

# GIFTED AND TALENTED POLICY

## This policy is informed by:

- **CMS Student Welfare Policy 2015**
- CMS Anti-Bias/Multi Cultural Policy 2015
- CMS Meeting the Needs of Children with Special Needs Policy (*reviewed 2014*)

## Statement:

Canberra Montessori School is responsible for the provision of developmentally appropriate educational provisions and strategies for all gifted and talented students enrolled at the school. This may include a partnership with external agencies.

## Rationale:

- The education of gifted students is recognised as part of the core business of education. It should not be a fringe activity promoted by individuals and limited to one-off projects. At CMS there are many ways in which gifted students can be provided for, however, in-class provision remains the main form of response to the needs of our students who are gifted.

The term 'gifted' is defined according to Francoys Gagne

- 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% of age peers.
- Talent refers to exceptional mastery of systemically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual at least in the top 10% of age peers who are or have been active in that field or fields.

## The following principles guide our policy:

- CMS will work in partnership with the parents of students who are gifted
- A climate that values all aspects of inclusiveness will be promoted at CMS
- Directors of these students will be provided with support or professional development opportunities, in order to enhance their knowledge and skill in the area of educating the gifted/talented.
- Where possible, students are grouped in with like-minded peers.
- A range of information will be used to identify students who are gifted and should be inclusive, so that all students, regardless of their gender, racial, cultural or socio-economic backgrounds, physical or sensory disability or geographic location are provided for.
- The curriculum should reflect the needs of students who are gifted and if necessary, specific strategies or programs should be incorporated into teaching programs. This will also be reflected in the processes used to track student achievement and report on it.
- Opportunities exist for extension, enrichment and acceleration, or a combination of these within every classroom.

### **Outcomes:**

- To identify students who are talented or gifted and to ensure that the school responds to, and provides for their individual needs.
- To enable Gifted & Talented students to grow and develop and enhance their potential.

### **Implementation:**

- A staff member skilled in identifying and responding to students with special talents will be appointed to coordinate the school's gifted and talented students program.
- The appointed staff member may choose to access accredited service providers to assist in the development of programs for gifted and talented students.
- A variety of identification tools will be utilised to identify students of above average ability, which may include input from teachers, parents, peers, students and professional consultants.
- A program support group involving the Director – Student Development, parents and staff will collaboratively determine appropriate programs and strategies for individual students and monitor the student's progress toward predetermined goals. The programs provided will reflect strategies outlined in departmental resources.
- The school, where possible, will provide flexible extension and enrichment programs for gifted and talented students including acceleration, special ability groupings, out of hour's programs, mentoring, classroom enrichment and extension, and the provision of varied teaching strategies.
- Gifted students programs and activities outside the classroom will also be provided to enhance and extend the educational program of individual students.
- A Gifted and Talented Students Program funding exists to develop and support students.
- Staff professional development needs will be ascertained annually to ensure individual differences in our students are identified and best catered for.

### **School Requirements:**

#### **Identification of Students who are Gifted/Talented**

- The following procedures will be initially used, by the Director – Student Development in consultation with the relevant class Director and Principal to identify students who are gifted at CMS:

#### **All students**

- F&P reading assessments
- Basic Skills/NAPLAN
- Previous formal evaluations
- Parent nomination
- Teacher nomination

If warranted, the following procedures will also be used for all students:

- Informal identification at school level
- Formal identification by a qualified psychologist

### **Individual Education Programs (IEP):**

- All students undertaking a course of formal accelerated study shall have an IEP to document the course of study provided and the reportable outcomes.
- Students who are not formally accelerated, but who require significant classroom enrichment or extension at a level well above that of their peers, shall also have an IEP to document their individual course of study and the reportable outcomes.

**In the Classroom:**

- It is the responsibility of the classroom Director, in consultation with the Director – Student Development, to provide gifted students in their classes with opportunities that will enhance their learning in that subject area.
- External programs and competitions should, where possible, be incorporated into the relevant subject area program so that gifted students have the opportunity to compete with peers in a larger forum.

**Opportunities for Students who are Gifted and Talented to work collectively:**

- Where it is possible students who are gifted should be given the opportunity to work collectively in small or larger groups.
- These opportunities may include:  
 Small groupings within the classroom but including children from other classes.  
 Small groupings that have been withdrawn from class for specific enrichment programs.  
 External groupings that allow students to work with gifted students from outside the school community.

**Tracking & Reporting:**

- It is the responsibility of classroom teachers, in consultation with Director – Student Development to follow the progress of the students who are gifted.
- Parents will be contacted if there is a concern regarding the student’s achievement.

**Teacher Support and Resources:**

- Professional Development opportunities will exist for staff in order to enhance their knowledge and skill in the area of educating the gifted.
- ‘On-site’ support for staff, in developing programs for gifted students, exists through the Director – Student Development.

**Extra-Curricular Opportunities:**

- CMS offers opportunities for students, including those who are gifted. These include access to and participation in after-school clubs and learning an instrument.

Approved by:	Date:	Next Review Date:
Principal	07/08/2020	07/08/2022