



EMMAUS

CHRISTIAN SCHOOL CANBERRA

Teaching & Learning Policy TL 5-1 Gifted & Talented

Updated
March 2017

Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

Values

1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instill in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character, and find their security in the love of Christ.

Teaching & Learning Policy TL 5-1 Gifted & Talented Policy

Prepared by	Curriculum Committee
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Version History

Version	Date	Notes
1.0	June 2015	New Policy based on re-write of 2012 policy
1.1	March 2017	Updated to new format by W.Morris

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Relevant Legislation

- Australian Education Act 2013
- Australian Education Amendment Bill 2014
- Children and Young People ACT 2008 (ACT)
- Discrimination Act 1991 (ACT)

Other References

- Disability Standards for Education, 2005
- Nationally Consistent Collection of Data – [www.education.gov.au/ nationally-consistent-collection-data-school-students-disability](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability)

Related Emmaus Christian School Policies

- Education Policy – Christian Perspectives
- Teaching & Learning Policy - Grades Reporting
- Teaching & Learning Policy - Learning Support
- Teaching & Learning Policy - Curriculum Programming

Purpose

The purpose of this policy is to:

- Define what is meant by Gifted & Talented Students.
- Outline the procedure for addressing the needs of Gifted and Talented students at Emmaus Christian School.
- Create an environment where school leaders, teachers, parents and students work in collaborative partnership in the area of gifted education.

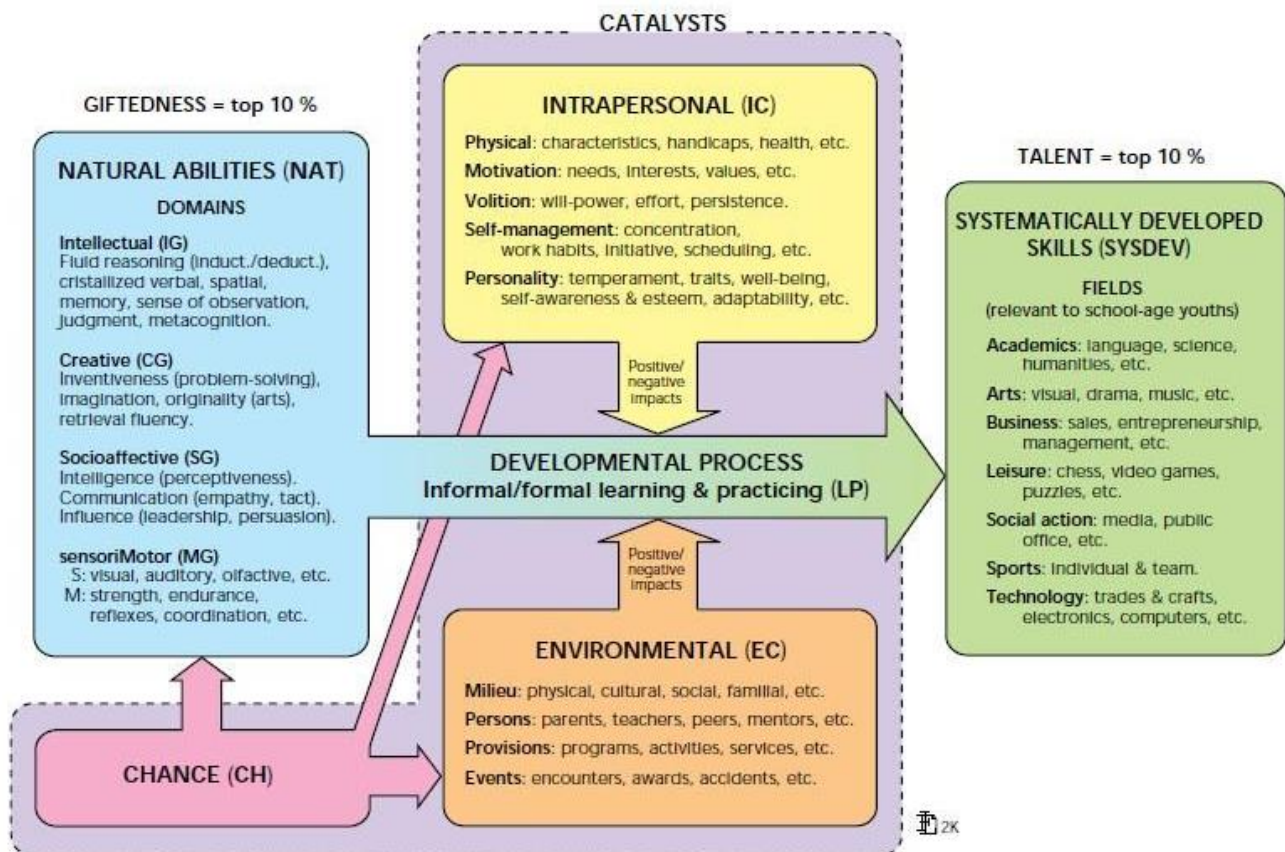
Provide effective identification and intervention strategies for gifted students

Christian Rationale

In managing gifted and talented students, we must be mindful of the biblical principles and teachings, especially those that pertain to God-given gifts, humility and the love that the Creator has for all His children.

- We are taught in Psalm 139 that we are all 'fearfully and wonderfully made', and therefore all of God's children are equally loved and valued in His sight, and the ultimate value of each person is fulfilled in the sacrifice of our saviour, Jesus who is the Christ. In that sense, we are all equal and should view 'others as better than ourselves'.
- We are also taught that all of God's children are given good gifts to glorify and serve Him, and to serve the body of Christ (other believers). In the parable of the servants and the talents, Jesus teaches that 'to those who have been given much, much will be expected'.
- .With all these principles and teachings held in balance, Emmaus seeks to grow and nourish students who are gifted and talented to better serve God and others, but in such a way that promotes humility and healthy fellowship with their peers.

The Policy



Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

Definitions

Gifted refers to the possession and use of untrained and spontaneously expressed natural abilities (called gifts or aptitudes) in at least one ability domain, to a degree that places an individual at least in the top 10 percent of age peers. These include:

- intellectual abilities: reasoning, memory, sense of observation, judgement, and metacognition;
- creative abilities: inventiveness, imagination, originality, and fluency;
- socioaffective abilities: perceptiveness, communication (empathy and tact), and influence;
- sensorimotor abilities: sensitivity (the senses), strength, endurance, coordination and others.

Talented refers to exceptional mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual in the top 10 per cent of age peers. This includes:

- academics,
- arts,
- business,
- leisure,
- social affection,
- sports,
- and technology.

Underachievement (Whitmore, 1980) can be simply defined as academic performance that is significantly lower than predicted, based on some reliable evidence of learning potential. Invisible Underachievement (Chaffey, 2003) refers to students who are underachieving in both external measures and classroom.

Gifted learning disabled (GLD) A GLD student has been defined as “a child who exhibits remarkable talents or strengths in some areas and disabling weaknesses in others.” (Baum, Owen & Dixon, 1991) This suggests a student who has the potential to achieve at a high level academically but whose learning characteristics and educational needs require special identification. Educational programs should take into account both the student’s abilities and the learning difficulty.

Developmental Processes: the series of biological changes associated with information transfer, growth, and differentiation during the life cycle of organisms.

Intrapersonal Catalysts: characteristics of the person which influence the learning process positively or negatively. They include:

- physical characteristics like health,
- motivation and volition,
- self-management,
- and personality (temperament, self-esteem, adaptability etc.).

Environmental Catalysts: environmental influences on the development of talents:

- milieu (culture, family)
- persons
- provisions (programs, activities, services)
- events

“gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities.” (Gagne)

Principals to Follow

The following principles will guide action in their education:

- The education of the gifted is recognised as part of the core business of education. It is not a fringe activity promoted by individuals, limited by pull-out programs or one-off projects. In class provision will generally be the main form of response to the needs of gifted students.
- Emmaus Christian School will endeavour to promote a climate that values all aspects of giftedness inclusive of the varying degrees and domains of giftedness.

Identification

Types of identification include:

Subjective

- Parent nomination (often through a checklist –given to students at an enrolment interview, parent-teacher interview– see Associated Forms on page 5).
- Pre-Kindergarten screening, conducted by learning assistant/s to identify learning needs.
- Teacher nomination (through a checklist for achieving and underachieving gifted students in Term 1 – see Associated Forms).
- At times, peer or self-nomination may be appropriate. For example, a student who seeks additional or more challenging work.

Objective

- Standardised Tests (see Associated Forms)
- Individual IQ and other culturally appropriate measures (such as tailored IQ tests) of ability (see Associated Forms)
- School assessment – pretests, product/performance
- Competitions (see Associated Forms)
- Input from other experts, such as educational psychologist

The Process

The process following identification involves:

1. Student nominated by parent/teacher.
2. The teacher and Primary/Secondary Coordinator analyse assessments of individual children as per criteria and make recommendations.
3. **Consent to Test.** The Primary/Secondary Coordinator and teacher meet with parents. With the consent of, and agreement between parents, the school and possibly the student, screening and testing of the student will apply. Further Educational Assessment may be requested. A wide range of staff and experts may be involved. This should include the student's teachers, the relevant school coordinator, school chaplain. Other experts may be involved, such as an educational psychologist.
4. Opportunities (eg. GATEWAYS) are provided for Parent Education and Student programs both in and outside the classroom context.
5. **Consent for ILP.** Individual Learning Plans may be collaboratively developed if there are complex needs to be addressed. The ILP must adhere to these principles – Tailored (no two children are the same), Balanced (between realising the student's potential, against their other emotional needs and social wellbeing), and Partnership (everything must be handled in close cooperation between parents, the school and the student). This policy does not prescribe a standard plan for every G&T student, but instead lists a number of considerations for each Individual Learning Plan.
6. Continual tracking of child by teacher, supported by Primary/Secondary Coordinator. As a guide, the ILP should be reviewed annually as a minimum.

Provision for Gifted & Talented Students

Within-class programs and strategies:

Emmaus Christian School provides Gifted and Talented students with a differentiated program of study in the mixed ability classroom, through teaching strategies, curriculum and grouping organisation. Examples of this differentiation include reading groups within each grade; and extension work (to existing subjects). Teaching staff should be mindful of the workload of the student/s if assigning extension work. Within the classroom, a number of teaching strategies will be incorporated, such as; setting open ended tasks and critical and creative thinking. Some activities and opportunities may be undertaken to provide G&T students the chance to assist with, and lead learning. These can include leading class learning, extra duties on school excursions.

Activities beyond the classroom:

Emmaus Christian School will constantly be looking for opportunities to provide extension that goes beyond the classroom curriculum. This may include activities such as Maths Olympiad, Tournament of the Minds, Debating, Public-Speaking, Chess, Writing Competitions, Ted Ed Club, School Musical, Choir, School Band and Instrument tuition. The extra-curricular programs on offer may change from year to year depending on individual teacher skill-sets and student interests and must always come under the budgetary requirements of each given year. However, if there are multiple G&T students in a particular Year Group, then a formal extension class/group might be formed within Emmaus for a certain number of lessons a week.

There are other associated community groups and organisations that can advise and support G&T students. These can be notified to relevant parents/carers. These include Gateways, Rostrum and students may be encouraged to attend Gifted & Talented workshops by these organisations within school time. If the scope of support to develop and stimulate G&T students cannot be offered by Emmaus, then the school may suggest some extra-curricular activities outside school hours, offered within the community. These can include: languages other than English, music, theatre/performing arts, or sporting groups.

In general, parents/carers shall bear the responsibility for costs, administration, transport, etc. for individual student involvement in extra-curricular activities. However, school staff may assist should there be high demand for extra-curricular activities.

Accelerated Progression

We must be mindful of the emotional and psychological health of a student when considering acceleration. By accelerating a student, we risk placing expectations or imposing social changes that may be detrimental to the child's welfare and overall development. The risk of these must be considered against the potential benefit of a G&T progress plan. Peer Acceptance / Integration closely linked to the emotional health of the student is ensuring that they are not set apart from their peers, and remain as integrated as possible with the standard teaching program and curriculum. Therefore, parents, students and teachers should seek advice from the School Counsellor or School Chaplain before deciding on a course of Acceleration. Following this procedure, Acceleration will be approved by the Principal.

If approved, Emmaus Christian School seeks to identify and provide for students who may need acceleration in the form of

- Radical Acceleration
- Subject Acceleration
- Early entry to School

Emmaus Christian School would use a standardised assessment to ensure that a more objective look at the student has taken place before recommending acceleration. Examples of appropriate assessments include the Iowa Acceleration Scale, a Psychometric assessment and/or the Ravens Test.

References

- Baum, S.M., Owen, S.V. & Dixon, J. (1991). *To be gifted & learning disabled: From identification to practical intervention strategies*. Highett, Vic.: Hawker Brownlow Education.
- Chaffey, G.W., Bailey, S.B. & Vine, K.W. (2003). Identifying high academic potential in Australian children using dynamic testing. *Australasian Journal of Gifted Education*, 12 (1).
- Gagne, F. (2003). Transforming gifts into talents: The DMGT as a developmental theory. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp60-74). Boston: Allyn & Bacon.
- Whitmore, J.R. (1980). *Giftedness, conflict and underachievement*. Boston: Allyn & Bacon.
- Educational Assessment Australia (EAA) specialises in placement tests and school assessments including the International Competitions and Assessments for Schools (ICAS) and the General Ability Test (GAT). ICAS, commonly referred to as the University of New South Wales competitions, is conducted annually in Australia and over 20 countries globally. Schools entering full cohorts of students in ICAS can maximise the range of diagnostic benefits available by enrolling in the [Total Assessment Partnership](#) (TAP) program. GAT is another school test and it can be administered anytime during the year. EAA is an education group of UNSW Global Pty Limited, a not-for-profit provider of education, training and advisory services and a wholly owned enterprise of the University of New South Wales (UNSW). <https://www.eaa.unsw.edu.au/>
- IOWA Acceleration Scale <http://www.accelerationinstitute.org/Resources/IAS.aspx>
- Raven's IQ Test <http://www.raventest.net/>
- ACER Standardised Assessment - <http://www.acer.edu.au/assessment/all-school-assessments>
- Gateways Education <http://www.gateways.edu.au/programs>
- Rostrum <http://www.rostrum.org.au/>
- GERRIC programs <https://education.arts.unsw.edu.au/about-us/gerric/for-gifted-students/>
- TED ED Clubs <http://ed.ted.com/clubs>
- Critical and Creative Thinking <http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Critical-and-creative-thinking>

Associated Forms

- Gifted and Talented Identification Checklist - <http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polsuppid.pdf>