

ST EUPHEMIA COLLEGE

K-12



**GIFTED and TALENTED
PROCEDURES
2014**

Gifted and Talented Procedures

Introduction

These Procedures should be read in conjunction with the Gifted and Talented Policy.

Procedures

A gifted and talented student should be identified using a variety of methods. The specific procedure will vary according to the KLA but can include elements of the following:

- observation
- assessment results
- responses to challenging tasks
- creative ability
- IQ tests and other appropriate measures of ability.

St Euphemia College seeks to extend Gifted and Talented student achievements by:

- offering encouragement for high achievement, originality, problem solving and critical thinking skills
- providing opportunities for students to initiate and to think creatively
- guiding and challenging students through a range of problem solving processes
- posing open ended questions
- presenting stimulating and challenging activities and assignments
- encouraging individual research and investigation on topics of interest
- offering individualised or group enrichment/extension programs, including independent learning programs
- using group work, to allow scope for leadership and cooperative decision making
- offering leadership of class, year and school wide activities.

Implementation

Extension teaching at St Euphemia College incorporates instruction in the skills, knowledge and understandings required for students to achieve their potential. Extension is taught in a challenging and stimulating way. Gifted and talented students are catered for within the classroom and teaching programs are differentiated to meet the needs of the learners. In addition, extension classes are held for these students.

The curriculum must be differentiated to enrich the learning experiences of these students because they:

- learn at faster rates
- find, solve and act on problems more readily
- manipulate abstract ideas and make connections to an advanced degree.

Time Allocation

In the Primary School, students who are identified as gifted and talented attend extension classes. These extension classes take place within the timetable for two periods a week, one for English and one for Mathematics.

In the High School, students identified as gifted and talented attend extension classes during Period 7, two afternoons per week. These extension classes occur for English, Mathematics and Science.

Extension and Acceleration

Extension and Acceleration programs are devised according to the needs of the Gifted and Talented students. Extension activities allow students to explore areas of interest and ability in more depth. Opportunities for extension and enrichment are built into all the School's teaching programs. Every curriculum area incorporates extension activities integrated into each unit of work.

Examples of extension include:

- differentiated curriculum
- teaching tools which encourage the development of creative and critical thinking skills, creative problem solving and moral dilemmas.

Enrichment activities are found in extracurricular provisions and are incorporated into programs to ensure all students have access.

Enrichment courses can be:

- participation in special extension class
- participation in debating teams and chess clubs
- participation in Maths Olympiads
- participation in competitions such as the University of New South Wales - Mathematics, Writing and English Competitions (ICAS)
- leadership opportunities such as Student Prefect Body, Student Representative Council (SRC), Peer Support program
- participation in choir, instrumental music ensembles and sporting organisations such as PSSA, IPSHA and SWISSA.

Key elements in differentiating the curriculum include:

Pace

- Gifted and talented learners generally understand new concepts easily with fewer repetitions. This means that they will need to progress 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 include complex, abstract ideas so that interests and abilities are challenged and extended.

Grouping

- Gifted and talented learners benefit from flexible grouping strategies where they can work individually or with other gifted peers. The College runs Extension classes in the Primary and High School.

Early Entry - Kindergarten

The Principal or Delegated Authority decides the early entry of a student into Kindergarten if it is appropriate. It is recommended that children aged four years or older (at January 31 of the year of enrolment) may be considered as appropriate for early entry. There should be a comprehensive psychological evaluation of the child's intellectual functioning, academic readiness and social emotional maturity.