

# ASSUMPTION CATHOLIC PRIMARY SCHOOL



## Gifted and Talented Extension Procedure

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<b>EFFECTIVE DATE:</b>	January 2022
<b>DATE LAST UPDATED:</b>	December 2021
<b>FREQUENCY OF REVIEW:</b>	Every two years
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### 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 of Christian Education, Pope Paul VI.

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### DEFINITION

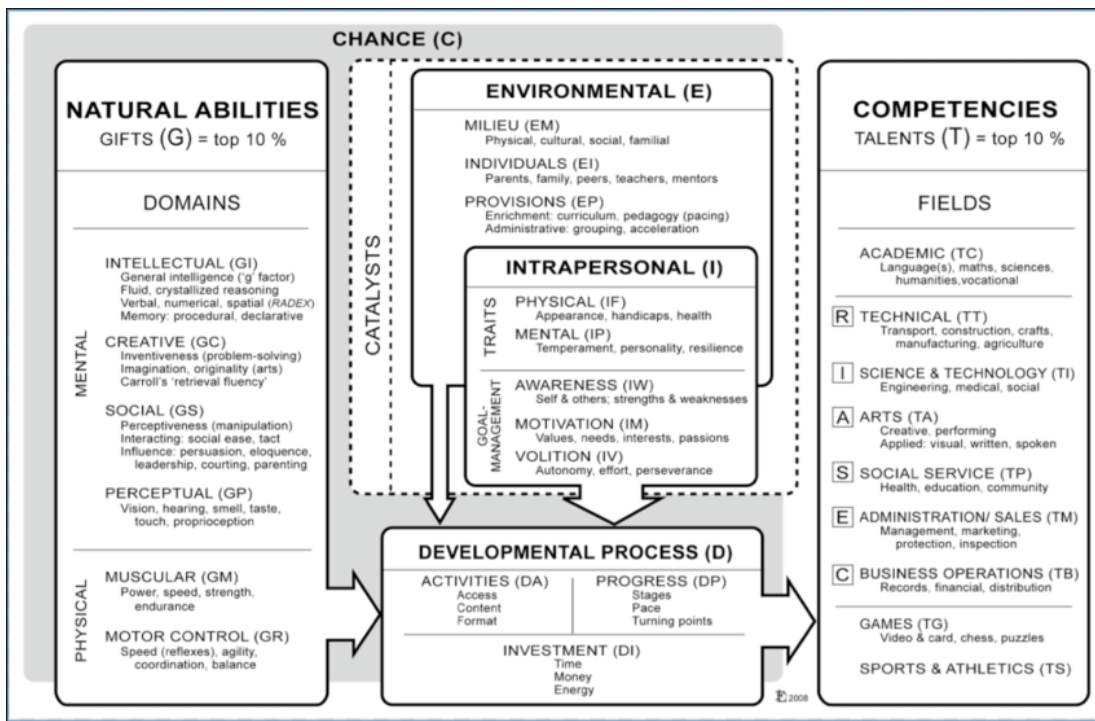
Most researchers in gifted education define giftedness in terms of multiple qualities, not all of which are intellectual (Gagné, 2008; Gardner, 1986; Maker, 1982; Renzulli, 2006). Within GATE literature, the two main models include: Renzulli's Model (1986) and Gagné's Differentiated Model of Giftedness and Talent (2010). Each of these models approaches the concept of giftedness and talent from different perspectives and has different emphases.

Assumption Catholic Primary School utilises Gagné's (2010) definition of giftedness as defined in the revised Differentiated Model of Giftedness and Talent 2.0 (DMGT, 2010). The DMGT 2010 is endorsed by both the Australian and Western Australian Curriculums (SCSA, 2021) and CEWA Ltd (2020). The DMGT model provides a measure of clarity and purpose in guiding system-based dialogue across the present dynamic and complex field of gifted education.

In the DMGT model, Gagné differentiates between two key concepts: the potentiality of giftedness and the realisation of 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 the individual at least among the top 10% of age peers who are or have been active in that field.*



The key to this model of gifted education is that it distinguishes between outstanding potential (giftedness) and outstanding performance (talent). Therefore, a student can be gifted without being talented. The purpose of gifted education at Assumption Catholic Primary School then, is as a catalyst for turning potential into high level performance.

Gagné's model also highlights the diversity of learners in schools (e.g., through elements of culture, socio-economic background, gender) and the factors that influence them as learners, such as motivation to achieve, personal interests, presence, or absence of a system of support, as well as the quality of educational service provided. Gagné's model acknowledges the existence of students who may be gifted underachievers or disengaged within school communities.

### AIMS

The aims of the Assumption CPS Extension program are:

- To identify, select and aid students with high potential.
- To work cooperatively with classroom teachers, providing support material where needed.
- To communicate with and support parents who have students with exceptional abilities.

## **ORGANISATION**

The Assumption CPS Extension Program will run over four terms. Depending on eligible student numbers, it may involve:

1. Three multi-level enrichment classes: early primary years (Years 1 & 2); middle primary years (Years 3 & 4) and upper primary years (Years 5 & 6).
2. Two multi-age enrichment classes: junior (Years 1-3); and, senior (Years 4-6).

Within the school, there are distinct roles and responsibilities associated with the program.

### Roles and Responsibilities

#### *1. Students*

Students invited to take part in the extension program have a responsibility to apply themselves and to actively engage in opportunities that are provided to develop their giftedness into talent.

#### *2. Classroom Teachers*

Quality teaching underpins the provision of learning experiences proper to the needs of gifted and talented students. Teachers have the responsibility of selecting, implementing and evaluating a wide range of strategies that challenge all gifted learners to succeed. Teachers should:

- Understand current terminology, definition, and theory of giftedness.
- Be able to access ongoing professional learning opportunities in relation to gifted education that provide opportunities for collaboration between teachers and networking across schools.
- Gather a range of information about their students to identify, plan and review the provision of giftedness and talent.
- Consider the characteristics of special groups of students such as low income, underachieving, location (living at home vs boarding), cultural difference and disability and the influence of these characteristics on student learning needs.
- Incorporate classroom information on the school's data base for the identification and tracking of students with gifts and talents, including those students who have transferred into or out of the school.
- Establish and keep effective home-school communication to inform educational planning.
- Plan learning experiences that incorporate student-centred learning, effective inter-and intrapersonal skills development; critical and creative thinking, original research, independent study, deliberate practice, and future problem solving.
- Use a variety of data to inform and provide regular challenge in student learning.
- Adapt the classroom environment to the learning difference of gifted and talented learners including management of large and small groups and independent learning.

### 3. *Student Learning Support Lead teacher (Extended leadership)*

It is the responsibility of the Student Learning Support Lead teacher to co-ordinate the extension withdrawal program which includes:

- Supporting children and their families
- Supporting the classroom teachers in their endeavours to cater for gifted and talented students
- Monitor the progress of the identified students, paying particular attention to the underachieving gifted and twice exceptional student.
- Coordinate extension activities, including competitions, throughout the school and report results to the wider community.
- Provide opportunities for challenge and help gifted and talented students to reach their potential.

### 4. *School Leadership and Student Learning Support Lead teacher*

The Assumption CPS (extended) leadership team shall:

- Establish whole school processes and structures for collaborative professional learning that support classroom teachers to develop a deep and integrated knowledge of curriculum, pedagogy, and assessment related to evidence-informed practices in gifted education.
- Provide support for every teacher in the learning community to develop a collective responsibility for the education of gifted students.
- Oversee planning and review of school policy and procedures for GATE; and,
- Provide relevant documentation and information to the Catholic Education Office about the acceleration of gifted students in Western Australian Catholic schools.

### 5. *The School Community*

It is the responsibility of the school principal, classroom teachers and support staff, in partnership with parents and families, to be aware of the processes involved in the identification of gifted and talented students and provision of programmes for those students in their school community. These may include:

- Acceptance of a student's right to a learning program that matches their ability.
- Strategies that increase communication between home and school.
- An understanding of the social and emotional aspects of learning, including the role of encouragement and support.
- An appreciation of the range of characteristics displayed by gifted students, not all in terms of intellectual ability, but of multiple and varied characteristics including motivation, high self-concept, ethical sensitivity, and creativity.

### **IDENTIFICATION:**

The key purpose of identifying gifted and talented students, is to provide learning opportunities that meet their individual needs. At Assumption CPS, the identification of a child's gifts and talents is based on a *broad conception of giftedness* incorporating high achievement, creativity, and empathy.

Assumption Catholic Primary School recognises that students' needs change over time and annual assessment allows flexibility of students to enter and leave the program. Annual rescreening and re-evaluation of students' needs is key to maximising the effectiveness of academic development programs (Kain, 2015).

Students are selected based on attainment in formal and informal elements including:

- Stanine 8 & 9 on ACER General Abilities Test (AGAT) - administered in Term 4 of Years 1-5
- Stanine 8 & 9 on Progressive Achievement Tests (PAT-R & PAT-M),
- Maths Assessment Interview (MAI)
- Reading assessments
- Teacher nomination and behavioural checklists - when needed.
- Teacher nominated Pre-Primary students will be tested using the MAI and reading assessments during Term 1 when they are in Year 1. Students selected for Extension class in Year 1 will begin the program in Term 2.

AGAT Testing: The AGAT Test is a researched and nationally normed assessment that provides an estimate of a students' general intellectual ability and aptitude. The AGAT provides scores for Verbal, Numerical and Abstract Reasoning, and data that allows for comparison with national norms at different year levels.

## **PROVISION**

Students will be given the opportunity to attend a withdrawal class with their intellectual peers. A variety of creative, lateral thinking and problem-solving approaches will be used. A successful program will allow gifted and talented students the opportunity to undertake a fast-paced, intellectually rigorous curriculum matched to their abilities and interests, in company with other students of similar abilities (Gross, 1997).

## **EXTENSION PROGRAM FORMAT**

The format of extension program will depend on eligible student numbers and may vary from year to year. For example, one year the program may include Year 1-3 and Year 4-6 groups, while another year may require Years 1-2, Year 3-4, and Year 5-6 groups. Extension students will be given the opportunity to attend a withdrawal class with their intellectual peers one period a week.

The activities that each group participates in will be based on student interest and phase of development. The Assumption CPS Extension program will allow the students an opportunity to take part in fast-paced, intellectually rigorous curriculum matched to their abilities and interests, in company with other students of similar abilities (Gross, 1997). Activities undertaken in the program 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
- Collaboration

The program may include excursions, incursions, inter-school competitions or Parent Night, where students can display their learning. Opportunities to take part in competitions will be offered; these may include ICAS (International

Competitions and Assessment for Schools) (International Competitions and Assessment for Schools) (International Competitions and Assessment for Schools) Competitions, Young Voices Public Speaking Competition, Tournament of Minds, and the Cluedunnit Kids Competition.

### **EVALUATION**

Students will have at least one major assignment or assessment piece for each theme that is covered. Clear criteria for evaluation based on the Judging Standards of the Western Australian Curriculum will be given to the children with each assessment. An opportunity for self-evaluation will be given to the children at the end of each theme or term. Liaison and collaboration between the Student Learning Support Lead teacher and classroom teacher will occur throughout the Extension program.

### **INDIVIDUAL PLANS AND REPORTING**

Gifted and talented students will be placed on GATE-specific Individual Plans that clearly show how the student's needs are being met and the roles and responsibilities of all stakeholders. The Student Support Lead teacher and classroom teacher will jointly write the document.

### **COMMUNICATION**

Caregivers will receive an email via SEQTA at the commencement of the academic school year to let them know if their child has been selected for the extension program. If their child no longer meets the criteria for inclusion in the program, caregivers will receive an email via SEQTA.

## References

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