



ST PIUS X CATHOLIC PRIMARY SCHOOL GIFTED AND TALENTED POLICY

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RATIONALE

As stated in the *Catholic Education Commission of WA Handbook for Catholic Schools (1996)*, Catholic schools have a responsibility to educate all students to their full potential. The Bishops' Mandate Letter 2001-2007 states '*Catholic schools approach the handling on of knowledge in a spirit of service, concerned always to offer students an education of the highest standard. This should be offered to all students whatever their intellectual ability. Students with special intellectual needs should be given all the support and encouragement that resources allow.*'

(Mandate Letter, 51)

The St Pius X Catholic Primary School's Gifted and Talented Program was therefore developed to better address the needs of the students who demonstrate high levels of ability, high levels of task commitment and/or creativity and to ensure their potential is fully developed.

DEFINITIONS

Giftedness refers to a student's outstanding potential and ability in one or more domains.

Talent refers to outstanding performance in one or more fields of human activity. Talent emerges from ability as a consequence of the student's learning experience. (Gagne)

Footnote: Gifted and talented students are not a homogenous group. The range of talents and levels of emotional, social and physical development varies significantly. As a result the behaviours of these students in the classroom may be quite diverse. They are not necessarily the high achievers, the most attentive, or the most cooperative in terms of task completion and compliance in the classroom.

WHOLE SCHOOL PROVISIONS

All classroom programs support extension/enrichment for students through differentiation of curriculum as is necessary.

Whole School Provisions may include:

MacKillop Club: Selected students participate in the 'MacKillop Club' extension program (see guidelines).

Grouping – Gifted and Talented students of the same or different ages may be grouped with others who have similar abilities, aptitudes and interests.

Differentiated Programs – These include Individual Education Plans (IEP) and Curriculum Adjustment Plans (CAP). These are developed, implemented and reviewed in conjunction with teachers, parents and carers, counsellors, and the student.

- Curriculum Compaction – Curriculum Compacting is a process used to streamline the regular curriculum. By using pre-testing to determine and excuse a student from material that is already known, time can be allocated for alternative learning that suits the learner's level of mastery, interests and learning preferences.
- Subject Acceleration – Subject acceleration occurs when a student takes a subject, or a limited range of subjects, one or two years earlier. Movement to another class or online learning may be required for subject acceleration.

Teaching and Learning Strategies – The curriculum for gifted and talented students should be academically challenging, intellectually stimulating, and sufficiently flexible to meet the educational, social and emotional needs of the student. The development of social skills and team work is a central focus of the enrichment program.

A broad range of teaching and learning strategies may be implemented as needed.

These include:

- Opportunities for students to initiate and to think creatively,
- Guiding students through a range of problem processes
- Opportunities and encouragement for high achievement, originality, problem solving, high order thinking skills and creativity
- Posing open-ended questions, activities and assignments,
- Using group work, to allow scope for leadership, cooperative decision making, collaboration and student initiated perspectives,
- Making use of contract work, with student negotiation of its components,
- Encouraging individual research Individualised or group enrichment/extension programs, including independent learning programs

THE ROLE OF THE TEACHER TO DEVELOP GIFTED AND TALENTED STUDENTS IS:

- To monitor the progress of any identified gifted and talented students.
- To plan and provide a range of enrichment opportunities designed to extend students beyond the regular classroom curriculum.
- To attend professional development and other education training.
- To establish and maintain ongoing communication with parents and teachers.
- To purchase appropriate resources for the classroom.



St. Pius X. Catholic Primary, Manning

EXTENSION/ENRICHMENT/GIFTED AND TALENTED – GUIDELINES

‘MacKillop Club’

RATIONALE: An extension program recognises the innate dignity of each individual and acknowledges the school’s responsibility to make provision for the unique gifts and talents of all students. It provides opportunities that enable and encourage students to develop to their full potential.

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AIMS:

- To identify, select and assist children with high academic potential.
- To work cooperatively with classroom teachers providing support material where required.
- To communicate with and support parents who have students in the program.
- To coordinate and promote academic competitions (such as ‘Tournament of the Minds’, ‘Write a Book in a Day’ etc.) where applicable.

ORGANISATION:

- Children from Years 3-6 will be withdrawn from class for 1.5-2.0 hours per week. Year 3 and 4 students will combine for one session and Year 5 and 6 students will combine for another.
- For the purposes of this program, it is important that small group sizes are maintained.

TEACHING/LEARNING STRATEGIES:

Identification

- Children are selected based on the results in the TOLA and SPM Tests. (Stanine 8 and 9’s). These tests give an indication of the IQ range for each child.
- WISC Results from outside testing will be accepted if current.
- Where required selection is followed up with evidence from other standardised tests. Eg. TORCH; Student Outcome Maths; NAPLAN; Commonwealth Bank Maths testing etc.
- Teacher nomination and behavioural checklists are also taken into consideration when required.

PROVISION: Children will be given the opportunity to attend a withdrawal class with their intellectual peers. The work in these lessons will be presented at a higher level and faster pace than can normally be provided in the regular classroom. A variety of creative, lateral thinking and problem solving approaches will be used.

Programming will be based on Curriculum Models that encourage the use of Higher Order Thinking. Eg. Bloom's Taxonomy; Gardner's Multiple Intelligences. There will be regular excursions, incursions, parent nights and inter-school competitions as part of the program.

Opportunities to participate in a number of competitions will be offered. These may include: Tournament of Minds; Penguin Speak Up Public Speaking Awards; Write a Book in a Day; Night of the Notables; Interschool Chess or Numero.

ROLE OF THE SUPPORT TEACHER: It is the responsibility of the Support Teacher to be aware of current issues and processes involved with identification of the gifted and talented students and provision of programs for these students. The teacher should:

- Support the gifted and talented children and their families.
- Support the classroom teachers in their endeavours to cater for the students.
- Educate the community on the needs of the gifted and be their advocate.
- Monitor the progress of the identified students paying particular attention to the Underachieving Gifted.
- Provide opportunities for challenge and assist them to reach their potential.
- Coordinate competitions through out the school and report results to the wider community.

EVALUATION: Students and parents will receive regular feedback on the progress of each child. Regular opportunity for Self-evaluation will be given to the children.

RESOURCES:

- Multi-Purpose Room will be the primary venue for the program.
- Use of i-Pads and Mac desktop computers.
- Games.
- Books for regular analysis and discussion.
- Apple TV and smartboard.
- Digital Camera and Video Camera as required.