



St Paul's Primary School Mount Lawley

GIFTED AND TALENTED ENRICHMENT PROGRAM POLICY

RATIONALE

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

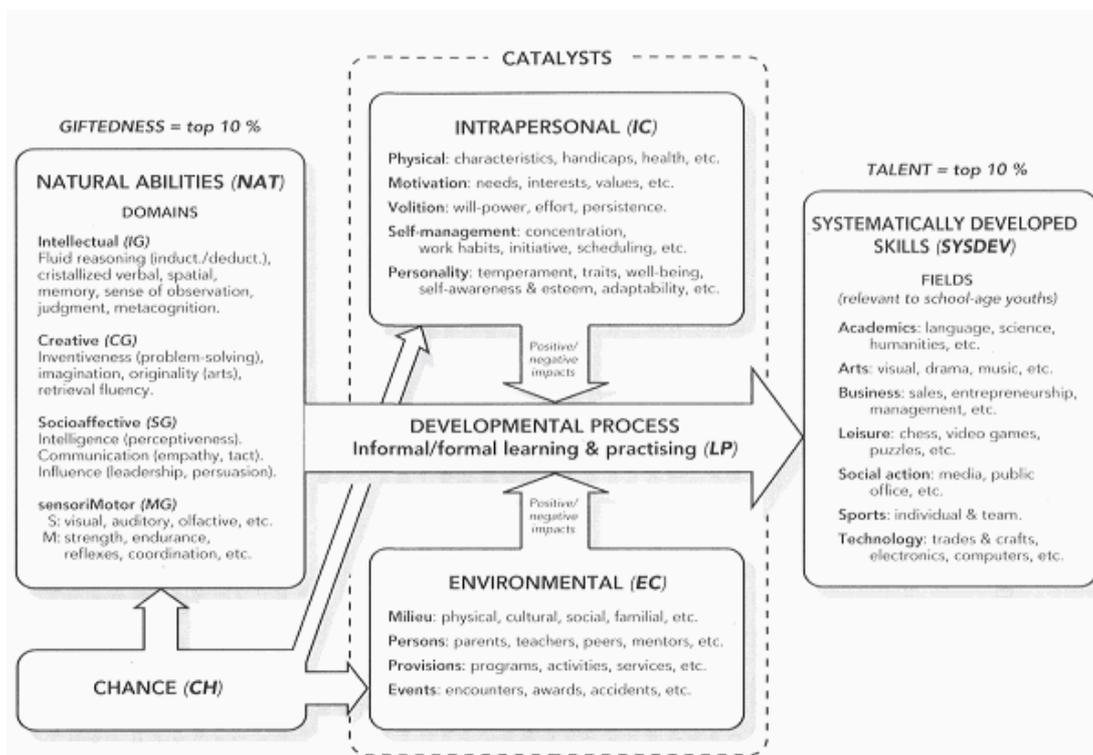
DEFINITION

François Gagné's (2008) Differentiated Model of Giftedness and Talent distinguishes between outstanding potential (giftedness) and outstanding performance (talent).

GIFTEDNESS designates the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers.

TALENT designates the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field.

Therefore, according to Gagné, talent development is formally defined as the systematic pursuit by students, over a significant period of time, of a structured program of activities leading to a specific excellence goal, in short, attaining talent (competency) in a field. The Developmental Model of Giftedness and Talent (see below) shows factors that allow this to occur.



Gagné's Differentiated Model of Giftedness and Talent (DMGT)

Gagne's model has three columns, with gifts on the left-hand side, talents on the right-hand side and catalysts that impact the developmental process in the centre. A student's gifts are turned into talents through the developmental process.

The developmental process, designed to nurture and develop gifts into talents, has six main elements:

1. Enriched curriculum or training program
2. A clear and challenging excellence goal
3. Selective access criteria
4. Systemic and regular practice
5. Regular and objective assessment of progress
6. Personalized accelerated pacing (Gagné, 2008).

PURPOSE

The purpose of Gifted Education at St Paul's Primary School is as a catalyst, turning potential into high level performance. The identification of Gifted and Talented students allows for the provision of a challenging and extended curriculum and appropriate learning opportunities that meet their individual needs.

Within the classroom

1. Curriculum Differentiation Adjustments to provide:
 - Depth
 - Complexity
 - Abstraction
 - Higher Order Thinking
 - Self-directed Learning
 - Open-ended Tasks
 - Individual Purposeful Inquiry Acceleration
2. Classroom-Based Acceleration Strategies to move students through curriculum they have already mastered and progress them towards more challenging content and activities.

St Paul's Gifted & Talented Education (GaTE) Program

The program will assist identified students in their journey from 'Gifted' (natural abilities) to 'Talented' (competencies) by providing the appropriate environmental catalyst, developmental process and assistance with intrapersonal development. Students may, or may not, be deeply motivated, highly able or show their abilities in a variety of ways that may not be readily apparent without the use of diagnostic testing.

Aim of the GaTE program

To provide more positive educational outcomes for Gifted and Talented students through:

- appropriate identification using diagnostic testing
- provision of well-planned Enrichment (class withdrawal) programs
- provision for early identification
- provision of external opportunities when possible and appropriate
- individual support where appropriate
- inclusion of students in relevant external competitions and experiences
- ongoing professional development of the Gifted and Talented Teacher and classroom staff in the area of gifted education

- network meetings in schools and relevant organisations including Catholic Education WA (CEWA) and other Independent and Department of Education schools.

IDENTIFICATION (Years 4 – 6)

Students eligible for selection into the St Paul's GaTE Program are those who excel or have the potential to excel in general academic or specific ability areas.

Inclusion in the program will be considered according to:

- diagnostic testing e.g. TOLA
- standardised testing such as NAPLAN
- student commitment to learning
- external psychometric testing by a practicing psychologist i.e. WISC or Stanford Binet
- teacher support
- Principal approval

PROVISION (Years 4 – 6)

Gifted and Talented students in Years 4-6 are provided with academic enrichment through the application of creative and critical thinking skills and higher order thinking skills.

The program may include a combination of the following:

- inclusion in a weekly withdrawal Enrichment Program
- inclusion of students in relevant external competitions and experiences such as: Tournament of Minds, RoboCup, Da Vinci Decathlon and Maths Olympiad.

Ongoing inclusion in the program is not guaranteed as it will depend on a student's ability to maintain the standard of work in his/her regular classes as well as the Enrichment Program. A student review will occur each term, involving the Principal, the classroom teacher and the enrichment teacher.

The Enrichment Program is in addition to standard classroom programs; not all Enrichment activities are undertaken and completed in class time.

ENRICHMENT PROGRAM FORMAT (Years 4 – 6)

Identified Gifted and Talented students in Years 4-6 will be withdrawn for one 50-minute session 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
- self-regulation
- problem solving skills
- self-confidence
- intrinsic motivation

ASSESSMENT AND EVALUATION (Years 4 – 6)

Students will be assessed using:

- anecdotal records
- self-assessment
- teacher feedback