

GIFTED AND TALENTED EDUCATION POLICY

Rationale

At St. Peter's Catholic School, we have a pastoral responsibility to cater for gifted and talented students. We should therefore ensure that these students are identified and given the appropriate specific educational opportunities necessary to help them achieve their potential.

Definition

Gifted students have natural innate abilities or exceptionally high potential, in one or more domains, while talented students have systematically developed skills or exceptionally high levels of performance. Therefore, students can be gifted but not (yet) talented.

Guiding Principles

- Parents are the first educators of their students and are partners in the educational process.
- Students' exceptional potential applies to all areas of learning and human endeavour and is not limited to specific curriculum areas.
- Potential can be masked by other special needs and factors including motivational, behavioural and cultural issues, disability, poverty, isolation, gender, a language background other than English, and indigenous background.
- Emotional intensity is a recognised trait of gifted students. Students may therefore experience particular social challenges and have increased awareness and sensitivity regarding complex social issues.
- Early identification of students' exceptional potential is essential.
- Learning is enhanced by structures and teaching strategies which are explicit, appropriate, flexible and creative.
- Students will be offered access to school and community enrichment and extension programs.
- Collaborative planning and communication involving parents, teachers and other associated professionals (where appropriate) will occur to meet the specific needs of individuals.
- Establishment and promotion of liaison (networks) with other gifted and talented educational groups, agencies and students is encouraged.

Strategies

- Identification of gifted students at St Peter's Catholic Primary School involves a combination of techniques. Through careful observation, objective assessment and the collection of information from a variety of sources, a detailed picture of a student is obtained. The following tools may be used in identification; checklists, rating scales, interview data, anecdotal records, interest inventories and standardised assessments.
- Students will have access to a variety of enrichment and extension programs. Currently, these include extra curricular participation in a variety of competitions, chess classes, music and choir programs, art extension lessons, representative teams (in many sports) and a gardening club.
- Student Study Team Meetings assist in addressing the needs of individual students.
- Access to guidance counsellors and other specialist professionals is recommended (where appropriate) to support the emotional needs of students.
- Using an outcomes-based approach, classroom planning caters for individual needs, with assistance from the Learning Support Teacher. (cf. Learning Support Program, Information Booklet).
- Student input into areas of study is employed as a strategy in classrooms.
- Reference is made to Bloom's Taxonomy and Gardner's Multiple Intelligences when planning modules of work.
- Web Quests are utilised as sources of study involving Higher Level Thinking Skills.

- Grouping of gifted and talented students in classes is recommended, where possible, to support the needs of these students.
- Pre-testing of new material is encouraged to facilitate learning.
- St Peter's Catholic School staff is open to the practice of curriculum compaction and acceleration through year levels when this is considered appropriate. This is at the discretion of the Principal.
- The transition to high school is enhanced by direct communication with the appropriate personnel.
- Professional development in Education of the Gifted and Talented is supported and fully resourced.