



## GIFTED AND TALENTED POLICY

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### VISION STATEMENT

"All students regardless of race, age or gender, by virtue of their dignity as human persons, have a right to an education that is suited to their particular needs and adapted to this ability"

#### ***Gravissimum Educationis.nl 1965***

Declaration on Christian Education Pope Paul VI.

### RATIONALE

***Testing, using a variety of assessments has shown that some students at Liwara Catholic Primary School require additional support to further develop their academic potential.***

***Children with exceptional abilities need appropriate programmes to meet their needs. Students can then be supported and challenged to develop and apply their gifts to become talents within our school system and wider community.***

***Gifted and talented students' abilities must be accepted, valued and fostered by all.***

### DEFINITION

Gagne's (2002) definition differentiates between natural abilities (gifts or aptitudes) and systematically developed skills (talents).

Giftedness can be defined as "the potential to perform at a level significantly beyond what might be expected from one's age peers in any area of human ability."

Talent is "an achievement at a level significantly beyond what might be expected from age-peers." It should be noted that children can be gifted but may not have had the opportunity to be talented. Gagne's differentiated model of giftedness and talented is attached as Appendix A.

Students eligible for selection in the withdrawal Extension Programme are those who excel or have the potential to excel in general or specific ability areas such as English, Mathematics or Science (see identification process).

Gifted and Talented students may vary in terms of the nature and level of their abilities. Gagne's model of gifted education distinguishes between outstanding potential (giftedness) and outstanding performance (talent). Therefore, a student can be gifted without being talented. The purpose of gifted education in schools, then, is as a catalyst turning potential into high level performance

### AIMS

To provide positive educational outcome for gifted students through:

- Appropriate identification using diagnostic testing conducted by an external consultant.
- Provision of well-planned programmes.

### IDENTIFICATION – Yr 4 - 6

Inclusion in the programme will be considered according to:

- Diagnostic testing (e.g. TOLA and SPM)
- Supported by standardised testing such as NAPLAN, Brightpath and PAT.
- Student and parent commitment to learning and a desire to be part of this group.
- External psychometric testing by an educational psychologist.

## PROVISION

A range of strategies are possible so appropriate provision could include a combination of the following:

- Inclusion in the Extension Programme.
- Competitions to be considered in the programme may include: Dorothy Mackellar Poetry Awards, Design Thinking Challenge, National History Challenge, Golden Pen writing competition and Maths Olympiad.

## WITHDRAWAL EXTENSION PROGRAMME

Identified students in Year 4 to 6 will be withdrawn from class to attend the Extension Programme for 50 minutes per week.

The activities undertaken in these classes will involve the further development of a variety of skills including:

- Independent working skills
- Higher order thinking skills
- Research skills
- Problem solving skills
- Self confidence
- Intrinsic motivation

## ASSESSMENT AND EVALUATION

The programme will be assessed using:

- Anecdotal Records
- Self-assessment

## WITHDRAWAL SESSIONS

Students will be withdrawn from class for one 50 minute session each week. Students may also attend off-site events and excursions.

## TECHNOLOGY ACCESS

The children will need to be able to access the school computer network and the internet.

## ONGOING POSSIBILITIES

The Gifted and Talented Teacher's role includes:

- Ongoing professional development of the Gift and Talented Teacher, all staff and others as appropriate in the area of gifted education.
- Assistance with writing Individual Education Plans