

## Policy

# Gifted and talented children and students

Please note this policy is mandatory and staff are required to adhere to the content

### Summary

The Gifted and Talented Children and Students Policy offers guidance on the identification of gifted and talented learners and the provision of appropriate curriculum, pedagogy and educational pathways that supports gifted and talented learners to achieve their full academic, personal and social potential.

Table 1 - Document details

|  |   |
|--|---|
| <b>Publication date</b>  | 18 June 2016  |
| <b>File number</b>   | DECD16/07001  |
| <b>Related legislation</b>   | <i>Education Act 1972</i>   |
| <b>Related policies, procedures, guidelines, standards, frameworks</b> | <a href="#">DECD Strategic Plan 2014 – 2017</a><br><a href="#">Curriculum, Pedagogy, Assessment and Reporting Policy for Reception - Year 10</a><br><a href="#">Teaching for Effective Learning Framework</a> |
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| <b>Policy officer (position)</b>                                       | Policy & Project Officer, Strategic Design Directorate  |
| <b>Policy officer (phone)</b>  | 8226 3044   |
| <b>Policy sponsor (position)</b>                                       | Director, Strategic Design  |
| <b>Executive director responsible (position and office)</b>            | Executive Director, Learning Improvement  |
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Table 2 - Revision record

| Date          | Version | Revision description  |
|---------------|---------|---|
| November 2012 | 1.1     | Updates   |
| 9 June 2016   | 1.2     | Updated template, minor edits, hyperlinks and organisational titles |
|               |         |   |
|               |         |   |
|               |         |   |

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## 1. Title

Gifted and Talented Children and Students Policy

## 2. Purpose

This policy offers guidance for the identification of gifted and talented learners and the provision of appropriate curriculum, pedagogy and educational pathways to support them to achieve their full academic, personal and social potential.

## 3. Scope

This policy applies to all DECD schools and preschools.

## 4. Policy detail

The policy is underpinned by the definition of giftedness and talent based on Canadian Professor François Gagné's 'A Differentiated Model of Giftedness and Talent' (refer to Appendix 1) and supported by section 82 of the *Education Act 1972 (SA)* "The Director-General shall be responsible for the curriculum in accordance with which instruction is provided in Government schools".

Gifted and talented learners can make a significant contribution to their schools, preschools and wider community. However they may also be at significant risk of underachieving and/or not completing secondary education, unless appropriate curriculum is provided to engage and challenge their abilities and develop their talents.

All gifted and talented learners need a rich learning environment that fosters wellbeing and learning outcomes consistent with their abilities. The learning environment needs to provide educational pathways and appropriately challenging enrichment, extension and acceleration experiences. Within the broad range of giftedness, different levels of intellectual potential and ability will require different types of educational provision.

### 4.1 Principles

The Gifted and Talented Children and Students Policy reflects the DECD organisational values of cooperation, excellence, fairness, integrity, respect and responsibility. This policy has been shaped by the following principles:

- All learners have the right to equitable access to educational programs which meet their specific learning needs and abilities.
- The education of gifted and talented learners must be informed by research-based practice and ongoing evaluation and improvement.
- Partnerships and shared responsibility between parents/caregivers, schools, prior to school settings and central office support quality gifted education and care.

## 4.2 Identifying gifted and talented learners

Giftedness is not always visible and easy to identify. Its visibility can be impacted by cultural and linguistic background, gender, language and learning difficulties, disability, socio-economic circumstance, location and lack of engagement in curriculum that is not matched to their abilities. From an early age, being out-of-sync socially and emotionally with their same-age peers, can lead to gifted learners underachieving academically, disguising their true abilities for peer acceptance. Therefore, identification of gifted and talented learners should occur as early as possible. For some, learner's giftedness may emerge at a later time, hence identification processes need to be repeated at regular intervals.

The identification process needs to be reliable, defensible and inclusive of diverse groups. It must be congruent with current research and departmental and site policies. The use of comprehensive, multiple criteria; reliable and valid assessment tools and strategies; understanding of the developmental and multifaceted nature of giftedness; will ensure inclusive screening and identification.

Identification of gifted and talented learners should not be an end in itself. It must be viewed as an ongoing process and the impetus for providing appropriate and personalised learning programs.

Identification could happen through a range of ways including:

- Observation of children's behaviour, play interests and a history of their early development.
- Parent/caregiver interviews: parents/caregivers are a valuable source of information and are essential to gain a whole picture of the gifted child. No one knows a child better than their parent/caregiver. Significant traits and areas of advanced development can be readily observed in young children and it is the parent/caregiver who is the 'keeper' of this information. For example, early development of speech and movement are strong predictors of high intellectual ability and occur long before school entry.
- Parent/caregiver and educator Gifted and Talented Checklists (refer to Appendix 2 and 3): These include cognitive and affective (social-emotional) traits and characteristics, and give examples of how these may be displayed (not only through positive behaviours).
- Student interest surveys, self-reports, and student interviews.
- Standardised attainment tests and off-level testing: The use of off-level tests (tests designed for older students within the school) allows teachers to place students in classes that are appropriate to their ability levels rather than age or year-level appropriate.
- Standardised achievement tests such as the 'Raven's Standard Progressive Matrices', and Standardised Assessments of cognitive (intellectual) development and ability that can only be administered by psychologists.

## 4.3 Supporting positive social and emotional development

Children's concept of friendship forms in a developmental hierarchy of age-related stages with expectations of friendship and beliefs of friendship becoming more sophisticated and complex with age. For some gifted and talented learners, being 'out-of-sync' both intellectually and in terms of friendship with their same-age peers may result in depression, loneliness, perfectionism, social isolation or stress. It is critical for the well-being of gifted and talented learners that educators and parents/caregivers understand this and work together to ensure that gifted and talented learners are understood, accepted

and valued and have opportunities to interact with peers and find friends who have similar interests and abilities.

Referral to a psychologist from Student Support Services or other registered educational psychologist, school counsellor or expert in gifted development may be necessary, especially before placing learners on an accelerated pathway such as early entry and whole year acceleration (refer to Appendix 4 for Referral Process).

Consultation may also be necessary for subject and career choice, especially where students are accelerated into South Australian Certificate of Education (SACE) subjects and/or tertiary level study.

#### 4.4 Curriculum differentiation

A differentiated curriculum caters for a wide range of learning styles, and ability levels within a mainstream class. A differentiated curriculum is necessary for gifted and talented learners whose potential is unlikely to develop without special educational provisions.

The SA TfEL Framework supports teachers to design personalised learning that builds on what gifted and talented learners bring and is responsive to their needs (refer to page 9, SA TfEL Framework guide at: [Teaching for Effective Learning \(TfEL\)](#)).

Key elements in differentiating the curriculum include:

- **Pace**  
Gifted and talented learners will generally understand new concepts easily with fewer repetitions. This means that teachers will need to respond to their changing needs and in negotiation with the students (refer to pages 36 and 40, SA TfEL Framework guide, elements 2.3 and 2.4) and progress them through the curriculum at an accelerated pace of instruction to ensure their learning is continuous and that they are not bored or frustrated.
- **Level**  
Gifted and talented learners generally understand concepts, abstractions and ideas beyond what would normally be expected at their age level. Therefore, the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended (refer to pages 64 and 68, SA TfEL Framework guide, elements 4.1 and 4.2).
- **Grouping**  
Gifted and talented learners will benefit from flexible grouping strategies where they can work individually or with other gifted peers. In some cases this may involve gifted and talented learners being taught, assessed and reported on at a year level other than that in which they are placed. For more information on reporting arrangements refer to *Reporting on Australian Curriculum Guidelines for DECD schools R – 10* at: [Reporting on Australian Curriculum in DECD schools Reception - Year 10 V 2.0](#)

#### 4.5 Assessment

Assessment is an important, on-going diagnostic tool for matching instruction to learner needs. Pre-assessment enables educators to determine what learners already know, so that a more challenging learning program can be provided.

For gifted and talented learners with learning difficulties, the differentiated curriculum needs to be set at an appropriately challenging level and provide access to the curriculum by understanding learning characteristics; teaching to those characteristics and building on learner strengths.

## 4.6 Pathways for gifted and talented learners

Appropriate placement, curriculum and pedagogy will influence gifted and talented learners' motivation, engagement and social and emotional well-being. Most gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom (refer to pages 64-78, SA TfEL Framework guide, domain 4: *Personalise and connect learning*).

## 4.7 Enrichment, extension and acceleration

Examples of **enrichment** include:

- cluster groupings of like-minded peers
- co-curricular programs
- community programs.

Examples of **extension** include:

- differentiated curriculum
- compacted curriculum to allow more time to pursue studies at a greater breadth and depth
- teaching tools which encourage the development of higher order thinking skills such as Blooms Taxonomy, Creative Problem Solving and Moral Dilemmas.

Enrichment opportunities could be provided through participation in particular areas of interest such as:

- Public School Music Festival programs including Troupe, soloist performer opportunities and orchestras, Instrumental Music Service lessons and Central Student Ensembles, South Australian Primary School Amateur Sport Association (SAPSASA) sport
- competitions such as the University of New South Wales- Mathematics, Science and English Competitions, Tournament of the Minds, Oliphant Science Awards, Future Problem Solving
- Student Representative Council (SRC), Forums, Peer Mediation, Student Voice(s) or Student Action Teams
- Clubs such as chess and debating.

Examples of **acceleration** include:

- early and flexible entry into all levels of education for highly gifted learners
- placement in vertically grouped or composite classes

- flexible timetabling to facilitate subject acceleration
- year-level acceleration
- tertiary extension and enrichment pathways.

## 4.8 Specialist secondary schools

A number of government schools provide high quality specialist programs in areas such as high academic ability, Music, Sport, Science, Mathematics and Languages (refer to Appendix 6). Some schools require special entry enrolment.

## 4.9 Learning plans

Gifted and talented learners whose abilities are not able to be catered for within the regular classroom curriculum will require a learning plan. This plan needs to be developed collaboratively with educators, the learner (where appropriate), parents/caregivers, and other relevant professionals at least once a year.

A learning plan is valuable for gifted and talented learners who:

- are assessed by psychologists as being in the intellectually gifted range at the 98th percentile or above and are capable of working at a significantly higher level than their age peers
- require provisions beyond those offered within their class
- display uneven development with a significant gap between areas such as verbal and non-verbal performance or have learning difficulties/disabilities that require targeted support
- enrol early in prior to school setting/school or are to be accelerated through a year level
- require significant social/emotional support.

The learning plan is intended for use over an extended period of time and can be kept in student record folders ensuring continuity.

## 5. Roles and responsibilities

Gifted and talented learners will have the best opportunity to realise their potential if parents/caregivers and educators work together. DECD schools, prior to school settings and central office share the responsibility for the implementation of this policy.

Table 3 - Roles and responsibilities

| Role     | Authority/responsibility for  |
|----------|---|
| Teachers | <ul style="list-style-type: none"> <li>• Undertaking professional learning to enhance gifted education teaching practice.</li> <li>• Becoming familiar with the multifaceted concepts and characteristics of gifted and talented learners and appropriate methods of</li> </ul> |



| Role                               | Authority/responsibility for  |
|------------------------------------|---|
|                                    | identification and specialist support. <ul style="list-style-type: none"> <li>• Critically reflecting on their teaching practice through the lens of Domains 2-4 in the TfEL Framework Guide (DECD, 2010).</li> <li>• Providing differentiated curriculum and challenging extra-curricular activities.</li> <li>• Liaising and communicating with parents/caregivers.</li> <li>• Liaising with and utilising support from Psychologists Educational Services.</li> <li>• Reporting of outcomes for gifted and talented learners through assessment and reporting processes.</li> </ul>                    |
| Preschool directors and principals | <ul style="list-style-type: none"> <li>• Supporting staff to undertake appropriate professional learning in gifted education.</li> <li>• Liaising with and providing parents/caregivers with information about specialist schools, clubs, associations and competitions.</li> <li>• Ensuring effective identification, monitoring and support.</li> <li>• Developing collaboration within and beyond the school/prior to school settings to increase access to programs, expertise and resources.</li> <li>• Ensuring data collection and reporting in site learning plans and annual reports.</li> </ul> |
| DECD central office                | <ul style="list-style-type: none"> <li>• Advice to the Minister, the educational and broader community on matters related to gifted education.</li> <li>• Funding to support the Ignite Program, comprising three Centres of Excellence in Gifted Education (refer Appendix 6).</li> </ul>  |

## 6. Monitoring, evaluation and review

The Gifted and Talented Children and Students Policy will be reviewed annually or earlier if legislative changes are implemented. Review of this policy will include consideration of any amendments or updates to the documents listed below as supporting documents and references and any other future relevant DECD policies/procedures. The policy sponsor leads the monitoring, evaluation and review of this policy.

## 7. Definitions and abbreviations

Table 4 - Definitions and abbreviations

| Term | Meaning                                   |
|------|---|
| TfEL | Teaching for Effective Learning Framework |

## 8. Supporting documents

- [Curriculum, Pedagogy, Assessment and Reporting Policy for Reception - Year 10](#)
- [Guidelines for the Implementation of the Australian Curriculum in DECD Schools: Rec-Year 10](#)
- [The Teaching for Effective Learning Framework Guide](#)
- [Australian Professional Standards for Teachers](#)
- [Australian Professional Standard for Principals](#)
- [Belonging Being and Becoming: The Early Years Learning Framework for Australia](#)
- [The Melbourne Declaration on Educational Goals for Young Australians](#)
- [DECD Strategic Plan 2014 - 2017](#)

## 9. References

### Legislation

- [Education Act 1972](#)

### Other websites

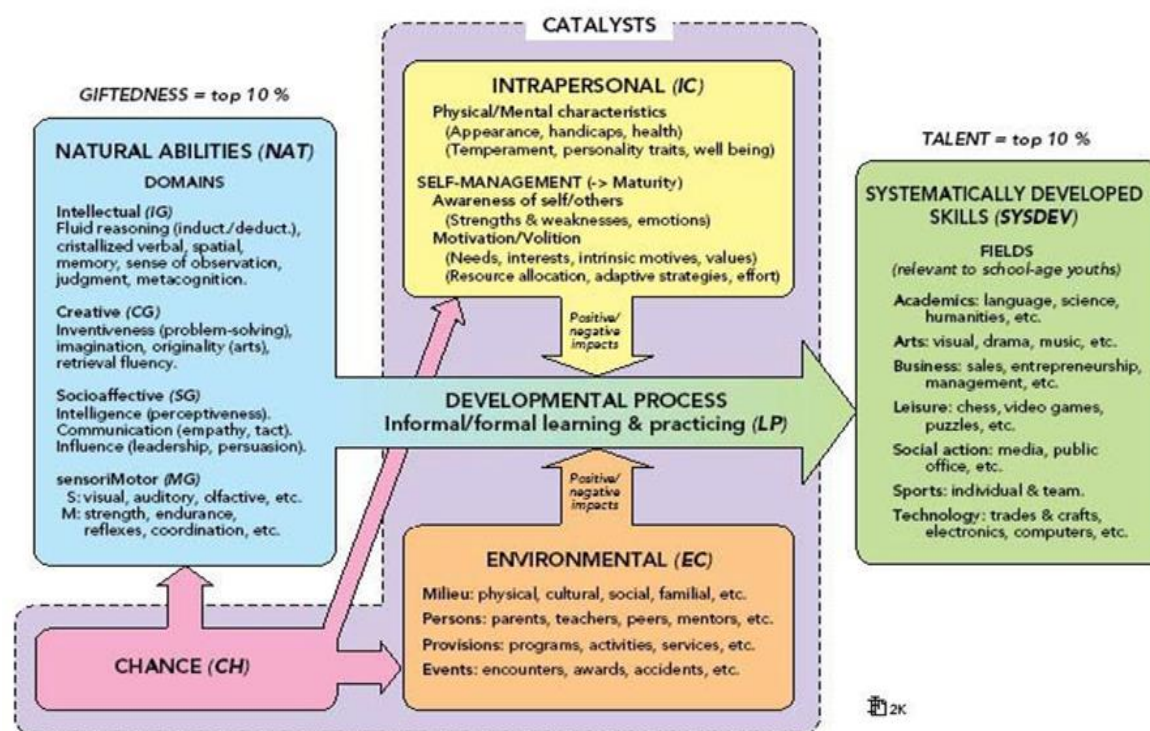
- ACARA Student Diversity  
<http://www.acara.edu.au/curriculum/student-diversity>
- Teaching for Effective Learning Framework  
<http://www.learningtolearn.sa.edu.au/tfel/>
- Multiple intelligences  
<http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/>  
<http://education.jhu.edu/PD/newhorizons/>
- The Gifted Education Research, Resource and Information Centre (GERRIC) University of New South Wales  
<https://education.arts.unsw.edu.au/>

- The National Quality Framework for Early Childhood Education and Care  
<https://education.gov.au/national-quality-framework-early-childhood-education-and-care>
- The Gifted and Talented Children's Association of South Australia (GTCASA)  
[www.gtcasa.asn.au](http://www.gtcasa.asn.au)
- Flinders University Graduate Certificate in Gifted Education and Master of Education  
[admissions@flinders.edu.au](mailto:admissions@flinders.edu.au)
- Giftedness: Realising the Potential  
<http://www.unlockingtheworld.com/resources/tutor/Gifted%20education%20and%20higher%20order%20thinking/>

## Appendix

1. Gagne's Differentiated Model of Definition of Giftedness and Talent (2003)
2. Gifted and Talented Checklist - Early Years
3. Characteristics of the Gifted Learner
4. Referral Process
5. Early Entry to School for Highly Gifted Learners: Considerations for Parents/Caregivers, Preschool / Childcare Directors and School Principals
6. Contacts, Supporting Information and Resources

## Appendix 1: Gagne's Differentiated Model of Giftedness and Talent (2003)



Gagné's Differentiated Model of Giftedness and Talent (DMGT.US.2003)

Gagne's model identifies gifted individuals as those who possess a natural (innate) ability or aptitude in at least one field or domain of ability, such as intellectual, creative, socio affective or sensorimotor, which is manifested to an outstanding degree, positioning them amongst the top 10% of their age peers. Without significant support in the form of an appropriate curriculum and trained educators, such potential may never come to fruition.

Gifted learners, at or above the 98th percentile, are regarded as requiring intensive and specialised programs to achieve their full potential.

Talented individuals have mastered their abilities, skills and knowledge in at least one field or domain of achievement, placing them within the top 10% of their age peers who also pursue or have pursued that same field of achievement.

However just like all learners, gifted learners will not necessarily follow an even rate of learning development; there may be periods when progress is spasmodic and irregular. On the other hand, a gifted learner whose abilities have yet to be developed into demonstrated talent may be an under-achieving learner with high potential.

The Differentiated Model of Giftedness and Talent explains the distinctions of giftedness and talent. It demonstrates that many factors can support or hinder the development of giftedness into talent, such as the self-esteem, learner motivation, cultural and socioeconomic factors and the capacity of schools and centres to both identify and cater for a learner's giftedness. Maker's (1982) model of differentiation, Tomlinson's extensive work on differentiation and Renzulli's enrichment triad are also useful for planning appropriately differentiated curriculum for gifted learners.

## Appendix 2: Gifted and talented checklist – early years

For parents/caregivers and educators of children – age 3 – 8

Child/student's name \_\_\_\_\_

Site \_\_\_\_\_

Your name \_\_\_\_\_

Child's DOB (day, month & year)      \_\_\_ / \_\_\_ / \_\_\_

Today's date:                                      \_\_\_ / \_\_\_ / \_\_\_

The following is a list of characteristics often seen in exceptional development. The behaviours next to each characteristic are there to help you understand that item.

Please highlight or underline any of the behaviours listed that you have seen in this child. The child may not show all of the examples given and they may exhibit the item characteristic in ways not listed.

Note that advanced development is complex, multifaceted, and results from a cluster of characteristics, not just one. Please use the space provided to give further examples. Or, if you have not yet observed this characteristic in the child's development, play or behaviour, please tick  'Not seen' box.

### GIFTED CHARACTERISTIC:

### CHILD BEHAVIOURS:

1. Has an exceptional memory and quick, accurate recall of information.

An example:

Not seen

*Remembers facts, past events, conversations, stories, people or places - accurately and in clear detail; excellent short and long term memory, memorises notes or words to songs/stories quickly; remembers physical landmarks/turns on routes to familiar places; can monopolise discussion/peers with too much detail.*

2. High levels of curiosity and deep levels of knowledge.

An example:

Not seen

*Asks reflective, probing and thought provoking questions; insatiable need to know and explore; excellent powers of observation; in depth knowledge in subjects of interest; may collect, classify and investigate - then learn all they can about a subject i.e. animals, plants, dinosaurs, insects etc.; may take on too many projects; excited and intrigued by new ideas, however easily diverted from the main activity.*

3. Shows rapid pace of learning and advanced abstract, analytical and logical ability.

An example:

*Learns quickly with little repetition or practice in areas of interest; appears to acquire knowledge effortlessly and can generalise this to new experiences; quick to point out connections between ideas and events; can examine, analyse and critically reflect upon their own experiences; able to understand and explain complex concepts and ideas, but easily bored with routine and drill.*

Not seen

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4. Early physical and motor development.

An example:

*Very alert, intense visual absorption in infancy; early motor development e.g. sat alone at 5 months, or walked alone at 9 months; or advanced fine motor skills i.e. cutting and drawing, or gross motor i.e. climbing/running, compared with age peers.*

Not seen

---

5. Early or exceptional patterns of language

An example:

*Spoke first words before age 1, or spoke first words later than age 1, but quickly moved to speaking in complete sentences; early fascination with the sounds and rhythms of language; surprises adults and children with the complex words and sentences they use.*

Not seen

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6. Uses advanced language and has a rich vocabulary.

An example:

*Fluent, articulate, easily communicates complex concepts /ideas; retells events, stories and experiences with accuracy expression and vivid detail, larger than expected vocabulary for age; demonstrates a richness of imagery and delight in discovery of new language; may show off verbally to peers.*

Not seen

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7. Early interest in & advanced use of abstract symbol systems.

An example:

*Avid interest in drawing, painting, art, music, dance, the alphabet and/or numbers; learned to read, write or count early without formal instruction; developed representational or detailed drawings or mathematical skills earlier than peers; may neglect other activities*

Not seen

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8. Asynchrony or unevenness in child's development

An example:

*Fine motor/hand skills may not allow production of art work or writing at the same level as they can create or envisage in their mind; may become resistant to drawing or writing; impatience with peers not following the 'rules of the game'; advanced abstract capacity but emotional repercussions of own thoughts e.g. recognises but becomes anxious re 'world events'.*

Not seen

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9. Shows high levels of emotional intensity, sensitivity, empathy and/or perfectionism.

Describe the child's emotional development:

*Shows intensity of feeling, awareness and self-judgement not expected at this age; tend to experience emotions at a deeper and more immediate level than age peers – joy can be more joyful and sadness more sorrowful; early capacity to empathise with the feelings and behaviours of others - strong compassion; very high or unrealistic expectations of own performance or others; too strong in their opinions.*

Not seen

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10. Has a keen and well developed sense of humour.

An example:

*Makes jokes, puns and plays on words; sees humour in situations even where it may be against him or her and can laugh at the situation; plays tricks, makes jokes, stories and uses humour at the expense of others.*

Not seen

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11. Demonstrates intense concentration, persistence and task commitment in areas of interest.

An example:

*Spends extended lengths of time exploring new materials, toys, books or in conversation; entertains self in play; long attention span at times to the point of stubbornness; intensity of purpose and motivation in new interests / media; is not satisfied with simple answers; dislikes interruptions, high energy levels, bored easily if material not challenging.*

Not seen

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12. Is exceptionally creative, imaginative and resourceful.

An example:

*Creative use of language, art material, maths or props in play; is original in their use of Lego, blocks and other building and construction materials; finds unique and/or unusual ways to use toys; excellent creative thinking and problem solving, vivid / unusual use of imagination; plays for long periods in make-believe-dramatic play; loves to invent, create and experiment; finds imaginative ways to get out of doing what they do not want to do.*

Not seen

13. Differences in child's interests and play behaviour.

List the child's major play interests/hobbies:

*Creates elaborate, complex make believe, 3D construction art, science and story scripts; early/avid reader; early onset of pretend play; can make up the rules, organise and direct peer play, but can also withdraw and engage in solitary play as interests and skills are so different from same-age peers; early interest in 'current affairs and global events'; enjoys rule-based games and activities designed for older peers.*

Not seen

14. Differences in social interaction and play with others

Describe the child's social interactions:

*Is asked by other children for their play ideas; adapts his/her own words and expectations to needs or skill level of peers; often plays and is accepted by older peers; can assert self and own ideas but may be seen as 'bossy, impatient or domineering'; uses verbal skills to influence others and/or resolve conflict; can challenge adults authority; may not always display advanced understanding in everyday situations / play.*

Not seen

15. Awareness of difference from others - may create social isolation and underachievement.

Describe the child's coping skills:

*In their choice of interests; makes 'social comparisons' from an earlier age – the gifted child may be faced with 'choosing' what they would most like to do, or conform to peer's behaviour for acceptance; different stages and expectations of 'friendship' - not just 'a friend today' but seek trust and shared interests; deliberately 'camouflage / disguise' true ability; change 'level of play' to be like peers.*

Not seen



Please feel free to add any further information that might be useful in giving a clearer picture of what this child is like – e.g. child/student's interests, skills and abilities and/or dated copies, photographs or products of their work.

*Developed by Melanie Townley DECD Early Childhood Psychologist*

### Appendix 3: Characteristics of the gifted learner

Please note: Both the parent/guardian and teacher of the child under consideration should complete copies of this checklist.

Student's name: \_\_\_\_\_

Current year level: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of person completing this inventory \_\_\_\_\_

Relationship to student (please circle): **Parent / Guardian / Class teacher / other**

If other (please state): \_\_\_\_\_

|   | <b>Mostly</b> | <b>Sometimes</b> | <b>Rarely</b> |
|---|---------------|------------------|---------------|
| Learns basic skills quickly and has good recall of information, with little or no repetition  |               |                  |               |
| Understands new and/or advanced topics easily and quickly, in areas of interest   |               |                  |               |
| Is reluctant to practice skills/revise information already mastered, finding such practice or repetition futile and/or boring   |               |                  |               |
| Is alert and observant, noting detail, similarities and differences   |               |                  |               |
| Is curious about the world, wants to know how and why and asks thought provoking/challenging questions, which tend to be unlike those asked by other students of the same age |               |                  |               |
| Possesses extensive general knowledge   |               |                  |               |
| Has specialised knowledge in one or more areas and finds classroom books superficial  |               |                  |               |

|   | <b>Mostly</b> | <b>Sometimes</b> | <b>Rarely</b> |
|---|---------------|------------------|---------------|
| Has surprising perception and deep insight  |               |                  |               |
| Does not conform to typical ways of thinking, perceiving and/or behaving, often seeing familiar things/situations from a less common perspective                              |               |                  |               |
| Constructs and handles high levels of abstraction   |               |                  |               |
| Has a long attention span and high level of persistence, when working in an area of interest  |               |                  |               |
| When absorbed in a topic may be impatient with interference or abrupt change  |               |                  |               |
| Has advanced understanding and use of language  |               |                  |               |
| Mental speed is faster than writing ability, so is often reluctant to write at length   |               |                  |               |
| Can produce original and imaginative work, even if defective in technical accuracy; (e.g. poor spelling and/or handwriting)   |               |                  |               |
| Can be clever, witty and unconventional in conversation. Displays a well-developed sense of humour that reflects advanced/unusual comprehension of relationships and meanings |               |                  |               |
| Wants to debate topics at greater depths  |               |                  |               |
| Displays a richness of imagery in informal language   |               |                  |               |

|  | <b>Mostly</b> | <b>Sometimes</b> | <b>Rarely</b> |
|--|---------------|------------------|---------------|
| Has high standards and goals, although achievements may not always be evident            |               |                  |               |
| Chooses to work alone, rather than in a group  |               |                  |               |
| Reads extensively at a higher level of difficulty and conceptualisation than peers       |               |                  |               |
| Demonstrates emotional intensity and/or a high level of sensitivity                      |               |                  |               |
| Demonstrates perfectionism; e.g. finds it hard to get started at times                   |               |                  |               |
| Daydreams and seems lost in another world  |               |                  |               |
| Often prefers company of older students and adults                                       |               |                  |               |
| Shows great interest in current affairs and/or global issues, justice, the universe etc. |               |                  |               |
| Is able to make moral judgments; for example, reacts strongly to perceived injustice     |               |                  |               |
| Advanced use of symbol systems (Maths, Music, Art and/or Literacy)                       |               |                  |               |

***For completion by parent(s) and student only.***

Please make comments, where appropriate, on any of the following:

Early developmental milestones:

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Accomplishments, past and present:

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Attitude to learning and work habits:

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Talents, interests, advanced abilities:

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Clubs special interest groups or community involvement:

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Please add an attachment to add anything else you feel is important in illustrating your child's advanced development. You may wish to attach some copies of your child's creative work.

## Appendix 4: Referral process

It is crucial to remember the complex range of issues that can impact on gifted and talented learners' cognitive, emotional and social development. Hence the prior to school setting or school is advised to carry out steps A and B before submitting a referral to an Educational Psychologist for assessment.

### Step A

Prior to school setting/school and the family **identify** the particular issues or curriculum needs. Examples of these include:

- Behavioural issues: for example, aggressive and anti-social behaviours, feelings of frustration, extreme non-compliance or under-achievement.
- Emotional and social issues: for example, social isolation or withdrawal, emotional intensity, heightened sensitivity, unrealistic expectations of self, distress about school, problems with attendance or engagement.
- Assistance with the development of curriculum differentiation, enrichment and extension strategies: for example, advice can be given about the necessity or otherwise of an Individual Learning Plan and/or appropriate curriculum strategies.
- Uneven ("Asynchronous") development: for example, exceptional oral language skills, but average or below average fine motor skills.
- Accelerative measures: such as early entry placement in school, under the Policy for Gifted Learners.
- Difficulty arriving at a shared understanding of the child's needs: for example a difference of opinion between the prior to school setting/school and the parent's perception of the child's abilities, behaviour and development, especially when the parent perceives a problem arising from the learner's special abilities.

### Step B

**Complete** the appropriate checklists as follows:

- The *Gifted and Talented Checklist-Early Years* (refer to Appendix 2) for a child in a prior to school setting or junior primary setting.
- The *Characteristics of the Gifted Learner* (refer to Appendix 3) for learners in middle primary to secondary setting.
- Peer and/or self-report checklists if available.

### Step C

**Collect** dated samples of child's oral language, drawings, art, technical constructions, writing or other work samples. These can also provide valuable information and indications of advanced and accelerated development.

**Step D**

**Organise** a pre-referral meeting with the Psychologists - Educational Services to discuss the information from A, B and C. Following this meeting, if a referral is agreed to, collect the following documentation and submit this, together with the referral form and copies of the checklists (Step B).

- Results of any previous psychological assessments.

**Please note:** *if the child has been assessed by a psychologist within the past twelve months, then immediate reassessment may be invalid. A release of information, from the parents/caregivers must accompany any report from a practitioner outside DECD, in order for DECD personnel to access the information. The "Consent" form (SSRFO2) needs to be completed, with the name(s) of non-DECD practitioner(s) listed under "Agency".*

- Results of standardised attainment tests, e.g. South Australian Spelling Test, Neale Analysis of Reading Ability, School Entry Assessment.
- Other indicators of ability, such as results obtained in national competitions, external examination results etc.
- Relevant school-based assessments such as the *National Assessment Program – Literacy and Numeracy* tests (NAPLAN), Progressive Achievement Tests in Mathematics (PAT Maths) and I CAN DO MATHS (ICDM).
- Results of any 'Off-level' testing (that is, tests designed for older students).

*This document was prepared by Christine Harris, Guidance Officer, Melanie Townley, Early Childhood Psychologist and Mary Minchin, DECD Gifted Education Policy and Program Officer in 2003 and ratified by Guidance Officers from a number of DECD districts in 2007.*

## Appendix 5: Early entry to school for highly gifted learners: considerations for parents/caregivers, preschool/childcare directors and school principals

- Full scale IQ scores of 145 (within the range of 138-148) and at the 99<sup>th</sup> percentile on a standardised assessment of cognitive (intellectual) development to be completed by a psychologist.
- Completion of the *DECD, Gifted and Talented Checklist – Early Years* (refer to Appendix 2) by the child's Parent/ Guardian/ Caregiver and the Director of the Early Childhood site that the child attends.
- 'Early Enrolment in School of a Gifted Child - Parent and Teacher Nomination Forms' that include key information regarding: the child's ability to participate in the school schedules and in key learning areas at a level equal to other reception age children. For example: Describe your/the child's self-help, independence and organisational skills?
- This information is then sent to the School Principal who has final responsibility for deciding if early enrolment is the most appropriate placement for a particular child.



## Appendix 6: Contacts, supporting information and resources

### Professional learning

#### The Gifted and Talented Children's Association of South Australia (GTCASA)

The Gifted and Talented Children's Association of South Australia is a volunteer organisation committed to enhancing the social, emotional and intellectual development of children and adolescents with high intellectual potential. The association also provides professional development for teachers, support for parents/caregivers and consultative services to DECD and independent schools.

Tel: 1300 950 594

Email: [giftedsa@gtcasa.asn.au](mailto:giftedsa@gtcasa.asn.au)

Website [www.gtcasa.asn.au](http://www.gtcasa.asn.au)

#### Flinders University Graduate Certificate in Gifted Education and Master of Education

(Gifted) Courses are taught in intensive holiday topics or in external topics. Individual topics can also be audited by teachers who wish to attend the lectures but do not wish to complete the assignment requirement for the tertiary qualification.

Tel (08) 8201 3074 or 1300 657 671 (local call cost)

Fax (08) 8201 2580

Email [admissions@flinders.edu.au](mailto:admissions@flinders.edu.au)

#### Giftedness: Realising the Potential

A nine module professional development program for classroom teachers available from DECD Publishing

Website <http://www.unlockingtheworld.com/programs/gifted-education-and-higher-order-thinking>

### Special programs

#### Ignite Programs for Gifted Students

The Ignite Program provides accelerated learning for gifted students.

Website <http://www.sa.gov.au/topics/education-skills-and-learning/schools/curriculum-and-learning/student-support-programs/gifted-and-talented-education>

The schools offering these programs are:

- The Heights School
  - Tel (08) 8263 6244
  - Fax (08) 8263 6072
  - Website [www.theheights.sa.edu.au](http://www.theheights.sa.edu.au)
- Glenunga International High School
  - Tel (08) 8379 5629
  - Fax (08) 8338 2518
  - Website <http://www.gihs.sa.edu.au/>

- Aberfoyle Park High School  
Tel (08) 8270 4455  
Fax (08) 8370 5819  
Website <http://intra.aphs.sa.edu.au/>

### DECD Special Interest Secondary Schools

Students can apply through a selection process to attend the following special interest program schools:

- Adelaide High School (Cricket, Language, Rowing)
- Australian Science and Mathematics School (Mathematics, Science)
- Blackwood High School (Netball)
- Bordertown High School (Agriculture, Information technology)
- Brighton Secondary School (Music, Volleyball)
- Cambrai Area School (Aboriginal studies, Agriculture)
- Charles Campbell Secondary School (Performing Arts)
- Christies Beach High School (Aboriginal Studies, Aquatics)
- Fremont Elizabeth City High School (Music)
- Gladstone High School (Agriculture, Information technology, Language)
- Glenunga International High School (Information technology, Language)
- Golden Grove High School (Agriculture, Information Technology, Mathematics, Music, Performing Arts)
- Grant High School (Agriculture, Automotive, Baseball, Soccer)
- Heathfield High School (Volleyball)
- Henley High School (Aboriginal studies, General sport, Performing arts)
- Keith Area School (Agriculture)
- Marryatville High School (Music, Tennis)
- Mount Gambier High School (Automotive, General sport, Performing arts, Photography)
- Mt Compass Area School (Agriculture)
- Naracoorte High School (Agriculture)
- Pasadena High School (Basketball)
- Reynella East High School (General sport)
- Salisbury High School (Agriculture)
- Seaton High School (Baseball)
- Seaview High School (Tennis)
- Stuart High School (Agriculture, Information technology, Music)
- Underdale High School (Soccer)

- Urrbrae Agriculture High School (Agriculture)
- Wirreanda High School (General sport, Performing Arts)
- Woodville High School (Music)