Processes and Procedures for the Identification and Support of Gifted and Talented Students

In Catholic Schools in Western Australia
# TABLE OF CONTENT

## PART ONE: INTRODUCTION  
1.1 Purpose  
1.2 Vision for Gifted and Talented Education  
1.3 Scope  
1.4 Roles and Responsibilities  
  1.4.1 The Teacher  
  1.4.2 School Leadership  
  1.4.3 The School Community  
  1.4.4 The Catholic Education Office of Western Australia  
1.5 Models of Giftedness

## PART TWO: PROCESSES AND PROCEDURES  
2.1 Identifying Gifted Students  
2.2 General Principles for Effective Identification  
2.3 Objective Measures of Identification  
2.4 Subjective Measures for Identification  
2.5 Recognising the Diversity of Gifted Learners  
  Underachievement  
  Dual-Exceptionality  
2.6 Provision of Gifted and Talented Education  
2.7 Curriculum Differentiation  
2.8 Acceleration Strategies and Procedures  
  2.8.1 Acceleration Strategies  
  2.8.2 Procedures for Year Level Advancement or Radical Acceleration  
    Three-Year-Old Education  
    Kindergarten and Pre-Primary Years  
    Students Enrolled in Year 1 and Subsequent Year Levels  
2.9 Learning beyond the Classroom

## PART THREE: SCHOOL SELF-EVALUATION AND REVIEW  
Appendix A: François Gagne’s Revised Differentiated Model of Giftedness and Talent  
Appendix B: Planning and Implementing Differentiated Instruction  
Appendix C: Student Acceleration Report  
Appendix D: Gifted Education and Learning beyond the Classroom  
Appendix E: School Self-Evaluation Template  
Appendix F: Flowchart - Procedures and Processes for the Identification and Support of Gifted and Talented Students in Catholic Schools in Western Australia  
Related Documents  
References
PART ONE: INTRODUCTION

1.1 Purpose

The Processes and Procedures for the Identification and Support of Gifted and Talented Students in Catholic Schools in Western Australia:

- provides direction for Catholic schools in the understanding of giftedness;
- sets out basic principles to inform school policy and practice in gifted and talented education;
- helps to establish shared understanding and a common discourse related to gifted education across schools;
- builds upon the strong principles of equity and social justice that underpin education in Catholic schools.

1.2 Vision for Gifted and Talented Education

Western Australian Catholic schools rejoice in diversity and, as Christian communities, have an obligation to foster the dignity, self-esteem and integrity of each child. All children in Catholic schools need to have an education that is challenging, engaging and intentional. Catholic schools have a responsibility to:

- explore and extend their vision for learning to ensure the development of individual gifts and talents;
- acknowledge that all students should receive equity of opportunity across socio-economic and geographical context and degree of ability;
- establish learning experiences and an environment that enable spiritual, emotional, physical, intellectual, social and emotional gifts to be revealed and nurtured;
- develop effective models of gifted and talented education that acknowledge the diverse learning needs of students, and offer suitable services to support and challenge them within each school context;
- provide a culture where students delight in each other’s success and where the community celebrates all learners’ achievements across the curriculum; and
- actively engage and foster collaborative partnerships with families and the wider community.

1.3 Scope

It is intended that this paper acts as a resource for principals and school communities to explore and expand their provision of gifted and talented education. It is imperative that all teachers have the knowledge and skills to effectively meet the needs of all students in their classrooms. Teachers in the classroom make a difference in the learning outcomes of all
students through the development of positive relationships and the implementation of an
evidence-informed learning and teaching program. To address the specific needs of gifted
students, schools need to promote the principles of personalised learning and a curriculum
for the gifted that is characterised by flexibility, quality not quantity, creativity and daily
challenge.

There are three high leverage curriculum components that will assist schools in the
development of a focused plan for action in gifted and talented education. The three
components explicated within the document are:

A. Curriculum Differentiation
B. Acceleration
C. Learning beyond the Classroom.

It is imperative that schools identify, monitor and foster exceptional ability and talent in their
school communities from early childhood through to primary and secondary levels of
schooling.

Gifted and talented children from diverse cultural and low socio-economic backgrounds are
part of all Catholic school communities and are often at risk of not being identified, or of
achieving below their full potential.

This paper complements other Catholic Education Office documentation regarding effective
learning and teaching elements in the education of gifted and talented students.

1.4 Roles and Responsibilities

1.4.1 The Teacher

Quality teaching underpins the provision of learning experiences appropriate 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 in order to identify, plan, and review
  the provision of giftedness and talent;
- Consider the characteristics of special groups of students such as low income,
  underachieving, 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;
- Establish and maintain effective home-school communication to inform educational
  planning;
- Plan learning experiences that incorporate student-centred learning, effective inter- and
  intrapersonal skill 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 differences of gifted and talented learners including management of large and small groups and independent learning.

1.4.2 School Leadership

School Leadership Teams shall:

• establish whole school processes and structures for collaborative professional learning that support teachers to develop a deep and integrated knowledge of curriculum, pedagogy, and assessment related to evidence-informed practices for 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 gifted and talented education; and
• provide relevant documentation and information to the Catholic Education Office regarding the acceleration of gifted students in Catholic schools.

1.4.3 The School Community

It is the responsibility of school principals, 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 programs 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.

1.4.4 The Catholic Education Office of Western Australia

The Catholic Education Office is committed to supporting schools and their teachers to provide effective educational provision for gifted and talented students. Support is provided through the Catholic Education Office of Western Australia and regional offices in Broome, Bunbury and Geraldton. It is the role of the Catholic Education Office to:

• provide support to assist schools in the planning and review of gifted education policy within their individual school contexts;
• provide support for schools in improving provision for gifted and talented students and ultimately student achievement;
• provide advice and support for teachers to develop knowledge and practice around key elements of effective educational provision for gifted and talented students;
• systematically review the quality of support offered to schools regarding gifted and talented education.
• provide relevant documentation and information to the Department of Education Services in Western Australia regarding the acceleration of gifted students in Catholic schools.
1.5 Models of Giftedness

Most researchers in gifted education define giftedness in terms of multiple qualities, not all of which are intellectual. Motivation, high self-concept, and creativity are key qualities in Renzulli’s model (1978, 1986, and 2006). Dweck (2006) focuses on a ‘growth mindset’ and developmental pathways to high achievement that are diverse, domain-specific, and incremental. Gifted development viewed through Sternberg’s WICS Model holds the underlying principles of wisdom, intelligence, creativity and synthesis with implications for student motivation, self-concept and leadership for the common good (1999, 2003, & 2006).

François Gagné’s (2008) Differentiated Model of Giftedness and Talent

The Position Paper utilises Professor François Gagné’s (2008) definition of giftedness as defined in the revised Differentiated Model of Giftedness and Talent 2.0 (DMGT, 2008) (See Appendix A) for two reasons. The DMGT model originally featured in the DEST (2005) professional learning package for Australian schools. It also 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 an individual at least among the top 10% of age peers who are or have been active in that field…

Both definitions concretize the meaning of ‘outstanding’ with precise estimates of prevalence, namely the top 10% of a relevant population… From these two definitions we can extract a simple definition for the talent development process: it corresponds essentially to the progressive transformation of gifts into talents. These three components, giftedness (G), talent (T), and the talent development process (D), constitute the basic trio of components within the DMGT. Two additional components … complete the structure of this talent development theory: intrapersonal catalysts (I), and environmental catalysts (E) (2008, p.1).

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 in schools, then, is as a catalyst 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. Finally, in differentiating between potential and performance, this view of giftedness acknowledges the existence of students who may be gifted underachievers or disengaged within school communities.
PART TWO: PROCESSES AND PROCEDURES

2.1 Identifying Gifted Students

The key purpose of identifying gifted and talented students is to provide appropriate learning opportunities that meet their individual needs. The identification of a child’s gifts and talents should be an ongoing and evolving process that occurs throughout the child’s school life in order to assess and accommodate the growth and change of individual gifts and talents. As the range of talents and levels of emotional, social and physical development varies significantly, the level of motivation, achievement, attentiveness, compliance or cooperation may vary greatly within the classroom. Therefore identification and effective educational provision depends on a broad range of quantitative (objective) and qualitative (subjective) identification measures.

2.2 General Principles for Effective Identification

Effective identification processes in gifted and talented education should:

- be based on a broad conception of giftedness incorporating high achievement, creativity and empathy;
- begin as early as possible on a child’s enrolment in school;
- provide evidence and early identification of a students’ ability and current level of performance;
- be flexible and continuous to allow for the recognition of gifts and talents which may emerge or be recognisable at any stage of a child’s education;
- utilise multiple forms of identification;
- highlight indicators of underachievement influencing students’ current educational performance;
- provide information regarding appropriate classroom and intervention programs which are responsive to the educational context of student populations;
- inform a continuum of services across the school including regular classroom differentiation, acceleration, and enrichment activities beyond the classroom; and
- provide information for teachers that adds to the student’s overall development.

2.3 Objective Measures of Identification

Objective, or quantitative, measures are standardised tests that provide a standardised measure of something in particular, such as ability or achievement. They produce comparable scores that indicate potential relative to a larger population of students and may include:
- An **IQ test** that is generally incorporated within an assessment process known as psychometric assessment. IQ tests are tools designed to measure a child’s cognitive ability in relation to other children of the same age. IQ tests can only be administered and interpreted by a psychologist;

- **Aptitude or Ability tests** measure a child’s potential to perform well at school. Ability tests can generally be given to more than one student at a time and do not need to be administered by a psychologist;

- **Standardised achievement tests** measure a child’s performance or current level of achievement and usually focus on a specific area of learning;

- **Off-level testing** is often used to identify the extent of a student’s knowledge or skill in a particular area. This testing can be utilised to identify whether the child has knowledge and/or skills generally expected of a student in a higher year level, hence guiding curriculum delivery;

- **Formal Parent checklists/ interviews** can provide structured information regarding the diverse characteristics of a child, particularly regarding the first five years of life, before schooling begins;

- **Behavioural checklists** can provide a structured account of a range of behaviours present both within and out of the classroom.

Gifted and talented children who have dual exceptionality (that is, with learning difficulties or disability) or who are from disadvantaged or culturally diverse populations are often not identified using the standardised tests outlined above. For this group of students, information should be gathered using a variety of tools considered more culturally and/or linguistically appropriate.

### 2.4 Subjective Measures of Identification

Subjective, or qualitative, measures allow educational judgements to be made based on structured or anecdotal observations of the child. Subjective measures can be provided by parents, teachers, peers and/or self-nomination. They may include:

- **Classwork, class testing and school reports**: student transition information;

- **Teacher–developed tests** and assessments that can be effective identification tools for talented students who are motivated and performing well. These tools can be used to compare students against their current cohort. Such tests will not identify gifted underachievers and may not identify talented students who are not engaged by the assessment process;

- **Informal Parent checklists / interviews**, though not standardised to the level described above, can provide additional information regarding the diverse characteristics of their child;

- **Teacher information and checklists** can provide an anecdotal account of a range of learning, behavioural and social-emotional characteristics observed by teachers;

- **An Informal checklist of characteristics** common to gifted and talented students;

- **A checklist for students from dialect or language backgrounds** other than Standard Australian English;

- **Student learning potential/ Student interest inventory/ Student learning disposition.**
2.5 Recognising the Diversity of Gifted Learners

Gagné’s model highlights the need for schools to consider the diversity of learners within their school community (e.g. through elements of culture, socio-economic background, gender) and the factors that influence children as learners such as motivation to achieve, personal interests, presence or absence of a system of support.

Underachievement
Student underachievement can be understood as the gap between individual potential and the development of talent; that is, the difference between a child’s natural ability and the planned development of cognition, skill, and application.

The under-representation of children in educational programs for the gifted who have low socio-economic or cultural backgrounds is problematic. Students with diverse cultural and linguistic backgrounds, in particular, are at risk of underperforming in classrooms and on objective measures routinely used for the identification of gifts and talents.

Dual Exceptionality
In the field of gifted education, dual exceptionality is a term used to describe those students who are gifted or display a talent in an area of performance or skill and who may also have a special educational need. Giftedness, in combination with a special educational need, presents a complex student learning profile. Such a multifaceted student profile may lead to not only the ‘high ability or strength’ being over-looked, but the educative focus remaining on the intervention or remediation of an area perceived as a ‘relative weakness’. A significant number of twice exceptional students remain unidentified as either gifted or as having a learning disability. This lack of identification can result in the deterioration of student performance over time culminating in disengagement or social, emotional and behavioural difficulties.

2.6 Provision of Gifted and Talented Education

At the school level, a continuum of educational service ought to be made available for all students. A continuum of service would include:

a) Curriculum differentiation
b) Acceleration
c) Learning beyond the classroom.

Such an approach would thereby harness a variety of different strategies for gifted and talented students including:

- differentiation of: curriculum content, learning processes, resources, products, and environments;
- opportunity for independent, self-directed learning;
- opportunities for accelerated or advanced learning;
- enrichment for talent development through broader or deeper investigation of real life problems;
- attention to affective and social-emotional development;
- exploration of a complex and dynamic future as fully integrated Christians;
- opportunity to apply individual talent in the world of work and global community.
2.7 Curriculum Differentiation

The provision of a challenging and extended curriculum for gifted students is the responsibility of all teachers. Classroom teachers should enable students to fulfil their potential through ongoing opportunities to direct, manage and negotiate their learning.

**Classroom Planning** should allow for a well-articulated scope and sequence of content knowledge, skills and product that embodies a combination of complex, abstract, accelerated and in-depth approaches to learning. Teachers may develop a range of classroom strategies such as flexible grouping or curriculum differentiation in order to meet the needs of gifted students (See Appendix B).

Curriculum differentiation may occur across the following variables:

- **Curriculum Content** that allows for breadth of experience; invests in curiosity; offers personalised learning opportunities related to student interests; develops complex, abstract thought; is related to future problem solving and broad social justice issues and themes; and has a cross-curricula perspective.

- **Learning Processes** that include self-directed or independent study; productive, complex, abstract and higher levels of thinking; inquiry mind sets; open ended tasks; higher research skills, critical thinking, and analysis; skills in communication, collaboration, publication and design; and reflective (meta language and metacognitive) processes.

- **Learning Resources** that provide a range of motivating materials and opportunities for sustained learning, independent work, and transitional processes between learning experiences.

- **Learning Products** that require transformation of student learning; include real world problems and audiences; and involve interaction with and creation of multi-modal texts.

- **Learning Environment Modifications** that encourage complex and abstract thought; create an accepting and non-judgemental classroom climate; encourage open and mobile learning experiences, and provide for flexible grouping opportunities to socialise and learn with like-ability peers.

2.8 Acceleration Strategies and Procedures

Current research supports acceleration as an intervention for gifted students (Rogers, 2004). Schools considering acceleration need to take into account the following academic, social, emotional and behavioural attributes of each student identified as gifted:

- Ability
- Aptitude
- Achievement
- Interpersonal Skills
- Development Skills
- Attitude
- Support required.

The following acceleration strategies may assist schools in achieving the flexibility to meet varying student needs.
2.8.1 Acceleration Strategies

**Classroom-Based Acceleration Strategies**

- **Curriculum compacting** reducing the amount of introductory activities, drill, and practice associated with the classroom curriculum. This will enable students to skip parts of the curriculum they have already mastered and move on to more challenging content and activities.

- **Telescoping the curriculum** to allow a student exemption from the knowledge and skills already demonstrated in the classroom. Students move more rapidly than peers through content, increasing the pace of learning and eliminating repetition.

**School-Level Acceleration Strategies**

- **Partial acceleration across year levels** or content-based acceleration.

- **Year level advancement** a gifted student to work with an older chronological grouping;

- **Radical acceleration** where highly or profoundly gifted students skip several year levels and/or experience several forms of acceleration;

- **Correspondence courses or distance education flexible learning** delivered via technology or other communication modes;

- **Advanced placement courses** that will confer university credit upon successful completion;

- **Concurrent or dual enrolment.** The student takes a course at one level and receives credit for a parallel course at a higher level (e.g. concurrent enrolment at a secondary school and tertiary institution).

2.8.2 Procedures for Year Level Advancement or Radical Acceleration*

There is no early entry provision for children enrolling in the pre-compulsory years of schooling (i.e. three-year-old care and education; kindergarten and pre-primary years).

**THREE-YEAR-OLD EDUCATION**

Three-year-old education programs are those which operate at a school as part of an education course. A three-year-old education program is only available to those children who have turned three years of age.

**KINDERGARTEN AND PRE-PRIMARY YEARS**

Schools considering year level acceleration for children enrolled in kindergarten and pre-primary SHALL:

1) Engage parents in the decision making process;

2) Seek advice from the school psychologist;

3) Gather evidence for the preparation of the Acceleration Report (See Appendix) for each child based on the following attributes:
   - Critical factors for acceleration
• Ability/ Aptitude/ Achievement
• School and academic factors
• Developmental factors
• Interpersonal skills
• Attitude
• Support required

4) Review evidence in consultation with parents, school psychologist and other relevant professionals;

5) Provide the Acceleration Report to the principal for approval and signature. If the decision to accelerate involves the child transferring to, or enrolling in another school, both school principals need to be part of the approval process.

6) If acceleration is recommended, trial the student in an accelerated year level for up to 1 to 2 Terms.

7) Review the results of the trial with the principal, parents and school psychologist.

8) If the final school decision is to accelerate – the principal must seek the approval of the Director of Catholic Education in Western Australia in writing. The request for approval must be accompanied by the Acceleration Report with the required information attached. Once the Director has given approval, the Team Leader (Resources) Catholic Education Office will inform the Department of Education Services and include all relevant documentation.

STUDENTS ENROLLED IN YEAR 1 AND SUBSEQUENT YEAR LEVELS

Decisions regarding year level advancement of students enrolled in year 1 and subsequent years should proceed only after careful consideration of the implications for the long-term schooling experience of the child. In order to do this, acceleration requires explicit educational planning, matching the level and complexity of the curriculum with the readiness and motivation of the student. The decision to accelerate needs to be made by the school principal, in consultation with the student, parents, teachers and the school psychologist.

Schools considering year level acceleration for enrolled students in year 1 and subsequent years shall:

1) Engage parents in the decision making process

2) Seek advice from the school psychologist

3) Consider and identify evidence for the Acceleration Report (See Appendix C) for each student based on the following attributes:
   • Critical factors for acceleration
   • Ability/ Aptitude/ Achievement
   • School and academic factors
   • Developmental factors
   • Interpersonal skills
   • Attitude
   • Support required
4) Review evidence in consultation with parents, school psychologist and other relevant professionals

5) Provide the Acceleration Report to the principal for approval and signature. If the decision to accelerate involves the student transferring to, or enrolling in another school, both school principals need to be part of the approval process.

6) If acceleration is recommended, trial the student in an accelerated year level for up to 1 to 2 Terms.

7) Review the results of the trial with the principal, parents and school psychologist.

8) If the final decision is to accelerate – the principal will inform the Director of Catholic Education in Western Australia in writing, including the Acceleration Report outlining the procedures taken in the decision.

2.9 Learning beyond the Classroom

There are various solutions available for schools to meet the diverse needs of gifted and talented students. Although this continuum begins with classroom provision, it may extend to in-school and out-of-school programs to further develop individual gifts and talents or strengthen particular student needs. The many available out-of-school programs and experiences include home-based activities and resources, community centred opportunities, weekend and holiday programs, competitions, flexible learning opportunities, and mentoring.

In planning for extended services for gifted and talented students, schools need to consider both immediate and future goals and objectives, incorporating activities within and beyond the classroom. Ideally, this plan would be developed as a collaborative effort between teachers, families, outside providers and community members, and gifted and talented students. Given the wide range of out-of-school programs available, the success of each relies upon careful planning, decision-making and evaluation. Student need should be at the centre of educational decisions, ensuring a careful match between program choice and the individual. No one program will cater for the diverse needs of all gifted and talented students in a school (See Appendix D).

PART THREE: SCHOOL SELF-EVALUATION AND REVIEW

Effective school self-evaluation and review lies at the heart of the Quality Catholic School (QCS) Framework. For this reason, a school review template is provided at the end of this document to capture the essential or key indicators of school success in the provision of gifted education. It provides an explicit focus on Domain 3: Education (Student Learning and Student Support) but is cognisant of evidence gathering and school planning and review that crosses all four Quality Catholic Schooling domains (See Appendix E).

The intent of the school review tool provided is to encourage greater consistency across individual school contexts in providing for gifted and talented students and to encourage cross-system collaboration between schools regardless of geography or context. Schools may wish to allocate a school rating according to the criteria for exemplary school practice for gifted education and to collate a range of evidence for in-depth analysis and action.
### Key Elements of a Differentiated Classroom

<table>
<thead>
<tr>
<th>Classroom Program Elements</th>
<th>Lesson Characteristics</th>
</tr>
</thead>
</table>
| **1** Learning Differences | Student learning differences are acknowledged:  
  - Interests  
  - Learning styles  
  - Readiness |
| **2** Pacing of Lesson    | The pace of learning is modified within the classroom to meet the learning differences |
| **3** Curriculum           | The curriculum is grounded in factual, procedural and conceptual knowledge:  
  - Know: Factual knowledge  
  - Able to do: Procedural knowledge  
  - Understand: Conceptual knowledge |
| **4** Content modification | The learning area content is modified to increase complexity of depth and breadth |
| **5** Tiered activities    | Tiered assignments and activities respond to learning needs and differences |
| **6** 21st century skills | Learners develop 21st century skills:  
  - Higher order thinking skills  
  - Creative thinking  
  - Critical reasoning  
  - Self-regulation |
| **7** Active learning      | The classroom environment respects active learning:  
  - Allows challenge through discussion with like-minded peers  
  - Encourages learners to make meaning  
  - Encourages questioning among students  
  - Provides many problem-solving activities |
| **8** Flexible grouping    | Flexible grouping is used to achieve optimal learning |
| **9** Self-reflection      | The learning activities foster self-reflection and strengthening of metacognition |
| **10** Learning environment| The learning environment offers daily challenge and allows a degree of choice for all students |
| **11** Developing expertise| The learners are encouraged to think like 'experts in a field' |
| **12** Autonomy            | Students develop independence and learning autonomy |

(adapted from Oaksford, L. & Jones, L., 2001)
# Student Acceleration Report

**Date:**

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<th>School:</th>
<th>School Contact:</th>
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## Names of Those Participating in Decision Making Process

(Refer to Section 2.8)

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<th>Parent:</th>
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## Evidence/ Documentation for Need of Student Acceleration

(Refer to Section 2.8.2)

- Critical factors for acceleration
- Ability/ Aptitude/ Achievement
- School and academic factors
- Developmental factors
- Interpersonal skills
- Attitude
- Support required

**Note**

Kindergarten - Year 1: ATTACH Evidence/ Documentation to Student Acceleration Report

Year 2 and Subsequent Years: LIST Evidence on the Student Acceleration Report
<table>
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<td>Trial Acceleration Timeline:</td>
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<td>Principal Signature:</td>
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<tr>
<th>Review of Trial Acceleration</th>
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<td>Acceleration Recommended: YES NO</td>
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<td>Observations:</td>
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<td>Team Leader (Resources Team) CEOWA</td>
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<td>Notes:</td>
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## Matching Gifted Students and Learning Beyond the Classroom

<table>
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<tr>
<th>Student Educational Need</th>
<th>Program Options – Examples Only</th>
</tr>
</thead>
</table>
| Advanced learning and pace of study; Competition; extension | • Australian Mathematics Trust  
• Australian National Chemistry Quiz  
• CSIRO Online  
• Da Vinci Decathlon  
• EngQuest – Engineering  
• Future Problem Solving Program  
• History Challenge  
• Jason Project  
• Tournament of Minds |
| Future Pathways and Career | • Mentorships and internships in the workplace  
• Saturday and holiday programs with a career focus |
| Presentation and showcases | • Family and community presentations of student action research |
| Leadership Growth | • ‘Speak Up’  
• Community-based programs  
• Competitions for leadership recognition  
• Mentoring others  
• Debating |
| Christian Service Learning | • Community based organisations and voluntary work  
• Parish bases opportunities |
| Cultural enrichment – ideas, people, places | • The Philosothon  
• Community-based cultural provisions |
| Technological Skills | • RoboCupJunior Australia  
• Online education courses and programs  
• After school and weekend technology courses  
• Digital art courses |
| Creativity Artistic development | • Dorothea Mackellar Poetry Awards  
• The Rock Eisteddfod Challenge®  
• The Awesome Perth International Festival for Young People  
• Holiday and Saturday community arts programs |
| Sport, leisure and recreation | • Community based programs with recreational and outdoor components  
• Participation in elite and community sports |
| Mentorship | • Experienced older student or adult is teamed with a student of similar interests and abilities with the intended outcome of gaining new skills and knowledge. |
| Social interaction and relationships with like-minded peers; special classes; withdrawal programs; clubs; regional hubs or cluster groups | • This option involves setting aside part of the regular school time for gifted and talented students to be grouped with other students of similar interests or abilities. Students are regularly removed from their normal classroom setting for work in a resource room with a specialist teacher, participation in a short course or seminar, field trips, or presentation from speakers.  
• Saturday and holiday programs  
• Mentorships |
## School Review Template for Gifted and Talented Education

<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Exemplary School Practice</th>
<th>School Rating</th>
<th>Evidence Samples</th>
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</table>
| Vision for Learning | The school has a comprehensive whole-school approach to the provision of G&T education that is consistent with national and system recommendations.  
The identification process considers school context and student profile.  
There is a comprehensive process for identifying and tracking the progress of G&T students in all years using a range of qualitative and quantitative information and a variety of tools.  
Leadership teams & staff have consistent knowledge and understanding of the key elements of effective educational provision for G&T students. |                 | School leadership fully supports and ensures documentation for the review of coordination and procedures for gifted and talented identification and educational provision.  
The data base for identification and tracking of G&T students acknowledges differing domains of giftedness; dual exceptionality, and underachievement.  
The data base is used to inform teaching practice by all staff including intervention personnel.  
The data base is updated regularly to cater for new students and developmental changes.  
Planning for staff professional learning on G&T acknowledges and caters for the differing levels of knowledge and practice within the staff. It allows for collaboration and growth in pedagogical practice within the school setting. |
| Curriculum     | The curriculum promotes personal excellence and opportunities to learn and nurture unique gifts and talents.  
Creative curriculum is provided to allow for:  
- challenging experiences according to student curiosity, interest or aptitude  
- a foundation for talent development based on high level thinking, problem-solving, decision making, research and enquiry and motivating content  
- highly personalised responses to unique strengths and developing expertise  
- developmentally appropriate educational opportunities in and beyond the classroom.  
The curriculum for G&T students is regularly reviewed to ensure flexibility, extension, and sustained student progress.  
ICT and IT are used as a curricular and pedagogical tool to engage, extend and challenge G&T learners. |                 | Student-centred learning is reflected in:  
- classroom planning documents  
- student work samples  
- assessment and reporting tools across a range of personalised and group learning plans  
Differentiated instruction is evident in classroom planning and documentation  
Classroom planning utilises appropriate curriculum planning models, for example: Blooms (1956), Williams (1970); Kaplan (1993); Maker (1982), Enrichment Triad Model (Renzulli, 1977); School wide Enrichment Model (Renzulli and Reis, 1985), Secondary Triad Model (Reis and Renzulli, 1986), Purdue Three-stage Enrichment Model (Fieldhusen and Kolloff, 1978); Autonomous Learner Model (Betts, 1985).  
School choice of curriculum model/s is based on:  
- appropriateness to learning need  
- comprehensiveness and scope of learning  
- flexibility and adaptability to school context. |
| Learning Environment | Learning environments that value people:  
- are socially and cognitively supportive;  
- provide a diverse range of opportunities to work as an individual or as part of a group to develop talent;  
- recognise the significant impact of interpersonal relationships.  
that value learning:  
- that is individual and incremental;  
- where challenges are personalised and developmental;  
- where expectations are high;  
- where the varied nature of learning is communicated and facilitated.  
that value the place:  
- through collaborative learning opportunities in a non-threatening environment;  
- where abilities in divergent fields are |                 | Attitude surveys: students, staff, parents; peer and self-reviews  
Student leadership  
Mentoring programs  
Visiting speakers  
Displays of student work:  
Documentation: classroom and learning area programs, daily plans, timetables  
Celebrations: assemblies, presentations, performance, community showcases  
Student portfolios |
celebrated and equally valued; where thinking processes are made visible and creativity is facilitated; where challenge through exploring and solving problems is the basis for development and autonomy.

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<tr>
<th>Teaching Practices</th>
<th>Individual learning pathways</th>
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<td>School policy for gifted and talented education is consistently reviewed, including the evaluation of teaching and learning processes and strategies and the nature of the learning environment. Classroom teaching incorporates: -challenge for each student on a daily basis -time provision for the grouping of gifted students together -opportunity for acceleration and enrichment beyond the classroom when students/ student groups have mastered or have moved quickly through curriculum content and skills -differential instruction and increasing complexity of curriculum provision -provides opportunity for students to pursue in-depth study in areas of strength (Rogers, KB, 2007) Classroom teaching is based on developing growth mindsets in learning – a love of learning, a passion for challenge and resilience when faced with obstacles. Models of contemporary learning provide the integration of ICT as a pedagogical tool with classroom teaching to motivate and engage gifted students.</td>
<td>Individual Education Plans Personal Learning Plans</td>
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<tr>
<th>Assessment</th>
<th>Classroom teachers utilise a range of pedagogical strategies to engage and plan for gifted students including pre-testing, post-testing, independent projects, curriculum compacting (as evidenced in classroom program) Classroom pedagogy focuses on ‘how to learn’ and ‘how to think’ in order to facilitate student enquiry, develop creative and critical thinking, and problem-solving (classroom program) Opportunities are provided for students to engage in collaborative online learning projects with like-minded peers within and beyond the classroom (classroom program) All learning areas programs for differentiation that considers the needs of gifted students (planning documents). School processes exist for the communication of student progress and ability across the transition years of schooling.</th>
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<td>Effective assessment and reporting for gifted students is regularly informed by: -the analysis of attainment and achievement levels from national, state and school-based data; -ongoing review of school provision and classroom programming for G&amp;T students -student self-assessment -teacher, student and family collaboration Monitoring of student progress through the review of a series of assessments allows for: -accurate tracking and reporting of student’s learning within a gifted program -regular review of curricular provision and placement -evaluation of the appropriateness of classroom programs and school-based provisions.</td>
<td>Classroom programs and assessment are reviewed annually to align school policy and focus, individual student and group work samples, student reporting, and individualised learning plans. Assessment processes are reviewed in terms of the range of gifted domains (intellectual, creative, social, perceptual, muscular, and motor control) and consider the needs of students with learning needs such as ESL learners, students with disability. School programs and outcomes are documented and reviewed through the QCS Framework.</td>
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<tr>
<th>Student Achievement</th>
<th>Successes and achievement of G&amp;T students across all G&amp;T domains are celebrated throughout the school community. Reporting processes and documents reflect assessment of personalised learning goals: IEP/GAP documents; scope and sequence documents, school performance data, professional development schedules, school community perception and surveys. Student learning is displayed through learning processes and learning products that</th>
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<tr>
<td>Personalised student learning targets individual student needs, interests, and aptitude so that all students achieve their potential as independent learners, critical and creative thinkers and effective problem solvers. Student learning provides opportunity to develop deep understandings about self, others and the world through: -Engagement with diverse perspectives -Understanding of social, cultural, religious and political contexts</td>
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<td>Building relationships within and beyond the classroom</td>
<td>Involve interaction with and creation of multi-modal texts.</td>
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<td>- Accessing, interacting with and contributing to the community</td>
<td>School records and planning of Christian Service Learning, community activities, pastoral engagement programs, voluntary activity rates.</td>
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**Student Engagement**

- **There is shared responsibility by the school community** for the provision of student centred learning for G&T students across every year group.
- **School structures and processes** allow flexible personalised learning spaces for G&T students.
- A **school climate** exists that encourages student motivation and resilience as well as a sense of personal identity and social responsibility informed by Catholic social teaching.

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<tr>
<th>School planning evidence including timetables for enrichment programs, flexible grouping according to ability, learning area planning and coordination of gifted programs.</th>
<th>Processes for mentoring by community and school personnel are monitored and evaluated through school planning documents.</th>
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<tbody>
<tr>
<td><strong>Display of student products</strong></td>
<td><strong>Student leadership programs</strong></td>
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<tr>
<td><strong>Peer mediation and peer support programs</strong></td>
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**Related Documents**

- **Bishops Mandate** for the Catholic Education Commission of Western Australia 2009-2015.
- **Living the Vision**: Catholic Education Commission of Western Australia.
- Catholic Education Commission of Western Australia Policy Statements:
  - Policy Statement 2-B3 - *Aboriginal Education* (Version 4 -2010).
REFERENCES


Gagné, François (2010). Motivation within the DMGT 2.0 framework, High Ability Studies, 21:2, 81-99

Gross, Professor Miraca U.M., Caroline Merrick, Caroline; Targett, Ruth; Chaffey, Dr Graham; MacLeod, Bronwyn; Bailey, Stan. (2005) DEEWR Gifted Education Professional Learning Package (2005) found at http://www.deewr.gov.au


