and continuous
- is culturally fair
- is organised and linked to differentiation
- allows for early identification and identification at all stages
- enables input from the full range of stakeholders

The teachers at Clemton Park Public School, with support, identify the gifted and talented students in their classes.

Identification methods may include:

- evaluation of student responses to a range of classroom activities
- nomination by parent/caregiver, peer, self and teacher
- assessment of responses to specific competitions eg. UNSW Competition program
- off-level testing
- standardised tests of creative ability
- IQ tests and other culturally appropriate measures of ability
- observation and anecdotal evidence
- behavioural checklists
- interviews
- academic grades

The school counsellor contributes to the identification of gifted students and supports teachers by:

- being an advocate for the student
- providing advice on appropriate assessment, procedures and tools
- interpreting reports from other agencies
- consulting on students emotional and social maturity
- liaising with parents/care givers
- advising on the impact on access to the curriculum of: socio-economic factors, cultural identity, gender expectations and disability
- being available to consult if the student is displaying behaviour that the teacher and parent/care givers feels warrants further investigation
- providing appropriate professional knowledge and information at LST meetings
- conducting psychometric assessment when nomination forms and checklists are not conclusive

2. Clemton Park PS fosters collaborative home-school partnerships to support gifted and talented students.

- Through parent/teacher meetings and nomination forms parents provide useful and reliable information about the abilities and characteristics of their children to the school.
- A questionnaire is provided for parents annually and ongoing important information is collected and considered throughout the student's schooling experience.
- Information regarding opportunities for gifted and talented students is provided by the school.
- An identification checklist is included in the transition to Kindergarten package given to parents

Teachers select and implement a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their classes by:

- Differentiating or modifying the curriculum.
- Encouraging high achievement, originality, problem solving, higher-order thinking skills and creativity.
- Assessing student's knowledge and skills by providing challenges and learning options appropriate for their development.
- Using quality teaching practices in their classroom

4. Teachers use a variety of teaching and learning strategies. Programs implemented may include:

- various grouping strategies
- accelerated progression
- extension activities (within and across classes) which provide extra challenge and opportunities to learn new skills
- enrichment activities which broaden the curriculum sideways
- contract work with students negotiating the components of the contract
- open-ended questions, activities and assignments
- online learning
- hypothesis testing and problem solving
- individual research and investigation
- opportunities for peer tutoring and assessment
- mentors with specific expertise
- pre-testing of units of work/topic

5. Clemton Park PS provides a range of opportunities that monitor and evaluate programs for gifted and talented students including the following:

- The chance to apply for opportunity classes, selective high schools and specialist secondary schools.
- A gifted and talented committee which includes EAL/D teachers for cultural /language support.
- Access to the school Counsellor to assess student's ability and support the student and teachers.
- A differentiated curriculum which caters for their academic, social and emotional needs.
- Programs that incorporate acceleration, enrichment, grouping and counselling options.

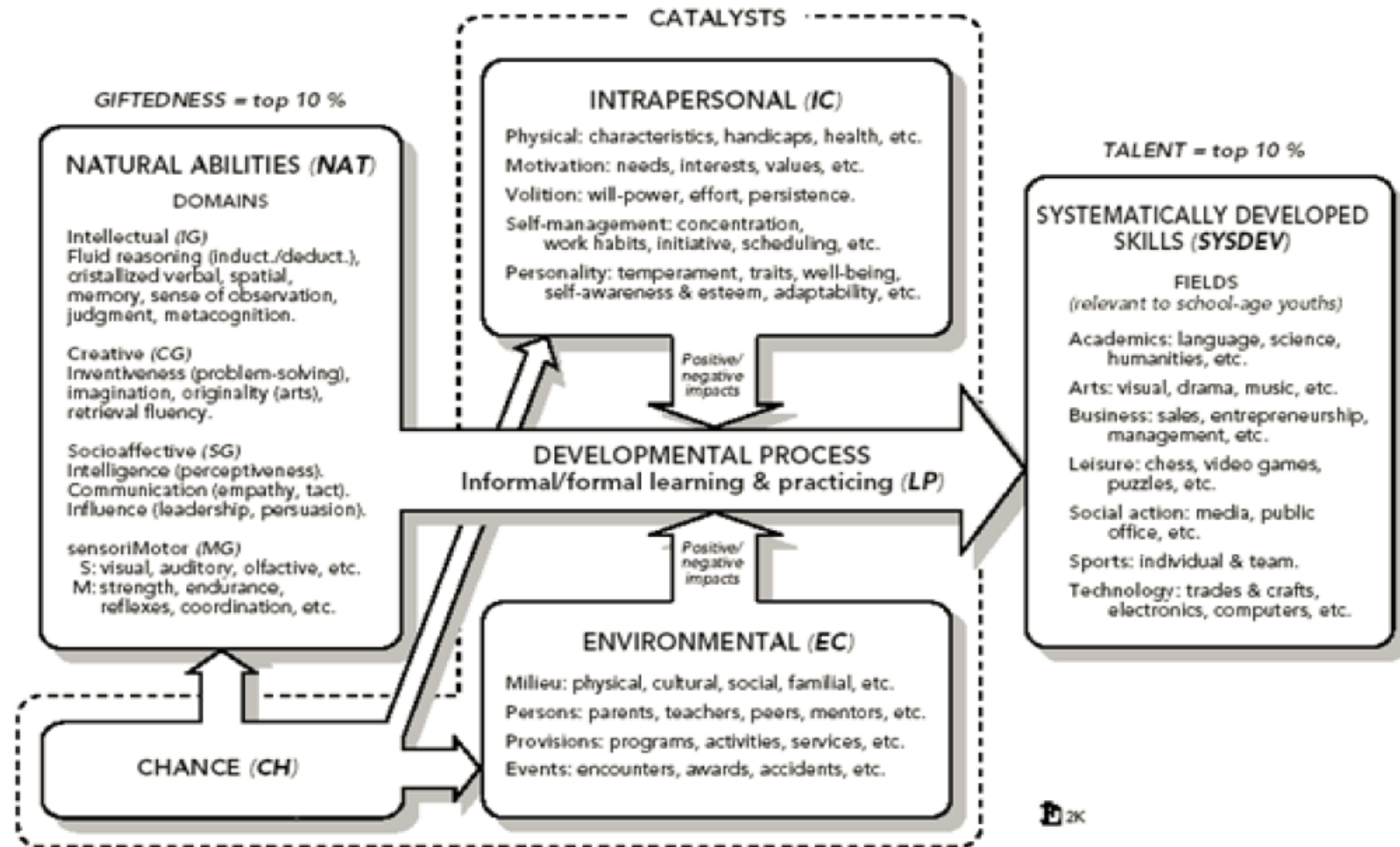
Appendix 1. Gagne's differentiated model of giftedness and talent

Appendix 2. Identification process

Appendix 3. Nomination forms for parent and teacher Appendix 4. Nomination by peer or self

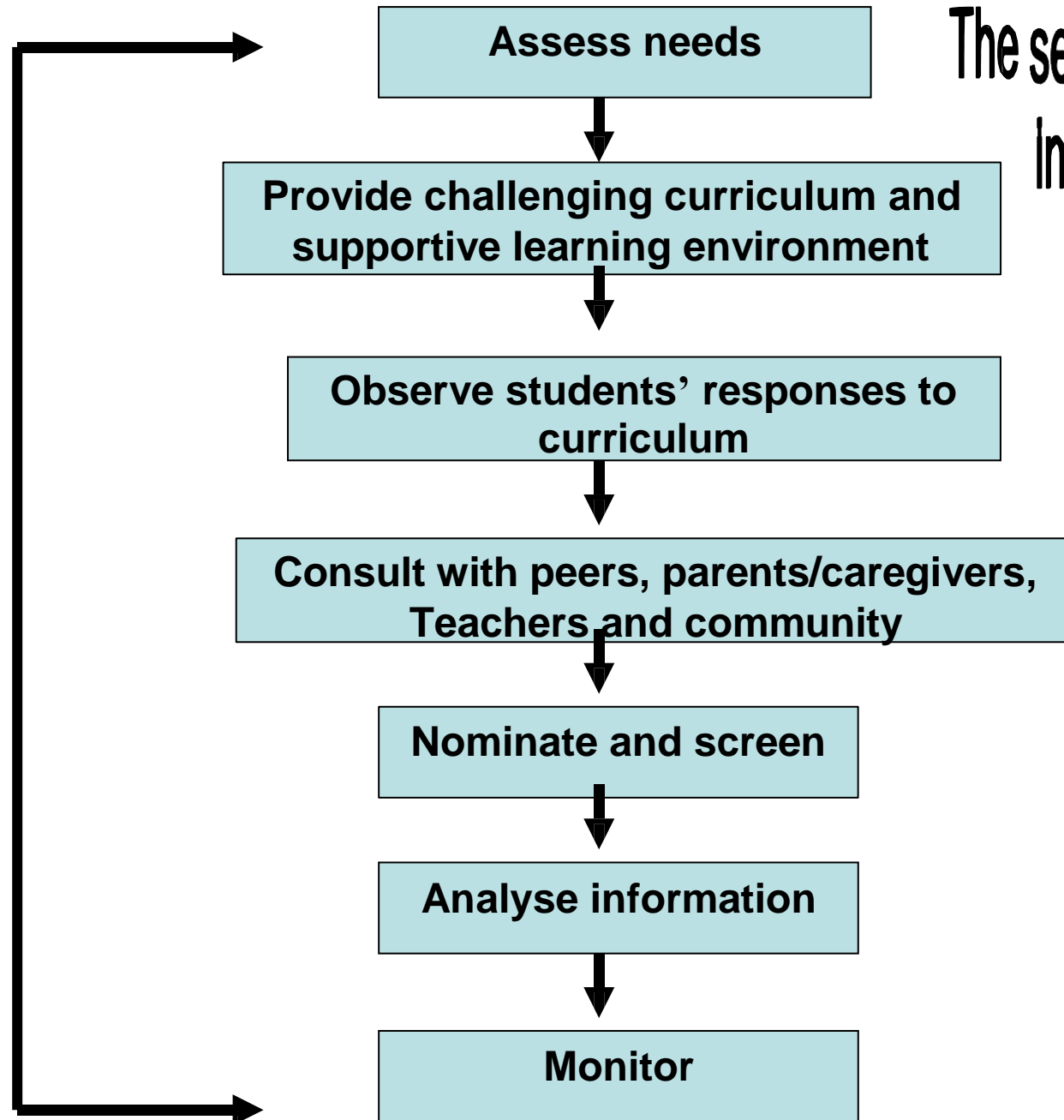
Appendix 5. Common behavioural characteristics of G and T students

Gagne's Differentiated Model of Giftedness and Talent (DMOTJŠK)



Evaluation

The sequence of processes
in an identification
program



Nomination by parent or caregiver

Student's name: _____ Year: _____

Person completing the form: _____ Relationship to student: _____

Characteristic	Most of the time	Some of the time	Rarely
Recalls facts easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses himself/herself fluently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is always asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a sense of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finds unusual uses for things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tends to lead/initiate activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is curious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has long attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is easily bored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is an avid reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mixes with older children and adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is impulsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is an independent learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is concerned about world issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When did your child first begin to read? Is he/she self-taught? _____

At what age did your child show an understanding of numbers, puzzles and patterns? _____

How many books and magazines would your child voluntarily read in a month? _____

Does your child have any unusual interests? If so, what are they? _____

What types of television programs does your child like to watch? _____

Does your child have an interest in music? If so, what is he or she learning and what level has been attained? _____

In what activities does your child participate outside school hours? _____

What hobbies and interests does your child have? _____

Would you consider that your child has a particular problem or need that may affect his or her learning? _____

Please add any other information you may feel relevant to your child's education. _____

[illegible]

Self-nomination form

Name: _____

If you were _____ the chance to meet anyone in the past or present, whom would you like most to meet and why? _____

What is your favourite subject? _____

What do you enjoy about this subject? _____

What do you like to read? e.g. books, magazines, fiction, and non-fiction. _____

About how many books or magazines would you read each week? _____

When you are not at school, what do you do? _____

What sorts of things interest you? Do you know a lot about certain things? What are they? _____

Nomination by peer

Name: _____ Year: _____

If astronauts were being selected on the basis that they could tell someone on another planet all about Earth, who would you nominate to go? _____

Who is the funniest person in your class? _____

If you needed help with a particular subject, who would you ask? _____

Who in your class would you ask for help if you had a personal problem? _____

Who is the best in your class at solving problems? _____

Imagine that the class was given the project of building a model of an invention. Who would you expect to build the best and most original model? _____

Which students in class can complete their work and still have time for other activities? _____

Who says the most original things in class, things that you would never have thought of? _____

If children did not have to go to school, who could talk you into going? _____

Who can structure the best argument in the class? _____

Who should have the lead role in the school play? _____

If your teacher could not be in the classroom, who could take over? _____

Imagine that the school has been asked to provide a work of art for the youth centre. Who in your class should be asked to do it? _____

Who is always reading? _____

Who has a wide range of knowledge? _____

COMMON BEHAVIOURAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

STUDENT NAME _____ DATE _____

Please **tick the category** you think best describes the student.

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

LEARNING					
ITEM	1	2	3	4	Don't Know
Is a rapid learner, who understands advanced topics easily.					
Shows insight and reflects on cause-effect relationships.					
Persists in completing tasks.					
Sees the problem quickly and takes the initiative.					
Learns basic skills quickly and with little practice.					
Is reluctant to practise skills already mastered, finding such practice futile.					
Follows complex directions easily.					
Constructs and handles high levels of abstraction.					
Can cope with more than one idea at a time.					
Has strong critical thinking skills and is self-critical.					
Has surprising perception and deep insight.					
Is a keen and alert observer, notes detail and is quick to see similarities and differences.					
Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner.					
Has a remarkable range of specialised knowledge (e.g. dinosaurs).					
Possesses extensive general knowledge (often knows more than the teacher), and finds classroom books superficial.					
Explores wide-ranging and special interests, frequently at great depth.					
Has quick mastery and recall of information, seems to need no revision and is impatient with repetition.					
Learns to read early and retains what is read; can recall in detail.					
Has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used.					
Sees greater significance in a story or film and continues the story.					
Demonstrates a richness of imagery in informal language and brainstorming.					
Can ask unusual (even awkward) questions or make unusual contributions to class discussions.					
Asks many provocative, searching questions which tend to be unlike those asked by other students of the same age.					

A ACHIEVEMENT

1	Is widely informed.
2	Has a large vocabulary.
3	Reads well above grade level.
4	Has a record of outstanding achievement at school.
5	Has many interests/hobbies.

B LEARNING

1*	Asks penetrating, searching questions.
2	Comprehends new ideas very quickly.
3	Has quick mastery and recall of factual information.
4	Can grasp underlying principles and make generalizations.
5*	Engages in lively and stimulating conversations but is not necessarily keen on writing ideas.

C PERSONALITY AND MOTIVATION

1*	Is curious and investigative.
2*	Is easily bored with routine tasks, often inattentive.
3	Likes working independently, shows initiative.
4*	Is often self-assertive, stubborn in own beliefs.
5	Displays high energy level, alert, eager.

D CREATIVITY

1	Prefers complex or unconventional ideas.
2	Interested in problem solving.
3*	Sees familiar things or situations in an unusual way.
4	Produces original products or ideas.
5	Displays a sense of humour.

E SOCIAL AND LEADERSHIP QUALITIES

1*	Assumes leadership roles.
2	Makes judgement about right and wrong (i.e. of people and events).
3	Is individualist and non-conformist.
4	Seeks the company of older children or adults.
5	Displays a high degree of verbal fluency among peers, uses colourful expressions, gives direction to group.

F POSSIBLE DISADVANTAGE - of children whose names appear four (4) or more times above. Note those who

1	Come from a culturally and linguistically diverse background
2	Come from a low socio-economic background.