RATIONALE:

The central aim of education in New South Wales is concerned with the need to develop the potential of each child. All children need opportunities to develop their individual capacities and abilities. The development of each child's full potential is recognised as being of value both to the welfare of the individual and to society. Specific provision must be made for the gifted and talented child if this aim of education is to be realised. At Liverpool Girls' High School we aim to cater for the needs of all children, including children with special talents through a vast and varied teaching and learning program across the school.

WHAT IS GIFTED AND TALENTED EDUCATION?  (using Gagne’s (2003) differentiated Model of Giftedness and Talent)

*Gifted students* are those whose potential is distinctly above average in one or more of the following domains of human ability – intellectual, creative, social and physical.

*Talented students* are those whose skills are distinctly above average in one or more areas of human performance.

*Gifts and talents* may be found in many different areas such as creative, academic, performing, social, linguistic, sport.

PRINCIPLES

Liverpool Girls’ High School will provide a wide range of opportunities in the regular classroom and other whole school activities that develop and enhance student potential and abilities. It will do this …

In the Classroom … where

- gifted and talented strategies (good teaching practices) are integrated throughout the curriculum so all students reach and work beyond their potential;
- all students have the right to be extended and enriched in the learning program of each subject;
- higher order thinking skills form the basis for programming and challenging student’s thinking through the delivery of the teaching and learning program;
- having high expectations and high standards drive what happens in classrooms;
- all students are to be challenged to succeed at their own levels and beyond.
In the school setting … where

- flexibility exists in the timetable to allow for students to be involved in activities that will extend their potential;
- Learning plans form a reference point for gathering information and identifying student potential;
- an identification process through referral identifies students and is part of the LST referral system;
- all students’ skills and abilities are catered for within the school structure of catering for individual student learning needs;
- acknowledgement is given to those students who succeed.

IDENTIFYING GIFTED AND TALENTED STUDENTS

1. Through the Learning Support Team (LST) - teacher referral form
   - self referral
   - invitation
2. Student Learning Plans
3. Information passed on from the primary school
4. School Counsellor Referral
5. Faculty / Class Teacher Identification

IMPLEMENTATION

Whole School Activities … such as …

- chess competitions;
- specialised art programs / competitions;
- debating;
- elite sports program;
- music ensembles / bands / choir / groups;
- public speaking competitions
- Student Forum – Leadership;
- SLC – leadership and government;
- Cafe
- Maths / Science / technology competitions;
- Writing competitions;
- dance;
- matching students to subjects;
- acceleration of stages.

In the classroom … where …
- differentiated learning strategies are used – not all students are doing the same thing at the same time;
- use of quality the teaching model to ensure that all dimensions are part of the approach to teaching and learning;
- high expectations and high standards drive the students’ learning;
- there is an open curriculum strategy where there are no boundaries for thinking;
- a variety of teaching and learning strategies engage students for example; use of Bloom’s Taxonomy; Debono’s Six Thinking Hats; use of Multiple Intelligences; co-operative learning strategies; scaffolded models are provided; web quests; group work, forums; debates; research work, blogs …;
- independent and open learning is encouraged;
- there is student choice and negotiation with the learning process;
- enrichment and extension activities are provided;
- portfolio based assessment strategies are used.
REFERENCE MATERIAL - Items that may be useful for considering identifying gifted and talented students

Checklist: Is your child gifted?

Most, but not all of the following questions apply equally well to children of various ages. No one child will exhibit all of these. They are intended to serve as a checklist of the abilities revealed by many gifted children.

☐ 1. Did your child walk and talk earlier than most other children of their age and gender.
☐ 2. Did they show a comparatively early interest in words?
☐ 3. Do they have an exceptionally large vocabulary for their age?
☐ 4. Did they show an early interest in clocks, calendars, jigsaw puzzles?
☐ 5. Did they show an early interest in numbers?
☐ 6. Did they show an early interest in reading?
☐ 7. Do they express curiosity about many things?
☐ 8. Do they have more stamina and strength than other children of their age and gender?
☐ 9. Do they tend to associate with children older than themselves?
☐ 10. Do they act as a leader among children of their own age?
☐ 11. Do they have a good memory?
☐ 12. Do they show unusual reasoning power?
☐ 13. Do they have an unusual capacity for planning and organizing?
☐ 14. Do they relate information gained in the past to new knowledge they acquire?
☐ 15. Do they show more interest in creative effort and new activities than in routine and repetitive tasks?
☐ 16. Do they try to excel in almost everything they do?
☐ 17. Do they concentrate on a single activity for a prolonged period of time without getting bored?
☐ 18. Do they usually have a number of interests that keep them busy?
☐ 19. Do they persist in their efforts in the face of unexpected difficulties?
☐ 20. Do they figure out their own solutions to problems and show uncommon "common sense"?
☐ 21. Do they have a sense of humor that is advanced for their age?
☐ 22. Do they show sensitivity to the feelings of others?
☐ 23. Do they show a comparatively early interest in questions of right and wrong, religion, God, and/or justice?
☐ 24. Do they make collections that are more advanced or unusual than those of others in her age group?
☐ 25. Do they show an intense interest in some artistic activity, such as drawing, singing, dancing, writing, or playing a musical instrument?
☐ 26. Do they make up stories that are vivid and dramatic, or relate their experiences with a great deal of exact detail?
☐ 27. Do they like puzzles and various kinds of "problem" games?
☐ 28. Do they have exceptional abilities in mathematics?
☐ 29. Do they show an unusual interest in science or mathematics?
☐ 30. Do they show awareness of things that are new or novel?

Taken from webmaster@mcgt.net
Criteria for Choosing Quality Programs

Talk to the child. Find out what makes them happy, comfortable, and excited about learning, then look for that in the program you are considering.

Whatever program you choose, you should try to expose the child to both "ability peers" and, for social growth, "age peers". This helps to provide an exchange of ideas and gives the child a more realistic acceptance of self.

There are many criteria to look for in good gifted programs. The following checklist of questions to ask should help to evaluate whatever program you are considering:

- 1. Are there alternative programs offered for gifted and talented children in the district?
- 2. Are children identified for the program by more than IQ scores and achievement tests? Who does the identification?
- 3. Does the program (or programs) centre on the students and their needs?
- 4. Is the program meeting the needs of those enrolled?
- 5. Does the program allow the child to go beyond the regular curriculum?
- 6. Is the variety of opportunities offered enough to meet the needs of those enrolled in the program?
- 7. Does the program develop social skills?
- 8. Does the program provide for horizontal and diagonal (a blend of acceleration and enrichment) movement in the curriculum?
- 9. Are all grade levels included in the program?
- 10. Is there continuity in the program? (from primary to junior to senior high?)
- 11. Are resources from outside the district/school used to enrich the program?
- 12. Is the program financially realistic?
- 13. Does the staff have training in gifted and talented education?
- 14. Is inservice available in gifted and talented education for all district/school teachers?
- 15. Are all teachers allowed to have input into the program? (The sharing of ideas really helps the program become a part of a district/school.)
- 16. Does the program provide the opportunity for parents to contribute actively to the program, as well as opportunities for them to meet to share ideas?
- 17. Is there ongoing evaluation of the program?

Adapted from webmaster@mcgt.net

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