



Wyoming Public School

Gifted and Talented Policy

DET Policy Link

Gifted and Talented Policy: PD/2004/0051/V03

Rationale

Meeting students' needs in all areas and at all levels is a core responsibility of the school. Wyoming Public School is committed to developing high-quality learning opportunities for Gifted and Talented Students (GATS) to achieve their potential. To facilitate this goal, students, parents and staff are supported to identify appropriate students and access enhanced programs; class, school and extra-curricula programs are communicated expeditiously, through a variety of channels, to all stakeholders. Staff are guided to cater for GATS through professional learning, access DEC resources including the GATS Unit and Regional GATS Committee, and in consultation with Wyoming Public School GATS Committee members. In accordance with DEC Policy and the national curriculum, Wyoming Public School adheres to the principles demonstrated in Gagné's model of differentiation. This GATS Policy links to the Wyoming Public School policies on Assessment and Reporting, and Welfare.

Stakeholders

All Wyoming Public School community members are affected by decisions and actions as outlined in this policy. Stakeholders include: students, students' families, peers and supervisors in the Local Management Group (LMG), classroom teachers, Wyoming Public School GATS Committee members, Executive staff and SASS staff, school counsellors and outside agencies. Additional stakeholders include selective high schools, accelerated and/or opportunity classes and specialty classes.

Expected outcomes

All teachers have a responsibility to facilitate the identification of, programming for and development of giftedness and talents within the school population and to foster collaborative home-school partnerships to support those students. Teachers and the Wyoming Public School GATS Committee develop positive partnerships with GATS and their families and appropriate external stakeholders. Teachers undertake their own relevant professional development and professional learning opportunities. GATS achievements are maintained and/or increased and students are reported as being engaged and satisfied with their learning.

Effective from:

01.01.13

Review date:

annually



Preamble

Staff at Wyoming Public School recognise the diverse learning needs of their students; in order to cater for GATS, teachers aim to identify these students and maximise their learning outcomes. Identification of these students is developmentally appropriate, equitable and effective and is a collaborative process undertaken by major stakeholders. Teaching and learning programs employ both the Quality Teaching Model and Maker Model to ensure appropriate differentiation for GATS. Stakeholders are informed, explore opportunities and make decisions in consultation with Wyoming Public School staff. Professional development is ongoing and is aligned with the targets of the School Plan.

Definitions

Wyoming Public School recognises the Gagné *Differentiated Model of Giftedness* (Appendix 1) as the most effective as it recognises the importance of the role of education and educators in the transition from giftedness to talent in children. It is also the DEC preferred definition.

Gifted Students are those whose natural potential is distinctly above average in one of more of the following domains: intellectual, creative, social and physical. In agreement with the Gifted and Talented Curriculum Unit, Wyoming Public School acknowledges five levels of giftedness: mild, moderate, high, exceptional and profound (Appendix 2). A student may display particular abilities at any stage or point in their schooling.

Talented students are those whose skills are distinctly above average in one or more areas of human performance.

Underachievers are children who have above average ability, but are not achieving their potential. These children are “gifted intellectually, but not talented academically” according to Gagné. These students may:

- actively disguise their giftedness and talents to seek peer acceptance and thereby avoid identification;
- actively disguise their giftedness and talents to avoid appearing different;
- lack motivation to achieve in school-oriented tasks;
- have parents/carers who may be reluctant to acknowledge or may be unaware that their child is gifted or talented.

Some characteristics of gifted underachievers:

- high IQ;
- poor work habits;
- lack of concentration and effort in undertaking tasks;
- interest in one particular area;
- incomplete work;
- low self-esteem;
- emotional frustration;
- negative attitude;
- perfectionism;
- lack of belief in own ability.

Roles and Responsibilities

The Wyoming Public School GATS Committee is responsible for reviewing and maintaining procedures and supports for the:

- identification of gifted and talented students;
- use of the Maker Model to support teacher programs;
- use of the Quality Teaching Model to support teacher programs;
- consolidation of relationships between Wyoming Public School and other stakeholders;
- application of GATS to other school placements (opportunity class, selective high school, Narara Valley High School Accelerated Class, and other such school placements).

The Whole School (all staff) at Wyoming Public School will adhere to the DEC Policy and Implementation Strategies for the Education of Gifted and Talented Students and fulfil their responsibilities as determined by the conditions of their employment, including catering to the needs of GATS. In addition, all staff at Wyoming Public School will:

- contribute to the identification of gifted and talented students;
- support the modification of programs to ensure relevance and optimal learning for gifted and talented students;
- facilitate communication between interested parties and stakeholders about gifted and talented opportunities;
- encourage parents as partners.

The Principal (or nominee) will be responsible for annually reviewing the GATS Committee and related GATS programs.

The Executive will be responsible for the supervision of their staff regarding identification and program support for GATS in liaison with the WPS GATS Committee.

The Learning Support Team will be responsible for processing referrals and cognitive and affective support of GATS. The LST is aware of the heightened emotional and social support often required by GATS.

The Counsellor will be responsible for testing cognitive ability, to confirm identification, as appropriate.

The Teachers will be responsible for implementing an effective teaching and learning program which caters for the needs of all children within their responsibility. They will continuously assess student progress and achievement, and facilitate an effective and stimulating learning environment which encourages higher order skill development and quality student learning activities.

Identification

Wyoming Public School is committed to high-quality educational outcomes for all GATS and the provision of an appropriate curriculum to meet these students' needs. Identification of gifted students is the first step toward making effective provisions for their education. Identification hinges on an understanding of giftedness and on

knowledge about how to implement an identification procedure.

Wyoming Public School's identification procedure is consistent with DEC policy (fair, equitable and non-discriminatory).

Identification should involve all possible stakeholders.

Identification Methodology

Five key principles of identification are:

- Defensibility: procedures are devised to identify students in all domains of giftedness and fields of talent;
- Advocacy: teachers use assessments to promote students' interests and should not expect students to perform equally well on all measures;
- Equity: there are equitable procedures for identifying groups who may be disadvantaged by the mainstream identification procedures;
- Comprehensiveness: there is an appropriate use of multiple sources of data.
- Pragmatism: identification is consistent with the level of resources available.

Subjective and objective identification tools are used (Appendix 3) to collate as much information as possible.

The progress of identified students is continuously monitored to ensure that strategies and programs are meeting their educational needs.

Stages of Identification

Identification at Wyoming Public School is a three-stage process of nomination, screening and monitoring.

Nomination: Nomination is the identification of gifted and talented students by stakeholders and involves the collection of subjective information, via checklists (Appendix 4).

Screening: Screening is more objective than nomination and involves a combination of measures of potential and performance assessments.

Monitoring: Monitoring identified students ongoing and includes review of student achievements and behaviours.

Timeline of GATS Identification

Term 1: Initial Identification– Teacher Nomination form (refer to GATS Committee).

Terms 1, 2, 3, 4: All programs include the Maker Model for differentiation to be sited by supervisor each term.
Extra-curricula and school programs (Appendix 5). Term 4: Review of student achievements and behaviours.
Collaboration between teachers to plan for class transitions.

Identification Procedure

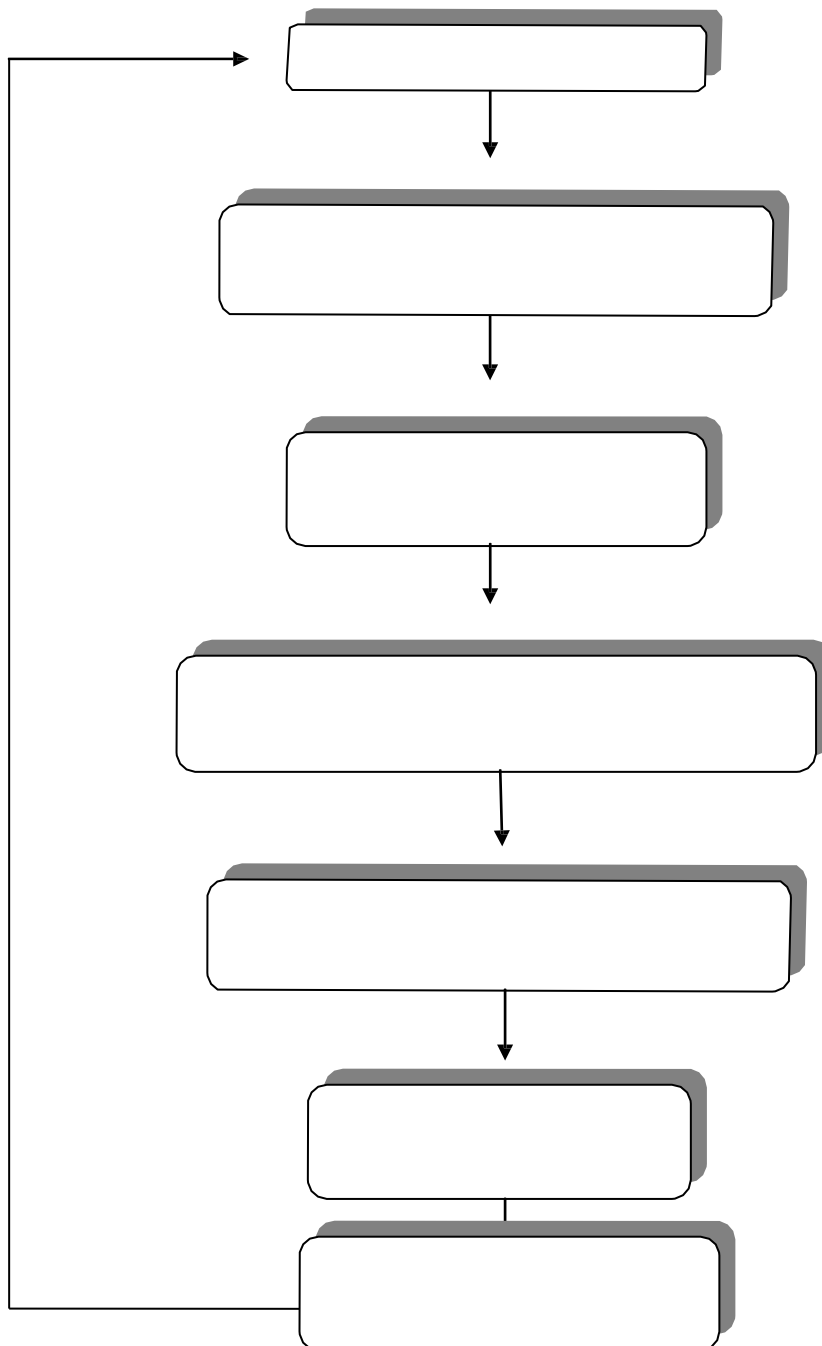
Informal:

- Teacher Identification Checklist (Appendix 4)
- Behavioural characteristics (Appendix 6)

Formal:

- NAPLAN
- Competitions
- Class tests
- Testing by Counsellor

Overview of Identification Procedure



Curriculum Modifications

In order to meet the educational needs of GATS effectively, Wyoming Public School teachers consider a range of provisions. Acceleration and curriculum modification/differentiation strategies are ways of providing for GATS.

Acceleration

GATS have cognitive and emotional abilities that allow them to learn more quickly than their age peers. Acceleration is a strategy that allows students to progress through the curriculum at a faster pace. It usually involves changes in school organisation and in the curriculum. Counselling provisions for accelerated students are necessary and WPS GATS Committee accepts Acceleration as a strategy on the proviso that the student has had IQ testing and full family and Counsellor support. At Wyoming Public School the following opportunities for Acceleration are provided:

- Year 5 Opportunity Class (OC) placement;
- Year 7 Accelerated Class (Narara Valley High School) placement;
- Selective High Schools (SHS) placement;
- If subject Acceleration is required an Individual Education Plan (IEP) will be developed collaboratively with the class teacher, LAST and the GATS family.

A student's social and emotional development and cultural background are major considerations when contemplating any type of acceleration. Counselling is required to enable gifted students to understand the purpose, procedures and implications of accelerative opportunities. Accelerated students should have the opportunity to return to their previous situation if necessary. For students to accelerate, initial and ongoing support of the Wyoming Public School Counsellor is essential.

Curriculum Differentiation

Curriculum differentiation is the modification of the curriculum through adjustments to content, processes, skills, products and learning environments. Curriculum differentiation provides a planned, documented and challenging curriculum that matches the ability of GATS to learn at faster rates, find and solve problems more readily and manipulate abstract ideas and make connections to an advanced degree. Differentiation includes enrichment and extension activities (Appendix 7).

Enrichment (*broadening*) is a curriculum differentiation strategy applied where the student's learning pace is faster than that of their cohort. The student's learning is broadened by additional individual inquiry that goes beyond what is expected of the class in terms of level and degree of abstraction, but is related to the content area.

Extension (*deepening*) is a curriculum differentiation strategy in which additional tasks such as portfolios, projects or research questions are given to gifted and talented students in specific areas so that their knowledge and understanding is extended or deepened.

Taxonomies – teaching and learning models:

WPS uses the Maker Model for differentiation as identified by staff (Appendix 10). Bloom's Taxonomies are applied at teacher discretion (Appendix 11).

The identification of GATS is a dynamic process and should **not be viewed as a one-off procedure**. Appropriate educational programs are in place to cater for identified students.

Communication

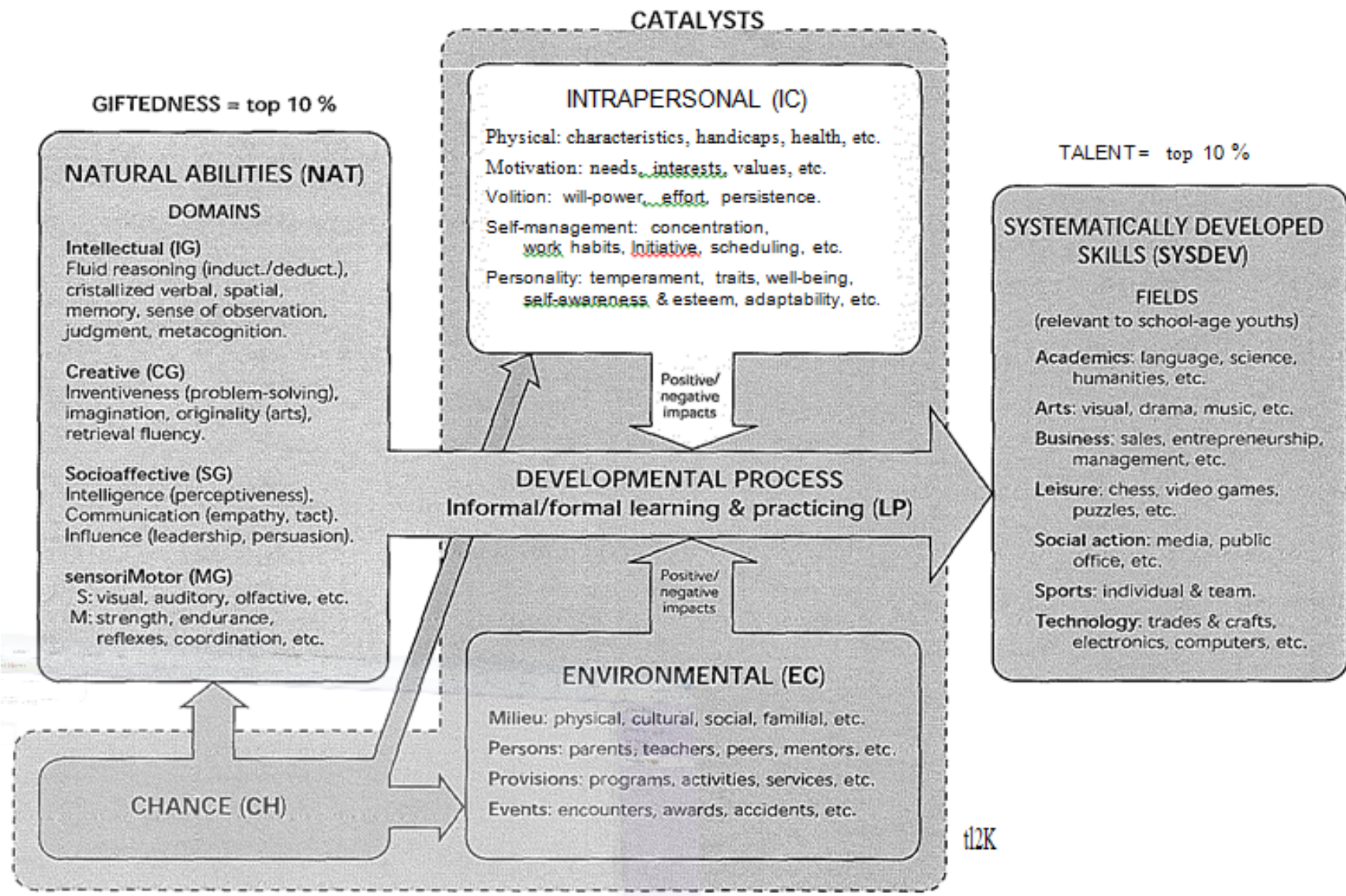
Once GATS are identified, communication of opportunities is facilitated by the most appropriate stakeholder, as coordinated by members of the *Wyoming Public School Gifted and Talented Committee*.

Opportunities include:

- placement in selective, opportunity and specialty classes;
- participation in extra-curricula activities (eg chess, debating, Maths Olympiad, university competitions, PSSA teams); and
- merit-based enrichment camps (eg Central Coast Gifted and Talented Camp, Central Coast Drama Festival).

Enrichment opportunities are sourced by and initially directed to a central contact, as determined by the GATS committee.

Communication between GATS stakeholders is a dynamic process. GATS committee members communicate through staff meetings, newsletters, notes home and the internet.



Gagne's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

Degrees of Potential

Gifted and talented students are diverse, both in the nature of their abilities and in their level of giftedness. The intelligence quotient (IQ), which can be derived from various psychometric tests, provides a useful if somewhat simplistic taxonomy of the levels of giftedness. The table below illustrates a classification of levels of giftedness and indicates the frequency with which children with particular IQs are found in the general population. IQ tests profile a student's strengths and weaknesses and can reveal discrepancies between chronological and mental age. Children with an IQ in the gifted range are likely to be adept at many cognitive tasks.

Level of Giftedness	IQ Range Prevalence
Mildly	115 – 129 > 1:40
Moderately	130 – 144 1:40 - 1:1000
Highly	145 – 159 1:1000 - 1: 10 000
Exceptionally	160 - 179 1:10 000 - 1:1 million
Profoundly	180 + < 1:1 million

Gross, M. U. M. & Van Vliet, H. E. (2005). Radical acceleration and early entry to college: A review of the research. *Gifted Child Quarterly*, 49, 154-171.

Subjective and Objective

Identification measures fall into two basic categories: subjective and objective measures.

Subjective measures allow judgements to be made on the basis of structured observations of the student.

Objective measures are standardised tests of ability or achievement.

Subjective (Qualitative)	Objective (Quantitative)
Parent nomination Teacher nomination	Psychometric assessment - IQ testing (School Counsellor or outside agencies) Standardised achievement tests Class assessments Off-level testing

Merrick, C. & Targett, R. (2005). Module 2 – The Identification of Gifted Students. In S. Bailey (Ed.), *Gifted and talented education professional learning package for teachers*. Sydney: Australian Government Department of Education, Science and Training & University of New South Wales, GERRIC (Gifted Education Research, Resource and Information Centre).

TEACHER NOMINATION FORM: PRIMARY AND SECONDARY

Student Name:

Age:

Teacher:

Date:

Use a highlighter to show each behaviour you observe in the classroom or playground.

CHARACTERISTICS	POSITIVE BEHAVIOURS	NEGATIVE BEHAVIOURS
<i>Highly curious</i>	<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
<i>Abstract thinker</i>	<ul style="list-style-type: none"> • Makes generalisations • Tests out ideas 	<ul style="list-style-type: none"> • Questions others • Questions authority
<i>Flexible thinker</i>	<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
<i>Clever use of humour</i>	<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
<i>Superior vocabulary</i>	<ul style="list-style-type: none"> • Heightened involvement in the discussions • Enjoys adult-like discussions 	<ul style="list-style-type: none"> • May be bossy or overbearing when working with others
<i>Advanced reading</i>	<ul style="list-style-type: none"> • Reads widely • Advanced vocabulary • Advanced comprehension 	<ul style="list-style-type: none"> • Reads constantly • Neglects peer interaction and work
<i>Retention of knowledge; fast learner</i>	<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
<i>Long attention span</i>	<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
<i>Independent</i>	<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
<i>High level of responsibility and commitment</i>	<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 tact • Over-reacts to others' comments and reactions • Confrontational
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 treated poorly 	<ul style="list-style-type: none"> • Argues the rules of the game, 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
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

Adapted from Caroline Merrick (2004) Gross, MacLeod, Drummond & Merrick (2001), Clark (1983) and Baska (1989).

Scoring the Checklist

How many positive behaviours are being displayed?

How many negative behaviours are being displayed?

Have you highlighted behaviour in more than five different behaviour boxes? Y/N

Of which behaviours are you observing more? POSITIVE/ NEGATIVE

Conclusion

- Chess
- Debating
- Operation Art
- Public Speaking – WPS K-6 Competition, HCC Competition and Multicultural Competition
- Choir
- Ukulele Group
- Dance Festival
- Dance Group
- Central Coast GAT Camp
- Central Coast Drama Festival
- BW/PSSA Sporting opportunities
- Math Olympiad
- UNSW tests
- Murder Under the Microscope

Behavioural characteristics of gifted students	
Intellectual Characteristics	Personality
<ul style="list-style-type: none"> ▪ exceptional reasoning ability ▪ intellectual curiosity ▪ rapid learning rate ▪ facility for abstraction ▪ complex thought processes ▪ vivid imagination ▪ early moral concern ▪ passion for learning ▪ powers of concentration ▪ analytical thinking ▪ divergent thinking/creativity ▪ keen sense of justice ▪ capacity for reflection 	<ul style="list-style-type: none"> ▪ Insightful ▪ need to understand ▪ need for mental stimulation ▪ perfectionism ▪ need for precision/logic ▪ excellent sense of humour ▪ sensitivity/empathy ▪ intensity ▪ perseverance ▪ acute self-awareness ▪ nonconformity ▪ questioning rules/authority ▪ tendency to introversion

Varying patterns of characteristics are found in individual students because they differ in intellectual level, specific abilities and degree of mental activity. The more highly gifted students tend to show more intensity and energy. Not all students will display all of these characteristics, all of the time. Many criteria are required to identify gifted and talented students because of their diversity.

Clark, B. (2002). *Growing up gifted: Developing the potential of children at home and at school* (6th ed.). Upper Saddle River, NJ: Pearson.

NSW DET. (2004). *Policy and implementation strategies for the education of gifted and talented students; Identification Package*. Curriculum K–12 Directorate,

Differentiation programming:

Differentiated programming is:	Differentiated programming isn't:
<ul style="list-style-type: none"> • having high expectations for all students • permitting students to demonstrate mastery of material they already know and to progress at their own pace through new material • providing different avenues to acquiring content, to processing or making sense of ideas, and to developing products • providing multiple assignments within each unit, tailored for students with differing levels of achievement • allowing students to choose with the teacher's guidance, ways to learn and how to demonstrate what they have learned • flexible – teachers move students in and out of groups , based on students' instructional needs 	<ul style="list-style-type: none"> • individualised instruction – it is not a different lesson plan for each student each day • assigning more work at the same level to high-achieving students all the time – often it is important for students to work as a whole class • using only the differences in student responses to the same class assignment to provide differentiation • giving a normal assignment to most students and a different one to advanced learners • limited to subject acceleration – teachers are encouraged to use a variety of strategies

Tomlinson, C.A. & Allan, S.D. (2000). Leadership for differentiating schools and classrooms. Alexandria, VA:A

The Maker Model

The Maker Model is a very practical model of curriculum differentiation. This model shows how content can be adjusted to accommodate the ability of gifted students to manipulate abstract ideas and deal with complexity. This dimension of curriculum design is focused on higher-level thinking, creative problem-solving, decision-making, planning and forecasting.

The Maker model provides a framework for developing optional material that can be incorporated into a program for gifted students. Not all of the possible adjustments need to be adapted; only those that will lead to meaningful outcomes for gifted students should be incorporated. The tables below outline the types of adjustments to curriculum that can be made.

Content Modifications	Description	Example: Science Unit – The Beach
Abstraction (The focus of discussions, presentations and reading materials should be on abstract concepts, themes and theories)	Going beyond the fact	What is a beach and what kinds of beaches are there?
Complexity (Complexity is determined by examining the number and difficulty of concepts and disciplines that must be understood or integrated)	Dealing with greater breadth and depth	What is the connection between a beach and the sea? How are beaches made?
Variety (Students can work on different aspects of a broad theme and in their areas of interest)	Being exposed to new ideas or content	What is sand? How can sand vary in composition from one beach to another? Why?
Organisation (Content is organised around key concepts or abstract ideas)	Selecting new arrangements of content	Choose a country in the Northern Hemisphere and compare and contrast its beaches with those of Australia.
Study of people (Students research the lives of creative and productive individuals)	Relating content to humans	Research the life of a famous artist, surfer, entrepreneur or engineer whose livelihood was closely connected with the beach environment
Methods of inquiry (Students study the methods of inquiry used in different disciplines)	Relating content to the methods used in a particular field	Are beaches privately or publicly owned? How are laws made about private and public ownership?

Process Modifications

Higher-order thinking skills (Instructional methods should stress the use rather than the acquisition of information)	Using questions from the analysis, synthesis and evaluation area of Bloom's Taxonomy	Design the perfect beach.
Open-ended processing (Questions are provocative in that they stimulate further thinking and research into a topic)	Encouraging divergent thinking	What uses or purposes for beaches can you suggest that have not already been considered?
Discovery (Activities stimulate inductive reasoning to find patterns and underlying principles)	Adopting an inquiry approach to determine own conclusions	What economic value do beaches currently have?
Proof and reasoning (Students are required to explain the reasoning that led to their conclusions. Students learn about other students' approaches and learn to evaluate reasoning processes)	Being required to give reasons, substantiate conclusions	Are sea levels changing? Provide evidence for your conclusions.
Freedom of choice (Choice of activities can be motivating and independent learning can meet the gifted student's preference for self-regulation. Some students need support to become independent learners)	Having opportunities for self-directed learning	Develop a research question about your local beach and devise a procedure to answer it.
Group interactions of like-ability peers (Structured and unstructured activities should be provided to enable both intellectual and socio-affective goals)	Enabling group problem-solving	In small groups, discuss what the beach <u>environment</u> means for each person.

Product Modifications		
Real-world problems (Products should address problems that are meaningful to the students)	Investigating real-life problems	Students investigate how a mining company obtains useful resources from a beach. Real audiences
Real audiences (Gifted students are not developing products that are evaluated only by the teacher)	Using products for evaluation by teachers, peers, community, particular readership	Students develop products for evaluation by various people or groups e.g. peers, teacher, parents, Shire Council and make presentations about the social and economic values of beaches.
Evaluations (Gifted students' products should be evaluated by appropriate audiences, their peers and themselves)	Undertaking teacher assessment and student evaluation using pre-established criteria	Students develop criteria to judge the extent of achievement of outcomes.
Transformation (Original work is produced when students are engaged in higher-order thinking)	Finding practical uses for what is learned	Students produce a play called "The beach".

NSW Department of Education and Training (2004). Policy and implementation strategies for the education of gifted and talented students: Support package: Curriculum Differentiation. Sydney.

Merrick, C. & Targett, R. (2005). Module 2 – The Identification of Gifted Students. In S. Bailey (Ed.), Gifted and talented education professional learning package for teachers. Sydney: Australian Government Department of Education, Science and Training & University of New South Wales, GERRIC (Gifted Education Research, Resource and Information Centre)

Bloom's revised digital taxonomy map

