



## TL08 Gifted and Talented Policy

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### Purpose:

*Differentiation for the gifted and talented student is most likely to happen where the College community and leadership emphasises giftedness as part of an educational provision.*

(Adapted from NSW Education Department and Training (2004) p.6)

### Introduction:

At The Geelong College, we recognise that learning is an evolving and dynamic process that occurs at different rates and stages of development. 'Learning' is understood to encompass different domains: intellectual, creative, social and physical.

We support the notion that differentiated instruction and thoughtfully prepared curriculum can, and does, cater for students' needs within the classroom setting.

We believe that opportunities also exist to extend children's interests and deepen their learning through fluid and dynamic groupings across the school, utilising and maximizing staff and facilities.

Accordingly, we will endeavour to respond to the learning needs of our students by identifying individual differences and constructing appropriate learning experiences through differentiated instruction in a variety of settings and situations.

### Definitions of Giftedness and Talent:

Giftedness... 'is developmental advancement at a certain point in time in a particular context that requires *academic adjustment*.' (Foster & Matthews, 2009 p. 6)

*Gifted students* are those whose *potential* is distinctly above average and who may benefit from academic adjustment in one or more of the following domains of human ability: intellectual, creative, social and physical.

*Talented students* are those who *demonstrate skills* which are distinctly above average in one or more areas of human *performance* (intellectual, creative, social and physical) to a degree that requires academic adjustment.

As a general guide, these gifted and talented students will fall within the top 10% of the student population for the age group. (adapted from Gagné, 2003)

To translate giftedness into talent requires effort and application to appropriate opportunities for learning, training and practice. Gagné identifies two types of catalyst that may facilitate or hinder this translation: intra-personal and environmental.

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Intrapersonal factors may include: motivation (interests, needs, intrinsic and extrinsic motivation) volition (effort, perseverance, self-control, regular monitoring), self-management, and personality traits (self-awareness, adaptability and self-esteem).

Environmental factors include: people involved with the gifted student (teachers, parents, peers, mentors), context (geographic, demographic, sociological, family size, socio-economic factors, local services) and events.

Individual talent develops as a result of many factors working together. The Geelong College believes understanding the complexity of interplay of these factors is fundamental for successful outcomes for gifted and talented students.

FOOTNOTE: '*academic adjustment*' refers to an alteration to the current educational programming and/or curriculum in order to meet and challenge a student's learning needs.<sup>1</sup>

**Identification of Gifted and Talented Students at the College:**

No single method of identification is appropriate for all types of gifted and talented students. The following principles will underpin the identification of gifted and talented students at this school.

This process:

- is dynamic and continuous
- uses a mixture of objective and subjective measures
- can occur at any stage of the child's development
- allows for highly talented students to emerge from the larger talented group
- ensures that students with social, cultural, physical and other disadvantage are not overlooked

Identification of gifted and talented students is a continuous process. Individual students' progress will be monitored to ensure that the program is meeting their educational needs. Academic adjustment may only be required for periods of time while the students demonstrate the need for enrichment and extension.

**Procedures for Identification of those requiring Academic Adjustment:**

Three processes will be used in identifying and monitoring students needing academic adjustment:

- Screening and assessment – this involves a range of measures of potential and performance using ability and achievement tests, school reports and interviews.
- Teacher observation – which includes work samples and classroom observations.
- Nomination – this may be by teachers, parents, school counsellors, community members and the students themselves

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<sup>1</sup> '**Academic adjustment**' refers to an alteration to the current educational programming and/or curriculum in order to meet and challenge a student's learning needs.

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Curriculum for gifted and talented students will be guided by the following beliefs:

The needs of gifted and talented learners encompass cognitive, social and aesthetic areas of the curriculum.

Gifted and talented students are best served by curriculum that incorporates both accelerated and enriched learning.

Curriculum experiences for gifted and talented learners need to be thoughtfully planned, documented and incorporate explicit assessment

(Adapted from Van Tassel-Baska, 2003 cited in NSW Dept Ed. Curriculum Differentiation Document 2004)

**Provision for Students who may benefit from Academic Adjustment:**

The Geelong College acknowledges the importance of differentiated practice. It forms part of the UBDi Planning documents stored on Curriculum Navigator.

When planning provisions for Gifted and Talented students, consideration should be given to the following:

- Providing opportunities to work with like-minded peers
- Requiring less practice for mastery
- Developing a greater and deeper understanding of concepts
- Flexible groupings within and across class levels
- Encouraging the use of higher order thinking
- Offering specialist and further programs to broaden and stimulate learning and foster talents
- Accessing community and wider education resources where appropriate to support student interests and needs

**References**

Gagné, F (2003) Transforming gifts into talents: The DMGT as a development theory. In N. Colangelo & G.A.Davis (eds), *Handbook for gifted education* (3<sup>rd</sup> ed. Pp. 60 – 74). Boston: Allyn & Bacon

Heller, K. (2004) *Identification of gifted and talented students*, Psychology Science, Volume 46, 2004 (3), p. 302 – 323. Retrieved from: <http://www.pabst-publishers.de/psychology-science/3-2004/05.pdf>, 10/6/2011.

Matthews, D.J., & Foster, J.F. (2009). *Being smart about gifted education*. (2<sup>nd</sup> ed.). Scottsdale, AZ: Great Potential Press.

NSW Education Department and Training (2004, Policy and implementation strategies for the education of gifted and talented students.

The gifted and Talented Centre

[http://www.gifteddevelopment.com/What\\_is\\_Gifted/characgt.htm](http://www.gifteddevelopment.com/What_is_Gifted/characgt.htm)