



HAWKER SCHOOL

School Policy: Gifted and Talented Students at Hawker School

Date: 2021

Renewal Date: 2023

Overview

Hawker School aims to ensure that every child has the opportunity to receive developmentally appropriate programs regardless of their socio-economic or cultural background, based on their level of giftedness and those other factors which are individual to each student.

This policy sets out the responsibilities and procedures for the provision of gifted and talented education in respect of identification, grouping, differentiation of curriculum and other educational strategies and programs. These procedures are aligned with the implementation of the *ACT public schools Gifted and Talented Students Policy 2021*.

Students at Hawker School who are gifted and talented are recognised as having unique educational needs. Hawker School also acknowledges that gifted and talented students may not be readily identifiable and that many factors may inhibit the expression of giftedness or talent. The wider school community consisting of Principal, Teachers, Gifted and Talented Liaison Officer (GATLO) and Learning Support Team Support (LST) are responsible for:

- identification of students in our school community with giftedness and talents; and
- selecting and implementing appropriate teaching strategies to meet the educational needs and interests of those gifted and talented students within the school.

Rationale

Hawker School values evidence-informed, flexible pedagogy that provides a learning pathway for each student. The specific learning needs of gifted and talented students are supported by the ACT Government's Future of Education Strategy (2019) and its principles of equity, agency, access and inclusion.

Hawker School, in alignment with the Australian Curriculum, Assessment and Reporting Authority, recognises that 'gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals.' These procedures also support the establishment of appropriate environmental, intrapersonal and developmental processes.

Definitions used in this document

Françoys Gagné's Differentiated Model of Giftedness and Talent 2.0 (2008, 2016) informs the key educational approaches and definitions contained in these procedures by recognising "that giftedness is a broad concept that encompasses a range of abilities: it also recognises that giftedness is only potential and must go through a transformative process in order to become a talent" (ACARA, 2013).

Hawker School along with the Education Directorate uses Gagné's definitions for 'giftedness' and 'talent':



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GIFTEDNESS designates the possession and use of outstanding natural ability in at least one domain (intellectual, creative, socio-affective, sensorimotor), to a degree that places an individual in the top 10% of age peers.

TALENT designates the outstanding performance or competency in at least one field of human activity (academics, arts, business, leisure, social action, sport, technology) to a degree that places an individual in the top 10% of age peers in that field (Gagné, 2009).

TWICE EXCEPTIONAL refers to identified gifted students who are also diagnosed with; one or more specific learning difficulties; physical, emotional or behavioural disabilities; or other factors which may impair performance and mask high potential and or achievement.

General Procedures

1. The Principal will nominate a Gifted and Talented Liaison Officer (GaTLO) as the support officer for gifted and talented education and as a first point of contact for students and parents within the school. Our Gifted and Talented Liaison Officer (GaTLO), **Anne-Maree Dunn**, is our point of contact between our school, the Directorate and parents regarding the needs of gifted and talented students. Please contact Anne-Maree Dunn at Anne-Maree.Dunn@ed.act.edu should you wish to discuss the learning needs of your child.
2. The Principal, GaTLO, LST, teachers and school psychologist will access appropriate professional learning and support to meet the academic, social and emotional needs of gifted and talented students. This will ensure that all staff are kept up to date with current best practice for the development of gifted and talented students.
3. The forementioned staff, along with input/information from parents, will **identify** gifted and talented students in their school community to provide appropriate programs to cater for their needs. The **identification** of gifted and talented students will involve systematic, inclusive, equitable and culturally fair processes. Review of previously identified students will be considered by each teacher at least once per school term.

Identification of giftedness and talent will include a combination of subjective and objective assessment measures including, but not limited to:

- Teacher/Parent interviews
- Teacher/Parent nomination checklists
- External cognitive testing (conducted by Psychologist)
- School based abilities testing
- Standardised achievement tests
- Parent observations
- Teacher observations/anecdotal evidence
- School work samples/reports.

4. Parents/carers will be provided with information about the programs and provisions for gifted and talented students. They will be consulted on the identification outcomes and have opportunities to work collaboratively with the school on



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recommended adjustments to programs and provisions to meet the individual needs of their child. Hawker School will use a case coordination approach to support gifted and talented and twice exceptional students' needs and develop Individual Learning Plans (ILPs) to document personalised adjustments to programs and provisions, if appropriate. The following stakeholders will be engaged in the case coordination process as appropriate:

- parents/carers
 - student
 - teacher/s
 - School Psychologist
 - GaTLO
 - Principal/Executive Team/Learning Support Team (LST)
 - receiving principals, GaTLOs and teachers as required for acceleration
 - other professionals associated with student learning, development and/or wellbeing as necessary (e.g. Transitioning School, Disability Educator).
5. Hawker School will use curriculum differentiation to meet the educational needs of gifted and talented students. This includes modifications to content, learning environment, instruction methods and the products produced by students. Flexible groupings within and across classes may also be used to facilitate appropriately differentiated curriculum, intellectual endeavours and social opportunities. These may include but are not limited to:
- A differentiated curriculum that supports extended and personalised learning within a child's classroom
 - Grouping strategies that provide opportunities to work with likeability peers
 - Extension tasks that deepen a student's knowledge and understanding beyond what is expected of the whole class
 - Individual inquiry opportunities as enrichment for gifted students
 - Flexible learning environments that promote student choice and access to resources
 - Case coordination for individual learning acceleration/mentoring programs and transitioning when required ie (access to Belconnen High School)
 - Access to events such as ICAS competitions, Maths Olympiad, G.A.T.E.Ways and Brainwaves, PSSA, Band, Drama when appropriate
 - Enrichment opportunities in Mathematics, French, Writing, Band, Robotics and Chess when appropriate
 - Opportunities for creative and critical thinking
 - Specific social-emotional support programs and counselling services (2022)
6. The Learning Support Team and the Principal are responsible for determining when any form of accelerated progression (content acceleration, grade-based or early entry to the school) is appropriate to meet the educational, social and emotional needs of individual gifted and talented students. These decisions are made in consultation with the student's parents/carers.

Related Policies and Procedures:



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Please visit the [ACT Education Directorate's website](#) for further information about gifted and talented education in ACT public schools, including factsheets and a copy of the [ACT Education Directorate's Gifted and Talented Policy and Procedures](#).

In addition, the [ACT Gifted Families Support Group](#) is a not-for-profit association that promotes the needs and challenges of raising and educating gifted children.

Status: Approved by the School Board