Moonee Ponds Primary School
respect • optimism • care • collaboration

GIFTED AND TALENTED STUDENTS POLICY

Rationale:

Moonee Ponds Primary School (MPPS) aims to promote lifelong learning and provide a rich education for all students. We strive to provide a vibrant and challenging curriculum to maximise student potential and learning outcomes for all students. We are committed to delivering the highest quality education by expecting the best and showing all students how to achieve their best, including those who are identified as gifted and talented. We recognise that all gifted and talented students need a rich learning environment that fosters wellbeing and learning outcomes consistent with their abilities. The learning environment needs to provide educational pathways and appropriately challenging enrichment, extension and acceleration experiences.

Aims:

- To ensure MPPS encourages the achievement of personal excellence in all students.
- To ensure MPPS implements equitable procedures to identify gifted and talented students.
- To ensure MPPS provides for the individual needs of students identified as gifted and talented.
- To ensure that gifted and talented students are challenged and extended in order to remain engaged and motivated in all aspects of their learning.
- To ensure that all teachers are confident, skilled and proactive in the identification and needs of gifted and talented students and are able to respond to individual student needs.

Definitions:

Gifted students are defined as having potential distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Gagné's model recognises that giftedness is a broad concept that encompasses a range of abilities; it also recognises that giftedness is only potential and that it must go through a transformative process in order to become a talent.

Talented students are defined as having skills and achievements distinctly above average for their age in one or more areas of human performance, as a result of application of training and practice. Talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities.

Acceleration is a developmentally appropriate placement process to advance students' academic enrolment ahead of their chronological peers in one or more subjects or by one or more whole learning years.

Curriculum differentiation is adjustment to curriculum in content, process, product and/or learning environment to meet the needs of a student, or students.

Dual Exceptionality (twice-exceptionality) refers to gifted students who also present with one or more specific learning difficulties; physical, emotional or behavioural disabilities; or other factors which may impair performance and mask high potential and or achievement.

Identification refers to the measures used to locate the student's domain(s) of giftedness (intellectual, creative, social, or physical) and/or describe the student's fields of talent (academic, realistic, investigative, artistic, social, enterprising, conventional, games, sports).

Implementation:

The Implementation of the Gifted and Talented Students policy is divided up into 5 different sections:

1. Approach to Teaching Gifted and Talented Students
2. Characteristics of Gifted and Talented Learners

3. Identification
4. School Actions - Teaching and Learning
5. Responsibilities
6. Further Resources

1. Approach to Teaching Gifted and Talented Students

Gagné's Differentiated Model of Giftedness and Talent (DMGT) illustrates the catalysts or factors that can influence the developmental process of how a student's gifts are turned into talents, Gagné's Differentiated Model of Giftedness and Talent provides research-based definitions of giftedness and talent that have a logical connection to identification and curriculum programs (see appendix 1).

If the development 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. The DMGT shows where the student – and the student's family – can be influential. In the centre of the model, between gifts and talents, are the catalysts.

Catalysts are the important aspects of the student's environment, both external and internal, that impact their development. The developmental process can be influenced through the way catalysts are managed either directly or indirectly by the student's family; for example, a student's potential can either be developed or hindered by environmental and intrapersonal catalysts. Nurturing and developing gifts into talents involves a complex, structured program of activities over a period of time and depends on the individual student's level of giftedness and need.

John Munro's Model for Learning is a research based model that outlines the learning interactions for transferring giftedness or aptitudes of high ability into particular academic talents (see appendix 2) and the implications for teaching gifted and talented learners (see appendix 3).

2. Learning Characteristics of Gifted and Talented Learners:

Superior learning processes

These students usually learn quickly and readily and see connections between existing and new ideas faster than their peers. They:

- make decisions quickly and link ideas in complex, lateral, unexpected ways,
- keep track of several ideas at once, give unexpected responses to questions,
- think in larger increments, skip steps in their thinking,
- require fewer repetitions of and less exposure to an idea in order to learn it,
- use imagination, fantasy and humour at a high level,
- have a well-developed memory, particularly for the areas of interest,
- may have difficulty learning in particular areas, for example rote learning, spelling, handwriting, rote recall of arithmetic information,
- may show carelessness in handwriting and similar routine tasks,
- ignore details in some areas,
- may become bored and frustrated if the learning pace is too slow,
- may have difficulty putting into words how they thought or solved problems, because (1) they are thinking faster than they can vocalize or (2) they don't believe they need to communicate to others how they think.

Learning outcomes

These students usually have a wide general knowledge and an extreme knowledge in areas of interest that is commensurate with that expected of older pupils. They:

- know about things of which other pupils seem unaware,
- may demonstrate advanced vocabulary, particularly in areas of interest and communicate ideas fluently

Motivation to learn and learning style

These students are 'self-driven' and motivated to 'want to know', learning spontaneously without direct teaching. They:

- frequently learn independently, prefer to direct their own learning, may have difficulty in situations in which their learning is directed (authoritarian teaching contexts) and those in which their curiosity is not challenged.

- may question group learning situations and even become behaviour and discipline problems in more directed, closed learning contexts or in repetitive tasks. They may rebel against conformity.
- can concentrate for prolonged periods and show high levels of perseverance. This high level of energy expenditure may lead to complications in other areas.

Interpersonal interactions

They may feel different from peers and alienated because they don't see themselves getting the necessary positive affirmation from their peers and teachers but not understand why. They may:

- not see their exceptional abilities worthy of valuing; they may not get the affirmation because they don't know how to show what they know so that it fits with the group expectations.
- have difficulty identifying with a peer group.
- feel they have less in common with peers, (their peers may not comprehend their ideas and they feel that there is something wrong with them).
- have difficulty communicating with same-age peers because of interest difficulties, and with older children who find them emotionally immature; they seem 'the odd one out', experience loneliness and isolation and not feel part of any group.
- not find suitable role-models in the peer group.
- over conform in the peer-group situation when they find social acceptance difficult. They are often sensitive to rejection by others and try to conform so that they do not appear different. They may display heightened perceptions and sensitivities.
- be not as carefree and as easy-going as class peers but instead are more serious.
- be irritated by class peers who do not understand the ideas at the same depth.
- appear to lack confidence in their interaction with their peers.
- have difficulty understanding and valuing the learning of others.
- have difficulty trusting others.
- feel for others and events in the world, worry about children who they see being unfairly treated, take on the problems of others and world problems as personally affecting them, they have a heightened awareness of moral values.

They and their peer group need to learn to accept and value individual strengths and differences. Counselling, practical valuing of individual abilities, cross-age and peer-group teaching may be useful.

Self-perceptions and affective aspects of talented children learning.

They:

- often have low self-esteem that restricts their preparedness to produce academically. Their self-talk is frequently more pessimistic than optimistic and they need to learn more optimistic scripts as options.
- set high (often unrealistically high) standards and goals for themselves and judge themselves harshly.
- may worry about expectations that they should be 'perfect' and yet know that they aren't. If their giftedness or creativity is perceived to be threatened, they withdraw; they frequently lack the analytic strategies necessary for dealing with the threat more constructively.
- may have difficulty understanding the importance of 'risk-taking' in learning, may have a real sense of failure and may become school refusers, etc.
- may be more anxious, often put stress on themselves and feel stress from others due to unrealistic expectations.
- are frequently interested in consequences, the future, etc., but may see' consequences that peers don't, tend to worry, appear to be less self-confident, less sure of self.
- may have difficulty resolving inner conflicts, unsure of themselves.

Uneven rates of development

These students often show uneven rates of development; aspects of their overall functioning may develop at different rates. They show an 'asynchrony' in development so that they may:

- present as emotionally or physically immature.
- show specific learning disabilities in particular areas, for example rote learning, spelling, handwriting, rote recall of arithmetic information.

3. Identification

Giftedness is not always visible and easy to identify. Identification of gifted and talented students should occur as early as possible, so that gifted students are not at risk of underachieving academically, disguising their true abilities for peer acceptance. In order to identify a student as gifted or talented, the following steps may be taken.

- Parent may notify teacher if they feel their child is gifted or talented.
- Teacher may notify parent if they feel the student is gifted or talented.
- Steps will be taken to identify whether or not the student is gifted or talented. Initial steps can include observation of children's behaviour, play interests and a history of their early development.
- A variety of identification tools will be used to identify gifted and talented students.

  These include:

  Qualitative measures

  - Teacher observation, anecdotal records and assessment of performance, teacher checklists.
  - Parent observation and anecdotal records, parent checklists.

  Quantitative measures

  - Standardised performance tests of ability or achievement, teacher devised tests, off level-tests.
  - IQ tests and other forms of psychometric testing:

    Where student learning in the classroom is impacted, referral for testing may be done through our School Student Services Support Officer. Where student learning in the classroom is not impacted, parents may be able to pursue assessment privately through a Psychologist.

4. School actions-Teaching and Learning

- **Differentiating the curriculum**

  Moonee Ponds Primary School has a vibrant and dynamic school program. As part of the core curriculum, we offer a balanced, comprehensive program across all the curriculum areas of the Victorian Curriculum (Vic Curric). We incorporate thinking curriculum as part of our daily practise. Our goal is to inspire students' self-motivated learning and equip them with skills in problem solving, self-monitoring, reading and study strategies and critical thinking.

  Our teaching approach is based on Professor Jane Pollock's GANAG lesson structure and the Nine High Yield Strategies. This learner centred pedagogy is responsive to the needs of individual students, including those identified as gifted and talented. A differentiated curriculum caters for a wide range of learning styles and ability levels within a mainstream class. Curriculum is differentiated in the following ways:

  - **What students learn: content modification** - adapting the learning content to be more varied, more abstract or more complex. Gifted and talented learners generally understand concepts, abstractions and ideas beyond what would normally be expected at their age level. The curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.
  - **How students learn: process modification** - incorporating teaching tools to encourage the development of higher order thinking, creative or critical thinking, problem solving, group interaction and open ended learning tasks. The curriculum content may be enriched using varied teaching strategies such as Bloom's Taxonomy, Gardner's Multiple Intelligences or theme based individual research projects.
  - **How students show what they have learnt: product modification** - ensuring the ways gifted and talented students are able to demonstrate what they have learned are varied and authentic, using real world problems and audiences and requiring transformation of their learning rather than summarising content. Setting deadlines, including extended or accelerated outcomes.
  - **Learning environment** - ensuring classrooms are flexible, open, independent, non –judgemental and learning environments are complex, abstract and encourage independence.

- **Individual Learning Improvement Plans (ILIPs)**

  Where a student is identified as achieving 12 months or more beyond the expected level of learning**,** an Individual Learning Improvement Plan is developed by the student's teacher in consultation with parents and students. Developing and implementing individual learning plans ensures all individuals are valued and

accommodated within the school environment and promotes student self-determination, positive growth and recognition. ILIP's will be monitored, evaluated and reviewed throughout the year and as part of our Assessment and Reporting cycle.

- **Grouping**

  Where appropriate, students of like ability may be grouped in order to engage gifted and talented students in rich tasks and inquiry based learning. Students may work in cluster groups within their unit or multi-aged groups for set periods of time each week.

- **Mentoring**

  Gifted and talented students may be mentored by an older student or adult in order to extend their expertise in an area of shared interest and talent.

- **Enrichment programs**

  Gifted and talented students benefit from enrichment programs. Moonee Ponds Primary School offers a range of extracurricular enrichment programs including

  - Lunchtime clubs-Chess and Fencing
  - GATEWAYS (Gifted and Talented Education program)
  - Debating
  - Tournament of Minds
  - University of New South Wales competitions- Maths, Science and English
  - Moonee Valley Instrumental Music Program (MVIMP)
  - School band
  - Student Representative Council (SRC)
  - Sporting carnivals
  - Science Fair
  - Green team
  - Leadership programs

- **Acceleration**

  Where appropriate, a gifted and talented student may be accelerated in a particular subject area, in curriculum content or in year level. Gifted and talented students generally understand new concepts easily with fewer repetitions. This means that teachers need to respond to their changing needs and in negotiation with the students, may progress them through the curriculum at an accelerated pace of instruction. Gifted and talented students may work in a higher grade level in one or more subject(s), or may skip an entire grade where it is deemed appropriate. Early entry into primary school is undertaken in consultation with DEECD.

For further information see John Munro's Implications for Teaching Gifted and Talented Learners (appendix 3).

5. Responsibilities

Gifted and talented students will have the best opportunity to realise their potential if parents/caregivers and teachers work together. The principal, teachers and school staff have a responsibility to provide an educational environment that ensures all students are valued and cared for, feel part of the school, and can engage effectively in their learning and experience success.

The Teachers support gifted and talented students by:

- Undertaking professional learning to enhance gifted education teaching practice.
- Becoming familiar with the multifaceted concepts and characteristics of gifted and talented students and appropriate methods of identification and specialist support.
- Providing differentiated curriculum and challenging extra-curricular activities.
- Liaising and communicating with parents/caregivers.
- Liaising with and utilising support from Psychologists Educational Services.
- Reporting of outcomes for gifted and talented learners through assessment and reporting processes.

The Leadership Team supports gifted and talented students by

- Supporting staff to undertake appropriate professional learning in gifted education.

- Liaising with and providing parents/caregivers with information about specialist schools, clubs, associations and competitions.
- Ensuring effective identification, monitoring and support.
- Developing collaboration within and beyond the school to increase access to programs, expertise and resources.
- Ensuring data collection and reporting in site learning plans and annual reports.

6. Further Resources and support

- Teaching staff will be provided with professional learning opportunities in the area of gifted education. Developing their skills in identifying and providing appropriate educational programs for gifted and talented students.
- Staff will be provided with a range of resources for classroom enrichment and extension activities, identification checklists, articles, information, web sites and references.
- The school will recognise and celebrate the efforts of gifted and talented students by acknowledging their academic achievements at assemblies, in newsletters and other forums.

References:

Aiming High: A strategy for Gifted and talented children and young people, 2014-2019 (DEECD)

MPPS Student Engagement Policy

Gagné's Model of Giftedness and Talent: http://gagnefrancoys.wix.com/dmgt-mddt
John Munro – Teaching Gifted Students: A knowing and thinking based framework for differentiation
http://gifted.dbbcso.org/uploads/1/2/3/4/12344194/john_munro_cse_seminar_paper_227_teach_gift.pdf

John Munro – Effective Strategies for Implementing Differentiated Instruction
http://research.acer.edu.au/cgi/viewcontent.cgi?article=1144&context=research_conference

Appendices:

- Appendix 1: Gagné's Differentiated Model of Giftedness and Talent (DMGT)
- Appendix 2: Proposed model of learning: Converting multiple general capacities or aptitudes of high ability into particular talents.
- Appendix 3: Implications for Teaching Gifted and Talented Learners Learning

Evaluation:

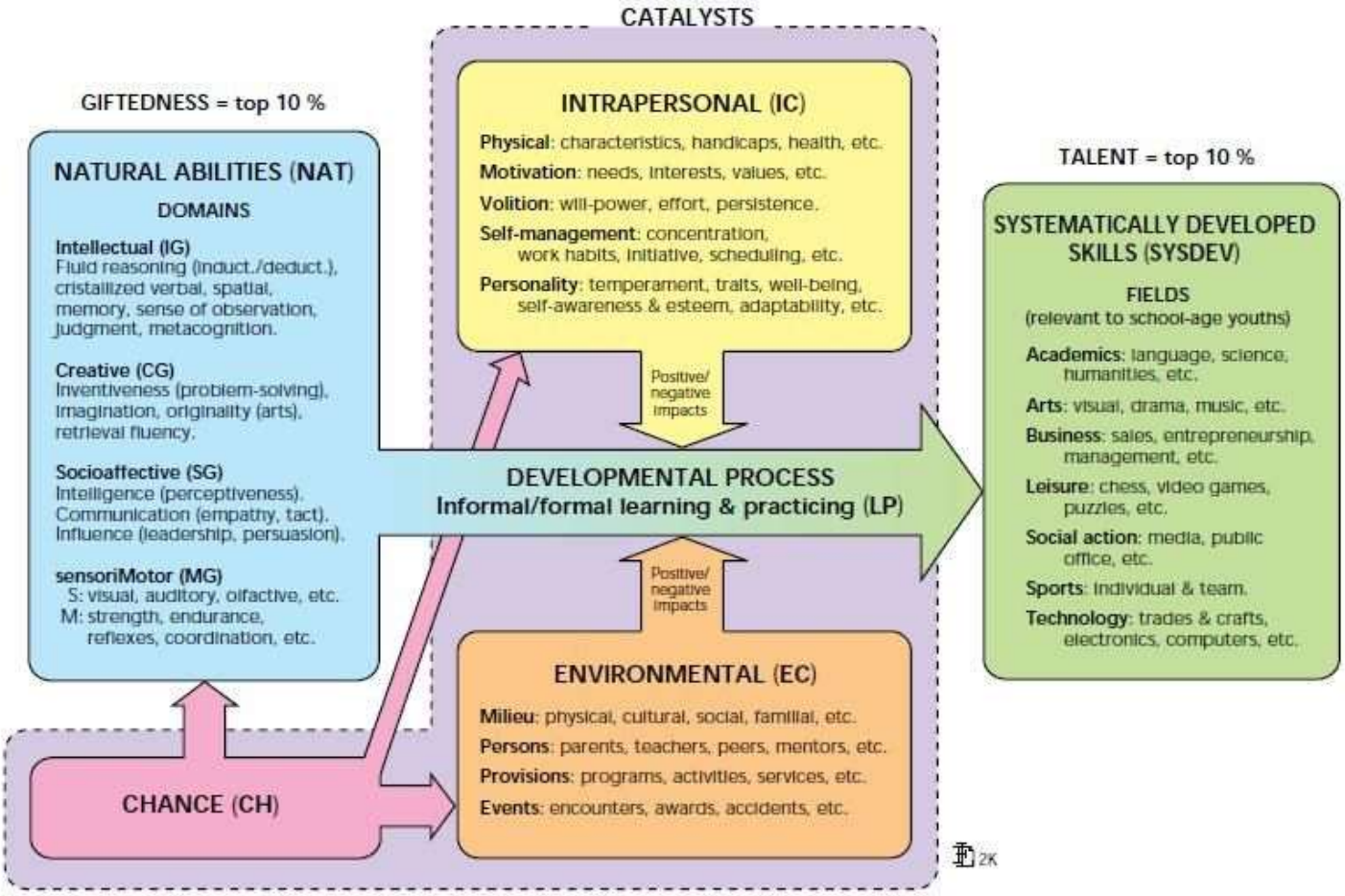
This policy will be evaluated on a 4 year review cycle.

Key Person responsible for development of the Gifted and Talented Students Policy: Principal

This policy was last ratified by School Council in....	**OCT 2017**	

Appendix 1

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



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

Appendix 2

Proposed model of learning: Converting multiple general capacities or aptitudes of high ability into particular talents.

John Munro

Areas of giftedness

- Verbal
- Visual Imagery
- Action Kinaesthetic
- Mathematical Scientific
- Social Competence, Manage Social Interactions

Learning interactions for transforming giftedness to talent

- a challenge or reason for learning something, motivation, interest in learning
- an idea of knowing where they will end up, see the goals
- make links with and use what students know re topic
- see a pathway to the goal
- learn new ideas in specific limited, supported, 'scaffolded' ways
- deepen what they have learnt; abstract it, link it more broadly with what is known
- invest positive emotion in the new knowledge, develop positive attitudes to learning new ideas
- store what they have learnt in memory, practise remembering it
- identify how they learnt, what they did that helped them to learn
- see themselves making progress
- automatise what they have learnt so it can be more easily used
- transfer and generalise the new knowledge, create, elaborate think originally, flexibly
- organise what they have learnt for assessment purposes

Areas of academic talent

- Verbal
- Technological
- Artisitc, painting
- Kinaesthetic
- Sciences
- Mathematics
- Music
- Social Relationships, Planning Ability, Leadership

Implications for teaching gifted and talented students:
Whether in acceleration or horizontal broadening programs, the learning characteristics of gifted students lead to particular teaching implications

Appendix 3

Implications for Teaching Gifted and Talented Learners Learning

John Munro

This model suggests that learning can vary in a range of ways. We can use it to develop a framework for integrating the characteristics of gifted and talented learners:

- How they learn: the specific learning processes they implement.
- What they learn: their learning outcomes.
- Why they learn: characteristics of their motivation to learn and learning style.
- Their interpersonal interactions during learning, cultural influences on learning
- Their self-perceptions and self-efficacy as learners
- The comparative rate of development of their knowledge overall.

***Encourage students' spontaneous pursuit of knowledge*.** Help them learn to deal with boredom. This may lead to disengagement form learning, poor study habits and a lack of interest in education. Where this arises,

- help them see open-ended aspects of the ideas
- encourage them to teach you about the ideas
- try to make up games involving the ideas

Provide opportunities for the self-driven aspects of pursuing knowledge.

- foster interest in problem solving contexts such as conservation, population change, climate change, waste disposal
- encourage self-selection of learning materials
- encourage students to be both producers and consumers of new ideas; they
  - consume or use other people's ideas
  - produce their own, add new ideas

  Help them to understand the distinction between them and how they need both.
- encourage communication with similar-minded students using the Internet.

Help students become aware of the range of resources available for doing this;

- Internet, data bases, computer, library
- teach them how to access sources in community, for example, business, interest groups (for example, historical societies), specialist scientific institutions (zoo, museum, CSIRO, marine societies), cultural institutions (National Gallery)

Assist with 'information organising' as well as 'information providing'.

- Foster students' interest in others who were / are gifted in various ways. This can help them
- see they are not alone
- see options, ways that others used to deal with the types of problems that they might face

Reading or seeing the biographies of gifted scientists, writers, dancers, artists, etc can provide important support.

Involve them in situations outside of regular school in which they can extend their knowledge and work with peers who think in similar ways and who can provide models, for example

- debating
- drama groups
- dance, ballet
- sporting groups
- pen pals, Internet pal

Help them keep their sensitivities in perspective. They often show an advanced 'moral conscious'. Although their logic is adequate here, their lack of experiences limits the options that they can see for themselves or others.

Help students understand their giftedness

- not all children need to learn in the same way, although some people might think you should
- they may be strong in some areas but not in others
- some children, peers, may not understand what they say or know.

Help them improve their peer group social interaction skills

Help them:

- see what they do have in common with peers
- learn more effectively in peer group, set up situations in which they engage in group problem-solving and sharing activities
- learn the skills necessary for joining in peer group activities
- understand that not all children think in the same way
- learn various ways of showing their peers what they know in acceptable ways

Help them extend and integrate their knowledge

- teach students different types of questions to ask about set topics
- help them learn ways of researching topics of interest, for example,
- encourage them to investigate real problems in everyday life
- encourage them to see tasks as open-ended challenges
- provide suitable role-models for learning, for example, mentors, Night of the Notables.

Help them deal with their 'mental energy'. These children are mentally energetic; they can become totally absorbed or focused in an idea or activity, leading to the "Just A Minute" syndrome.

Gifted students manage their learning effectively.

- Help them use their independence as learners in functional ways.
- Present ideas as challenges or problems.
- Allow small groups to generate their directions for pursuing the challenge or problem.

  The teaching can:
  - give learners increased opportunity to make decisions about what and how they will learn and how they will manage the learning
  - allow to learn independently and to direct their learning, to have time to operate independently
  - teach students to improve how they learn,
- Encourage them to say how they went about thinking and learning.