

Extended Learning for Gifted Students Procedures

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1. Scope (audience and applicability)

These procedures apply to all schools and colleges within the Department of Education, Tasmania. These procedures are to be followed to comply with the *Curriculum in Tasmanian Schools K-12 Policy* and its associated procedures.

2. Purpose

Gifted students are part of all school communities and have educational needs that are significantly different from the majority of their peers. Gifted students are not a homogenous group; they show significant variation in their profiles of strengths and needs across learning, social and emotional domains.

Gifted students need to be identified and provided with learning programs that support them to achieve their full potential. Research shows that without intervention, gifted students are at high risk of under-achieving, disengaging from learning and/or developing emotional and behavioural problems¹. Effective provision for gifted students will vary, depending on the student's individual profile of interests, strengths and needs.

These procedures are to ensure that gifted students in Tasmanian government schools are identified and provided with an engaging, challenging and rewarding education through appropriate curriculum, pedagogy and educational pathways.

3. Definitions²

Gifted students

Students who are gifted have the capacity for advanced development relative to their age peers in at least one ability domain (cognitive, physical, creative or social) to a degree that places them at least among the top 10% of their age peers.

Talent

Talent refers to outstanding performance in one or more area/s of aptitude. Talent emerges as a consequence of the learning experiences with which a student engages. Significant modification to the educational program of gifted students is often necessary to develop their gifts into talents.

Personalised Learning Plan (PLP)

Where significant adjustments are made to a gifted student's education program to accommodate their needs, a Personalised Learning Plan (PLP) is to be collaboratively developed with the student and their family. The PLP will describe, document, monitor, review and report on the educational adjustments and learning outcomes in place.

¹ Education and Training Committee (2012). *Inquiry into the Education of Gifted and Talented Students*. Victoria, Australia: Parliament of Victoria. 45-50.

² These definitions draw on the 'Differentiated Model of Giftedness and Talent' (DMGT) developed by Françoys Gagné, which has won wide international acceptance.

4. Procedure Details

Schools are to offer a flexible range of provisions to cater for students who are gifted.

- 4.1. Schools are to identify gifted students in their school population to provide learning programs appropriate to their needs and document adjustments through a PLP as required.
- 4.2. Schools are to use current curriculum frameworks to provide differentiated learning experiences for gifted students.
- 4.3. Gifted students are to have access to a range of both online and face-to-face extension and enrichment programs.
- 4.4. Flexible learning pathways within and between schools and tertiary institutions are to be identified and supported for gifted students.
- 4.5. Acceleration options, including learning area (subject) acceleration and year level acceleration, are to be provided for eligible gifted students.
- 4.6. Early entry to kindergarten is to be provided for eligible gifted students, as specified in the School Enrolment procedures section 4.5.1.
Note: Students who transfer their enrolment from interstate must comply with the School Enrolment procedures section 4.5.2.
- 4.7. Principals, teachers and school psychologists are to be provided with appropriate professional learning, pedagogical strategies, and support materials to meet the learning, social and emotional needs of gifted students.
- 4.8. Pre-service teachers are to be provided with information that develops their understanding of the needs of gifted students and appropriate pedagogical strategies.
- 4.9. Information is to be provided to staff at early learning educational settings to support identification and appropriate provision being made for young gifted children.
- 4.10. Parents are to be provided with information about provisions made for students who are gifted and consulted about programs that might meet the needs of their child.

5. Roles and Responsibilities

Meaning of "must", "is to" and "may"

- (a) the word "must" is to be construed as being mandatory
- (b) the words "is to" and "are to" are to be construed as being directory
- (c) the word "may" is to be construed as being discretionary or enabling, as the context requires.

The responsibility for educating gifted students is shared by the Department of Education, schools and parents. Students who are gifted will be positively valued and their special learning, social and emotional needs will be recognised and supported.

<p>The Department of Education is to:</p>	<ol style="list-style-type: none"> 1. Provide information relating to the education of gifted students on the department web site. 2. Provide an online professional learning community for principals, school psychologists and teachers working with gifted students. 3. Use the online community to provide information, resources and professional learning support to enable teachers to meet the needs of gifted students. 4. Provide procedures and statements relating to the acceleration of gifted students and early entry to kindergarten for gifted students.
<p>Principals are to:</p>	<ol style="list-style-type: none"> 1. Implement processes to identify and make appropriate provision for gifted students in their school, including acceleration procedures and early entry to kindergarten. 2. Facilitate the development of a PLP for gifted students who have significant adjustments made to their education program, including acceleration. 3. Ensure flexible grouping and learning pathways are available for gifted students within the school, across schools in the local network and with tertiary institutions. 4. Ensure participation of staff in appropriate professional learning, including the online professional learning community. 5. Facilitate a whole school culture that values diversity, strives for excellence, and celebrates success in all areas. 6. Foster collaborative home-school-community partnerships to support the needs of gifted students.
<p>Teachers are to:</p>	<ol style="list-style-type: none"> 1. Engage with relevant professional learning opportunities, including the online community, to be able to identify and meet the learning, social and emotional needs of their gifted students. 2. Make adjustments to the learning environment and curriculum, (including differentiation, extension and enrichment opportunities) to meet the needs of gifted students. 3. Document any significant adjustments, including acceleration in a PLP. 4. Understand and address the social and emotional needs of the gifted students they teach, drawing on the expertise of school psychologists as appropriate. 5. Facilitate a classroom culture that values diversity, strives for excellence, and celebrates success. 6. Work collaboratively with parents to make appropriate provision for gifted students.
<p>School psychologists are to:</p>	<ol style="list-style-type: none"> 1. Assist the school principal and teachers with the identification, PLP planning and other support for gifted students as required. 2. Provide assessments for acceleration and early entry to kindergarten as requested. 3. Engage with the online professional learning community as needed to develop their expertise in working with gifted students.
<p>Parents are to:</p>	<ol style="list-style-type: none"> 1. Work collaboratively with their child's teacher/s and principal to ensure appropriate provision is made.

6. Risk Management

Risk associated with compliance with this procedure document is managed by the Deputy Secretary Support and Development.

7. Associated Documents and Materials

The following documents are available from www.education.tas.gov.au (Search for the Doc ID)

- Curriculum in Tasmanian Schools K-12 policy [DocID: TASED-4-1145]
- Curriculum in Tasmanian Schools K-10 procedures [DocID: TASED-4-1146]
- School Enrolment Procedures [DocID: TASED-4-1215]
- Acceleration of Gifted Students Procedures [DocID: TASED-4-2854]
- Learning Plan Procedures [DocID: TASED-4-6150]

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