



Statement of Practice

Gifted Learners

*In line with **South Australian Teaching for Effective Learning (TfEL)***

Domain 2 "Create safe conditions for rigorous learning:

- *Element 3 negotiate learning*
- *Element 4 support and challenge students to achieve high standards"*

Definition (see **Gagné's Differentiated Model of Giftedness and Talent**, *(Appendix A)*)

"Giftedness" refers to a student's outstanding ability or potential in one or more areas such as general or specific intelligence, creative thinking, psychomotor ability, visual and performing arts or interpersonal and intrapersonal skills.

"Talent" refers to an individual's outstanding performance in one or more fields within these areas such as writing, leadership or dance.

Principles

Staff at West Lakes Shore Schools

- provide the resources, support structures and processes to identify gifted students
- work in partnership with students, families and the community to optimise learning outcomes for gifted students.

Practices

Our practice is to:

- adopt a multifaceted approach to identification of giftedness that encompasses the different domains
- identify gifted students as early as possible
- support and challenge gifted students through classroom methodologies and specific differentiation programmes.

Identification

At West Lakes Shore Schools gifted students are identified as a result of observations and information from a range of sources, including:

Formal strategies may include:

- Psychologists' reports
- Standard Progressive Matrices
- Slosson IQ test
- Achievement tests (including Literacy and Numeracy tests)

Informal strategies may include:

- Teacher observations and anecdotal notes
- Checklists of traits and characteristics
- Cumulative school history
- Interviews
- Competition results (eg Uni NSW, Oliphant Science Awards, TOM)
- Nomination forms:
 - Parent / Caregiver of Rec - Yr2 student *Appendix B*
 - Parent / Caregiver of Yr 3-7 student *Appendix C*
 - Teacher of Rec -Yr 2 student *Appendix D*
 - Teacher of Yr 3-7 student *Appendix E*

Differentiation

Differentiation programmes will be negotiated and based on individual student's needs. Differentiation strategies may include

- Early Entry *Appendices B, D and F*
- Year level acceleration *Appendix F*
- Subject acceleration
- Working with a mentor/LAP
- Enrichment /extension programmes including work with local high school
- Individual contracts with modifications in content, processes and product
- Higher Order Thinking Strategies integrated in classroom programmes
- Competitions such as Tournament of the Minds, Oliphant Science Awards, Uni NSW, Young Writers' Night, Mayoral Make a Book Award, Premier's Reading Challenge)
- Extra curricular activities such as choir, Rose Association

An Individual Education Plan (IEP) will be completed for early entry students and for those students who are capable of work at a significantly higher level than their age peers and require provisions beyond that currently offered within the class.

RESPONSIBILITIES

The SHIP Committee:

- administers formal testing, such as Standard Progressive Matrices and Slosson
- initiates, monitors and reviews (IEPs)
- maintains data base (ie, EDSAS, and IEPs)
- provides class teachers and parents / caregivers with students' results and possible differentiation options
- works collaboratively with classroom teachers when considering placements into SHIP class.

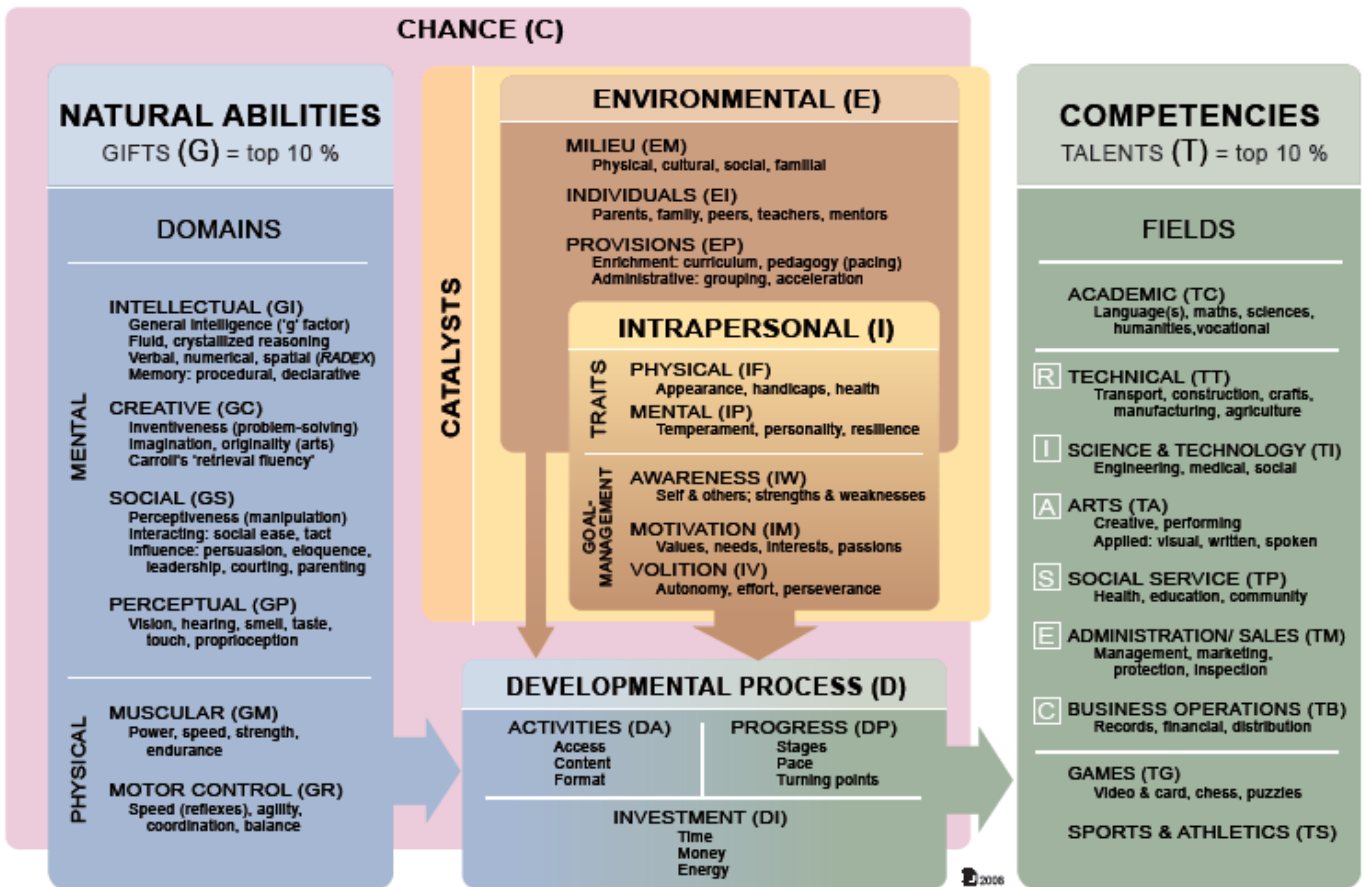
Classroom teachers

- enhance their professional knowledge and skills with respect to the identification of and differentiation options for gifted students
- provide appropriate and challenging programmes to optimise learning outcomes for gifted students
- complete and review IEPs at least twice a year
- share IEPs with parents / caregivers
- monitor students' progress to nominate possible candidates for the SHIP class

Leadership

- provide staff (including SHIP Committee) with access to training and development programmes
- work with SHIP Committee to access a range of educational options for gifted students
- ensure on-going evaluation and documentation of the programme
- work with the SHIP Committee to provide information and participation options for parents
- ensure that all staff revisit the policy at the beginning of each year
- ensure the induction of new staff at the beginning of term 1
- review, monitor and support the effective administration of the programme and the SHIP class
- ensure on-going support to the SHIP class teacher.

Appendix A



Appendix B

Appendix C

Appendix D

Appendix E



ACCELERATION GUIDELINES

The following guidelines will assist in making an objective decision when considering the acceleration of a gifted student.

School personnel, parents and students need to be involved in the discussion of placement options.

- There should be a comprehensive evaluation of the child. Levels of intellectual functioning, academic skills and social and emotional adjustment will all require consideration.
- Academically the child should demonstrate skill levels well above the average of the receiving year level. If the student demonstrates high skill levels in several academic areas but lower levels in only one or two, she/he may be advanced as long as there is support available for the weaker areas.
 - If the child is advanced in only one or two academic areas, she/he should remain with the present class but be allowed to work with a higher class for the subject in which she/he excels.
- Generally, the child should be free from serious social and emotional problems and demonstrate both persistence and motivation. Where problems of adjustment can be attributed to inappropriate placement, then acceleration may provide a solution.
- The physical size of the student should not be a significant factor. It may only be considered to the extent that competitive sports may be important in later years. The problem is lessened if teams are selected on an age rather than a year level.
- The student should not feel under pressure to advance nor should they feel a sense of failure should the acceleration not go well. Caution is required, both on the part of the parents and the school, not to build up unrealistic expectations of the student.
- The receiving teacher should be positive about the acceleration program and be prepared to assist in a smooth transition into the new learning environment
- Mid-year and end-of-year acceleration are equally acceptable. End-of-year generally sees all children changing class. A mid-year acceleration means both teachers are present to support the transition.
- Initially, the acceleration should be trialled. Regular review meetings need to be built in to monitor progress.
- In exceptional circumstances, acceleration of more than one year level may need to be considered.
- Failure to accelerate a gifted student may result in poor study habits, lack of motivation and loss of self-esteem.
- The types of provisions for students who are participating in a significantly differentiated curriculum should be the subject of ongoing documentation. An Individual Education Plan (IEP) for accelerated students needs to be developed in consultation with the teacher, parents/caregivers and student where appropriate.

Appendix G

Reviews

Date: _____ Present: _____

Date: _____ Present: _____

Date: _____ Present: _____

