



Mawson Primary School

莫森小学

Gifted and Talented Guidelines

Related Documents

[ACT Education and Training Directorate Gifted and Talented Students Policy](#)

[ACT Education and Training Directorate Gifted and Talented Parent Fact Sheets](#)

[Education Act 2004](#)

Introduction

Mawson Primary School is committed to providing enriching and differentiated learning to meet the needs of all students, including those with gifts and talents. We recognise that gifted and talented students come from a variety of backgrounds and exhibit a wide range of personal characteristics that cause their potential to be expressed in many different ways. Gifted and talented students need special educational planning to support them in developing their potential.

Gifted students are those who possess the use of outstanding (in the top 10% of his or her age peers) natural abilities in at least one of the following domains: intellectual, creative, social or physical. Talented students are those whose mastery of knowledge and skills are distinctly above (in the top 10%) their peers in a particular field. The fields are diverse and those related to school-age youth are identified as: academic, creative arts, entrepreneurship, leisure (e.g. chess, video games and puzzles), social action (e.g. media, and public speaking), sports and technology (electronics, computers, etc.). It is useful to think of giftedness as a students' potential and talent as their developed skills. If the developmental process is poor, a gifted student may not become talented. Students performing at very high levels exhibit inherent gifts that if nurtured and developed often lead to the display of talent.

Gifted and talented students are encouraged to explore their particular talents through enriched curriculum options. The school strives to ensure the provision of multiple opportunities to cater for the interests, strengths and needs of students. Because of these different needs the school adopts an inclusive model that allows flexibility in the provision of programs.

Provision for gifted and talented students will include planned curriculum differentiation, mentoring and enrichment provided both within the regular classroom and through additional learning opportunities and support. This will be complemented by special interest projects and opportunities such as challenges and competitions.

1 Guideline Statement

1.0 Identification of students

- 1.1 The identification of gifted and talented students is a diagnostic process to accurately locate and describe their specific or multiple gift(s) and talent(s). At Mawson Primary School we do this in a variety of ways depending on age. The process is collaborative, involving students, parents, and teachers and may include the school psychologist and other professionals.



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- 1.2 The school uses a variety of identification tools: teacher and parent checklists, self, teacher (and sometimes parent) nominations, observations, work samples and assessment tools. Where required a more formal diagnosis can be supported with the assistance of the school psychologist.
- 1.3 School developed identification tools utilise the research-based consistent indicators of giftedness identified in the ACT Education and Training Directorate (the Directorate) gifted and talented parent fact sheets.
- 1.4 The school recognises that some gifted and talented students may not be easily identified because of other factors masking giftedness such as cultural and social background or a specific learning disability or behavioural issues. The school is mindful of dual exceptionality (or twice-exceptionality) where gifted students also present with one or more specific learning difficulties; physical, emotional or behavioural disabilities; or other factors which may impair performance or mask high potential.
- 1.5 Identification is done on an ongoing basis.

2.0 Individual Learning Plan (ILP)

- 2.1 For students with identified gifts and talents the school, in consultation with families, may establish an Individual Learning Plan (ILP) to articulate learning goals and strategies.
- 2.2 If age appropriate, students are involved in goal setting and establishing the learning plan.
- 2.3 The ILP may identify areas for enrichment and/or identify goals in areas students require support (e.g. social-emotional needs).

3.0 Curriculum design

- 3.1 In general, curriculum design for gifted and talented learners needs to incorporate provisions for exposure (new ideas and skills not taught in the regular curriculum), extension (fuller development of the regular curriculum) and concept development (in-depth exploration of a concept). Achievement is enhanced when tasks are structured, allow for concept acquisition and enable students to pace themselves (Tomlinson, 1998). Gifted and talented students need explicit instruction and scaffolding but not the degree of support and repetition required by other students. Programming at Mawson Primary School considers individual differences and differentiates the curriculum to meet learning needs.
- 3.2 Social-emotional needs and well-being are also considerations in developing adjustments to cater for gifted and talented students. These needs may include sensitivity, intensity, high expectations of themselves or others, a strong sense of justice, perfectionism, depression or underachievement.
- 3.3 The school operates using an inquiry approach to learning. This may include class units that aim to assist students in developing deep understanding of one or two key concepts and allow students to investigate a concept across a number of learning areas. The provision for students to pursue 'passion projects' allows individual inquiry into areas of interest.

4.0 Differentiation

- 4.1 Differentiation is the adjustment to curriculum (content, process, product and/or learning environment) to meet the needs of a student, or students.
- 4.2 Research states the most important factor in designing programs for gifted and talented students is differentiation of the curriculum.



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- 4.3 In differentiating the learning the teacher maintains a sustained focus on the key concepts underpinning the sequence of learning and ensures that learning outcomes, activities and assessment tasks are aligned.
- 4.4 The differentiation of learning should be planned with consideration to what students already know (or can do). In this way, the learning can be modified or extended and new learning activities can be substituted to provide the appropriate level of extension or challenge for students.
- 4.5 All class teachers at Mawson Primary School work to differentiate the learning program for students as part of class work.

5.0 Whole of school enrichment

- 5.1 Mawson Primary School offers all students opportunities to engage in a variety of extension possibilities as part of our RTI model.
- 5.2 The school incorporates learning clubs within break times such as construction, drawing, music, choir and media.
- 5.3 The school supports students to enter the [Rostrum Primary Schools Public Speaking Competition](#). This is a public forum for students to develop their skills in effectively speaking about their ideas to peers, teachers, family and the public in general.
- 5.4 The school participates in the Instrumental Music Program for selected students in years 5 and 6 who have been through an audition process.
- 5.5 Students with talent in sport are eligible for selection in regional and national representation in a range of sports.

6.0 Mentoring of students

- 6.1 In some circumstances the school organises for a student to work with a mentor in an area of giftedness. This may be either in the class or within a separate program.
- 6.2 Working with a mentor is written as an adjustment into an ILP and in consultation with families.

7.0 Acceleration

- 7.1 The school supports the Directorate process within the [Gifted and Talented Students policy](#) for whole-grade and/or subject specific acceleration.
- 7.2 A decision to accelerate is a consultative process and involves all relevant stakeholders and careful evaluation of the evidence gathered.
- 7.3 Social-emotional needs and well-being are considerations in regards to acceleration decisions.
- 7.4 Implications to the whole-school lifespan and longer term impact on social and emotional needs at the end of schooling are also important considerations.
- 7.5 Whole-grade and subject specific acceleration is continually monitored and evaluated to ensure that it continues to be the appropriate educational strategy for the student.

8.0 Transitions and pathways

- 8.1 The school understands the necessity to support some students in transitioning between settings and establishing educational pathways to ensure that their potential is met.
- 8.2 The school works with families to develop a transition action plan including a learner profile summary. The transition plan is completed within the ILP process.