

1.3 Gifted and Talented Procedure

Policy Statement /Rationale

Professor Francois Gagne's, 'Differentiated model of Giftedness and Talent,' is used to guide the implementation of the school-wide programme. In it the term giftedness designates "the possession and use of untrained and spontaneously expressed natural abilities (called gifts or aptitudes). By contrast, the term talent designates the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity.

At Parnell District School, we recognise that some children achieve at a level higher than expected for their age in relation to the national curriculum. We also recognise that these children have needs which can be catered for specifically within the classroom and then as extension and enrichment within the school. These children require as much challenge, stimulus and 'stretching' as other children may receive from the school curriculum.

Purposes

- To encourage and motivate children to develop their gifts into talents.
- To provide children with the opportunities and an environment in which their natural abilities in at least one ability domain can be developed into talent
- To allow children, with a similar level of giftedness, to share ideas with each other by meeting regularly.
- To empower staff to recognise and value the variance of learning abilities in all forms.

Guidelines

At Parnell District School students identified as having a specific 'gift' are withdrawn to work alongside others with similar abilities in order to develop their gifts into their talents.

1. Through the differentiation model of teaching programmes, the needs of all children will be met within mainstream classrooms. The Gifted and Talented programme will be offered to children who require individual/peer support to develop their giftedness.
2. Curriculum Delivery must be flexible and the delivery of the programme is to be an enhancement beyond the normal school day.
3. The identification of Gifted and Talented children is to be on-going; there may be cause for some children to leave the programme while others may join as their 'gifts' become more apparent. That is, inclusion in the G & T programme may not be permanent.
4. The school will use a balance of objective and subjective assessment procedures in the identification of children including: observation, anecdotal evidence, standardised testing (e.g. PAT) and parent consultation. Parents will be required to provide evidence to support requests for their child to be included in the programme. Teachers will be required to present supporting evidence for a student's inclusion in the programme
5. Problem behaviour should not be a reason for non-inclusion in a programme.
6. A record of children in the programme will be maintained.
7. An annual 'Gifted and Talented' report will be made to the Board Of Trustees.
8. The gifted and talented programme will reflect the strengths and needs of the participants. It will, in most cases, encompass an integrated curriculum.

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