



Able, Gifted and Talented Policy

Policy Code: Curr-AG&T
To be Reviewed:2018
Ratified:2016

Identity Statement

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

Vision Statements

St Patrick's Primary School strives to:

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

Graduate Outcomes

We endeavour to create graduates who will:

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

Rationale:

Students at St Patrick's Primary School who are Able, Gifted and Talented (AG&T) must be recognised as having unique educational needs. This policy outlines provisions for AG&T students including the identification process, like minded grouping, cross-age and accelerated grouping and differentiation of the curriculum.

Basic Beliefs:

We believe that the identification process in place for AG&T students should be multi-faceted and inclusive of all students.

We believe that AG&T students learn at faster rates. They think conceptually and require a flexible approach to learning.

We believe that AG&T students are autonomous learners. Additional research has highlighted the importance of placing the student in a position where they are not depending solely on the teacher for their learning (Weissglass, 1992).

We believe that not all gifted students are high achievers (Whitmore, 1980). Gross (1994) outlined several reasons why students may underachieve. Reasons included an inappropriate curriculum, an inflexible environment or a deliberate tactic to obtain peer acceptance. We believe it is important to understand why students are underperforming and put in place appropriate learning provisions.

We believe that through a multi-faceted approach including classroom differentiation, like-minded and cross-age cluster groupings and opportunities to participate in meaningful strength based activities, AG&T students learning will be best catered for.



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We believe that all student learning would be maximised through greater individual awareness of multiple intelligences and the thinking curriculum including the use of Tony Ryan's Thinker's Keys.

We believe that underperforming AG&T students with appropriate catalysts for intervention can be guided toward the area for gifted behaviours as outlined in the Gagne's Model and the Renzulli's tripartite model of giftedness.

APPENDIX A

Definitions:

Giftedness

Giftedness refers to a student's outstanding, innate ability in one or more of the following domains: intellectual, creative, socioaffective or sensorimotor (Gagné,2007). Feldhusen (1993) identifies five levels of giftedness: mild, moderate, high, exceptional and profound. Gifted learners are those who have one or more abilities developed to a level significantly ahead of their year group, or with the potential to develop those abilities placing the student within the top 10% of his or her age peers.

Able

Able refers to a student with the ability to achieve significantly ahead of their year group placing the student within the top 10% of his or her age peers. Able students may be underachieving and require appropriate intervention to reach potential.

Talent

Talent refers to outstanding performance in one or more of the following fields: academic, the arts, business, leisure, social action, sports and technology (Gagné, 2003). Talent emerges from above average ability(giftedness), task commitment and creativity as a consequence of the student's experiences. Talented describes learners who have the ability to excel in practical skills.

Policy and Program Aims:

1. Provide an inclusive and strategic identification process where all potential AG&T students, including underperforming students, have access to the program.
2. Provide experiences within the school and community which will enable AG&T students to develop potential in areas such as decision making, problem solving, task commitment, creativity and leadership.
3. Recognise and nurture individual potential through appropriately planned learning experiences and opportunities.
4. Provide learning environments to enable AG&T students to share ownership of their learning, organise their time and activities responsibly to complete activities and real world problems with self-fulfilment.
5. For members of the school community to recognise, value and nurture intellectual ability and creativity.

Identification:

Students may be nominated via multiple sources for example a parent, teacher, student, specialist teacher. However, follow up should be fair and equitable and must adhere to the Identification Process as outlined in **Appendix B**. The wide range of identification strategies which can be used include: Teacher nomination, reports from previous schools, test results/teacher assessments, student work, teacher observations, 'colourful data' which includes anecdotal observation of the learners behaviours, checklists of characteristics, parental information and information provided by external agencies. Teacher checklist based on research are found in **APPENDIX C**.

Monitoring:

Once identified the Learning Support teacher will work alongside the classroom teacher to develop and implement an Individual Learning Plan (ILP). AG&T students will be included in a variety of interest based initiatives planned and coordinated by the Learning Support teacher. These initiatives include but are not limited to:

*International Competitions and Assessment for Schools (ICAS)



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- *Sleek Geek Science Eureka Competition
- *STEM computer game competition
- *Write 4 Fun competition
- *Do the Write Thing
- *Engquest
- *Book Clubs
- *Bricks For Kids Program
- *Maths Pathways, Kahn Academy or like self-paced programs
- *Maths300 projects
- *Nrich.maths.org
- *Oak FM Radio
- *Writing Chronicle Articles
- *Maths Games
- *Maths Olympiad
- *Community groups supporting talents within and outside the school environment. For example, Wangaratta Woodworkers, Wangaratta Players, Art gallery, YMCA etc.

Differentiation in the classroom

Students on an Extension ILP will require differentiation of their regular classroom curriculum in the area(s) of strength. Differentiation will include a strength-based approach.

Cluster Groupings:

AG&T students will be clustered with like-minded students both within and outside of the classroom as part of the Extension Learning Support Program dependent on specific talents and project suitability.

Acceleration Groupings:

AG&T students may be grouped in a multi-age setting for particular subject areas or projects based on student strength areas.

Bibliography and Resources:

Gagné, F. (2003). Transforming Gifts into Talents: The DMGT as a Developmental Theory. In N. Colangelo & G. A. Davis (Eds.), Handbook of gifted education (3rd ed.), pp. 60-74. Boston: Allyn and Bacon.

Renzulli, J.S. (1994) New directions for the schoolwide enrichment model, Gifted Education International.

Tunccicliffe, C. (2010) Teaching Able, Gifted and Talented Children: Strategies and Resources, SAGE.

Weissglass, J. (1992). Changing the culture of instruction. Journal of Mathematical Behavior, 11, 195-203.

Whitmore, J (1980), Giftedness, Conflict and Underachievement, Allyn and Bacon.

Victorian Association for Gifted and Talented Children, www.vagtc.asn.au

Manoj Chandra Handa, www.oceansofexcellence.com/

Resource for teaching visual spatial learners- <http://www.visualspatial.org/teachers.ph>

<https://students.education.unimelb.edu.au/selage/pub/readings/giftedlt/csge%20gifted%20learning%2007B%20sum2.pdf> (understanding gifted and talented learning)

School Principal: _____ Date: _____

School Board Chair: _____ Date: _____