

# GIFTED AND TALENTED STUDENTS



## Related Merici Policies

Inclusion

Languages

Teaching and Learning Core Document

## Rationale/Purpose

Merici College recognises gifted and talented students have unique educational needs. Merici College is committed to ensuring that the needs of gifted and talented students are catered for in the school for them to reach their educational potential.

This policy outlines the roles and responsibilities of the College and staff in implementing identification procedures and appropriate educational provisions and strategies to meet the needs of all gifted and talented students. The policy recognises the diverse abilities, and broad range, of gifted and talented students in Merici College.

Gagne's (2003) Differentiated Model of Giftedness and Talent (see Appendix A) informs the key educational approaches and definitions contained in this Policy.

## Definitions

**Acceleration** is a developmentally appropriate placement process to advance students' academic enrolment ahead of their chronological peers in one or more subjects or by one or more whole learning years.

**Case Management** is a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students.

**Curriculum** is the documented program of study implemented in Merici College.

**Curriculum differentiation** is adjustment to curriculum in content, process, product and/or learning environment to meet the needs of a student, or students.

**Developmentally appropriate** programs refer to provisions and strategies that cater for the intellectual, physical and emotional needs of gifted and talented students. Provisions and strategies may include but are not limited to one or more of the following: differentiated curriculum that supports enriched learning; counselling; acceleration options; environmental adjustments; partnerships with external agencies, and grouping.

**Twice-exceptionality** refers to gifted students who also present 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.

**Early Entry** is a placement process for students who demonstrate readiness for formal schooling earlier than the usual school commencement age.

**External Agencies** are community-based organisations that provide educational opportunities and programs for students.

**Gagné's Differentiated Model of Giftedness and Talent** (see Appendix A) provides research-based definitions of giftedness and talent that have a logical connection to identification and curriculum programs. Gagné makes a distinction between innate or natural abilities (giftedness) and the superior mastery of systematically developed abilities in at least one field of human endeavour (talents).

**Gifted and Talented Liaison Officer** is the Deputy Principal Learning who provides a point for contact between the parents and the College regarding the school's approach to, and advice on, meeting the needs of gifted and talented students.

**Giftedness** refers to a student's outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, and recognises the diverse abilities of students.

**Identification** refers to the measures used to:

- locate the student's domain(s) of giftedness (intellectual, creative, social, perceptual, physical [muscular or motor control])
- describe the student's fields of talent (academic, realistic, investigative, artistic, social, enterprising, conventional, games, sports).

**Individual Learning Plan (ILP)** identifies the student's individual needs, pathway, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student, to inform the planning, delivery and evaluation of the student's personalised learning program. ILP's are regularly monitored and evaluated.

**Talent** refers to a student's outstanding performance in one or more fields of human activity: academic, technical, science and technology, arts, social service, administration or sales, business operations, games or sports and athletics.

## Policy

The College Principal is responsible for ensuring that there are established, effective and equitable processes and measures in place for the identification of gifted and talented students. Specialised approaches may need to be considered in the identification process where students may be potentially disadvantaged due to individual or various circumstances.

The College Deputy Principal Learning is responsible for ensuring that there is 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.

The College Deputy Principal Learning through the School Board is responsible for developing and communicating the processes to parents, teachers, students, community members and relevant professionals for identifying and meeting the needs of all gifted and talented students in the school and ensure that the information is available upon request and on the school website. The College Deputy Principal Learning is the required first point of contact for all enquiries from parents, students and the wider community about the school's approach to, and advice on, meeting the needs of gifted and talented students.

Merici College will use a case management approach in supporting the intellectual, physical and emotional development of gifted and talented students and ensure the following stakeholders are engaged in the process where appropriate:

- parents/carers
- teachers
- student
- psychologists
- other professionals associated with student learning or development as necessary.

An Individual Learning Plan (ILP) will be provided when:

- the case management process recommends the development of an ILP
- a student undergoes subject or whole-grade acceleration
- a student is identified as having dual exceptionalities

Merici College will develop and implement a transition process that supports gifted and talented students as they progress through their schooling.

The College Deputy Principal Learning is responsible for addressing the professional learning needs of all teaching staff in the understanding and provision of gifted and talented education.

## Procedures

### Flowchart

An accompanying flowchart (Appendix B) is included with this policy and provides advice on the identification process for gifted and talented students at Merici College.

### For Principals and school staff

The College and the School Board should be guided by current evidence-based research into effective best practice in providing for gifted and talented students' educational needs in the College.

The Deputy Principal Learning will provide the Principal and school with timely advice on current evidence-based best practice in gifted and talented education as it becomes available.

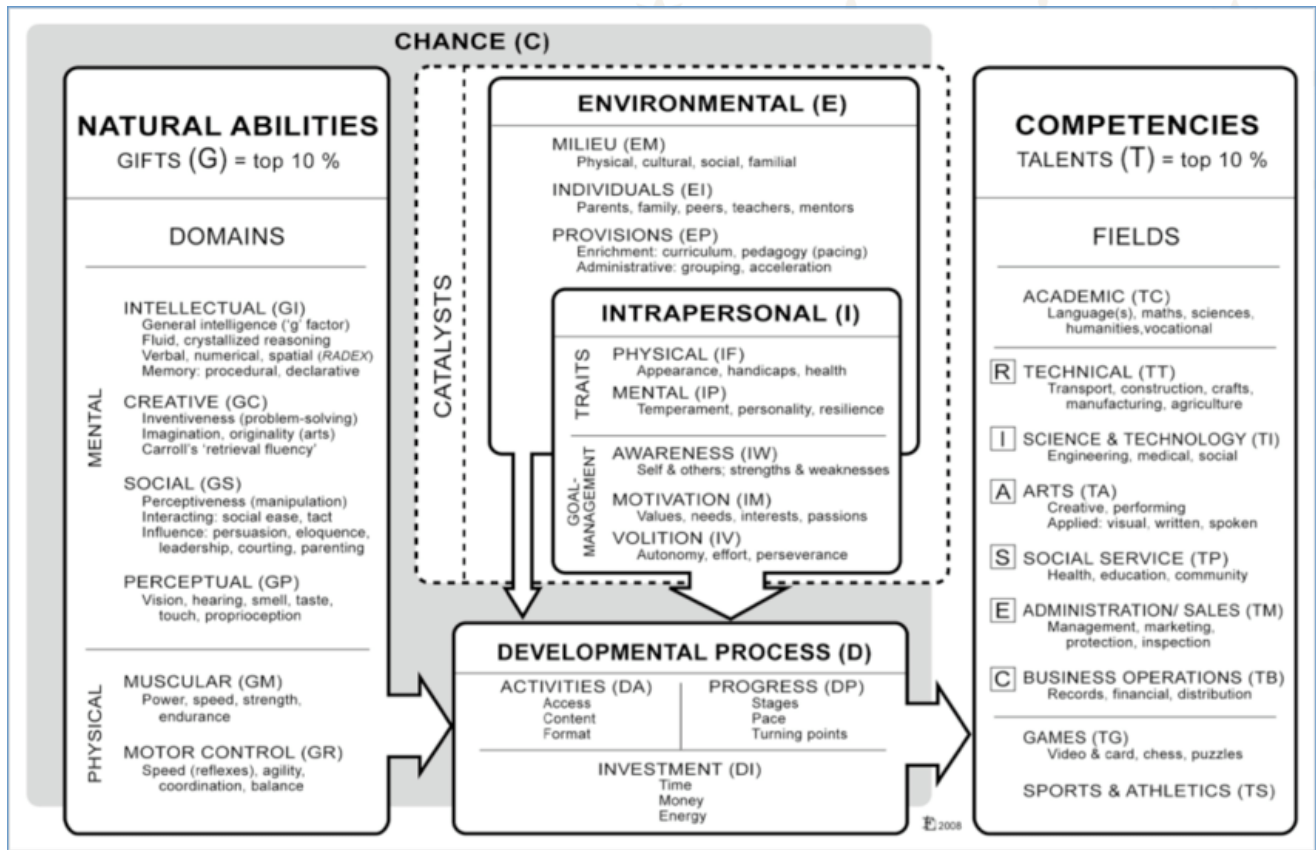
### Complaints or Concerns

Where there are concerns regarding the application of the policy or the policy itself, contact should be made: • with the Deputy Principal Learning in the first instance • with the College Principal if the situation is unable to be resolved.

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**Approved by:** Merici Executive  
**Implementation Date:** January 2019  
**Policy last Updated:** July 2022  
**Merici Contact Officer:** Deputy Principal Learning

Appendix A



Appendix B – Gifted and Talented (GAT) Education Flowchart

