

Marlborough Primary School

School Policies Manual



GIFTED EDUCATION POLICY

Rationale:

At Marlborough, we believe that our students are unique individuals who learn at different rates and have different requirements. We acknowledge that they each have the right to develop to their maximum potential and receive instruction at their level and rate of learning. Children who are gifted have special needs that require a wide range of educational experiences (Marland 1972, Renzulli 1979, Borland 1987, George 1992). These needs can be met through a differentiated curriculum approach, in conjunction with other special programs, tailored to enrich and extend their abilities and learning styles. At Marlborough, we aim to identify, nurture and support those students in our community who demonstrate talent, above average abilities or potential in a range of areas. Such an approach will ensure continuity for gifted and talented children as they move through the school.

Policy Statement

The Victorian Department of Education recognises a broad definition for “giftedness,” embracing and encouraging excellence in all forms of academic, creative and intellectual endeavour. Marlborough Primary School acknowledges that giftedness can be found in non-academic areas such as leadership, art, sport and music, as well as in traditional academic areas. Gifted students may be highly able in some areas, but not so in others. For some students their giftedness is all embracing, for others their excellence may lie in one particular field.

Aim:

Through our whole school approach to gifted education we aim to:-

- Identify highly able students, and those with the potential to be, in all areas across the curriculum
- Develop, implement and evaluate differentiated curricula that extends and challenges the gifted students and caters for their specific needs
- Develop and enhance higher levels of reasoning, thinking and problem solving skills
- Communicate effectively with parents

- Provide opportunities for the gifted to work with peers of 'like minds and ability' to further develop their skills, self-esteem and to allow them to understand the value of excellence
- Provide opportunities for the gifted to work with peers of varying abilities and mentor these students.
- Develop an awareness of the counselling needs of the gifted and seek to address these needs
- Provide appropriate resources to support the teaching staff, including professional development opportunities
- Provide specific withdrawal programs when and where possible to offer further extension and enrichment of particular areas beyond that which is offered in the classroom

Course Structure

The gifted programs offered at Marlborough underpin the whole school approach to gifted and talented education. We believe that gifted students need to be consistently challenged and extended in the classroom every day. The staff provide a differentiated curriculum which broadens and develops a student's knowledge, application, skills and/or interests beyond the core program at a level that is appropriate to the developmental abilities and interests of the student. As part of planning and implementing the differentiated curriculum approach, teachers pretest and subsequently monitor student achievement in order to offer a more complex content. From time to time students may also be part of a withdrawal program. Such programs allow for further extension and enrichment to take place in a particular field eg mathematics, the arts, poetry, philosophy. These groups not only provide challenging activities but also allow for gifted students to work with other like-minded students. This can build and strengthen personal and social interaction skills.

Implementation:

A differentiated curriculum will be provided for all students through:

- Pre testing
- Flexible progression through the curriculum
- Constant monitoring of students progress
- Using a variety of strategies of teaching strategies such as DeBono's Six Thinking Hats, Bloom's Taxonomy, Gardiner's Multiple Intelligences, contracted assignments, independent research inquiry tasks, open ended tasks etc.
- Staff will identify the gifted and talented students in the school through a variety of methods ranging from: formal testing conducted by a professional body, teacher nomination, parent nomination, peer nomination, self-nomination
- Staff will be encouraged to attend professional development in gifted education to further develop their teaching and learning strategies
- Designated staff meetings will raise any issues arising and the co-ordinator will keep the school informed of relevant new developments in the field of gifted education
- Entry to any withdrawal programs offered will be guided by discussion between class teachers and the parents of the child concerned – permission is always sought from parents

- The Gifted Co-ordinator will be available to liaise with parents to ensure student needs are being met

Assessment

Assessment is a continuous process. It will be monitored in terms of:

- Suitability of program processes for differentiation (content/process/product/delivery)
- Student outcomes and subsequent planning according to teacher judgement based on AUSVELS curriculum reporting and any other data available. eg, NAPLAN/OnDemand testing, PAT Maths/PAT Reading/ S.A Spelling tests, Running Records etc. that is uploaded to Student Performance Analyser (SPA) and reviewed regularly.
- Staff and resource management

Evaluation:

This policy will be reviewed as part of the school's 3 year review cycle.