



| <i>Reviewer</i> | <i>Last Approval Date</i> | <i>Next Review Date</i> |
|-----------------|---------------------------|-------------------------|
| JM | Feb 2018 | 2019 |

Gifted and Talented Policy

Rationale

Margaret River Montessori School is an inclusive school and welcomes students of all abilities. We recognise a whole school responsibility and dedication towards all students achieving their personal bests. The school's Gifted and Talented Policy aims to identify academically gifted students in order to provide challenge and learning appropriate to the student's ability, maturity and individual strengths and weaknesses.

Definition of Gifted and Talented

Margaret River Montessori School recognises that every student has personal strengths. However, gifted students are recognised as those who achieve in the top 10% in any learning area, standardised tests of achievement or on tests of intellectual potential. (Gagne, 2000).

Gagne (1995) argues that the terms gifted and talent should not be used synonymously and states that giftedness refers to 'possession of natural abilities which are distinctly above average in one or more domains of ability' and talent refers to 'performance which is distinctly above average in or more fields of endeavour.' Margaret River Montessori School aims to identify and extend students who are already translating their giftedness into talent, and identify those students who may need further support and encouragement to turn their gifts into talent throughout their time at the school (ie. students who are gifted but underachieving).

Identification

The identification of students who may be gifted is a process of collecting and comparing information from various sources and developing a profile of each student in order to determine what strategies are appropriate for each individual. Information from any of the following sources may be used:

- Independent psychometric assessment (WISPSI, WISC, WYATT)
- Standardised tests of achievement (Neale, NAPLAN, On-Entry, MRMS standardised assessments)
- Standardised tests of potential (Aptitude and IQ Psychometric tests)
- Information from previous schools
- Teacher nomination (SNIF checklist – Score a minimum of 25 out of 30)
- Peer or self-nomination
- Parent information (Parent checklists in school enrolment form)
- Off-level testing (for candidates for acceleration or early-entry).

NB. No one source of information in isolation will be considered proof of giftedness. Conversely, Margaret River Montessori School also recognises that some students, while undoubtedly showing

evidence of giftedness, may not be suitable for all types of provision due to the presence of dual exceptionalism or other social-emotional issues.

Dual Exceptionality

Students who have a learning difficulty or disability and are also gifted. There are processes in the school that aim to identify and cater for students who may have learning difficulties, disabilities or other social-emotional difficulties [Please refer to the Margaret River Montessori Education Support Policy and the Disability Discrimination Act]. In the instance of potential dual exceptionalism, the ACER General Ability Tests (AGAT), will be used by the school as a measure of students' learning potential and aptitude in Years 2 to 6.

Provision

Montessori classrooms allow for meaningful differentiation, support, extension and acceleration opportunities for all students. Margaret River Montessori School acknowledges that different interventions are appropriate for students at different ages and circumstances. We also recognise that some students may have the potential to succeed but not the necessary skills and may need access support to address both their learning difficulty and their area of giftedness. It is the school's intention to ensure all teachers are skilled differentiating the teaching and learning within their classroom, so that students of all abilities can learn and experience challenge at their level of ability.

In addition, students who are identified as gifted may be offered access to the following programs:

- Gifted and Talented supplementary class all year on a weekly basis for Upper Primary students. Students will be guided through the KAPLAN model of independent investigation using in-depth research skills and Bloom's Taxonomy of higher order thinking skills.
- Early entry into higher year if new student – for students showing appropriate levels of knowledge and ability based on previous assessments, and parent nomination
- Partial acceleration (into one or more subjects) – students in top 2% on independent psychometric assessment and achieving at least average level in above year (on off-level testing) in subject of strength.
- Full acceleration (into next year level) – students in top 2% on independent psychometric assessment and achieving at least average level across most learning areas in above year (on off-level testing) and demonstrating advanced social-emotional maturity.

Parents will be notified if their child is identified for the above program(s). The child will receive an Individual Education Plan (created collaboratively with parents) to enhance their personal strengths, which will be reviewed each semester.

Priority Goals

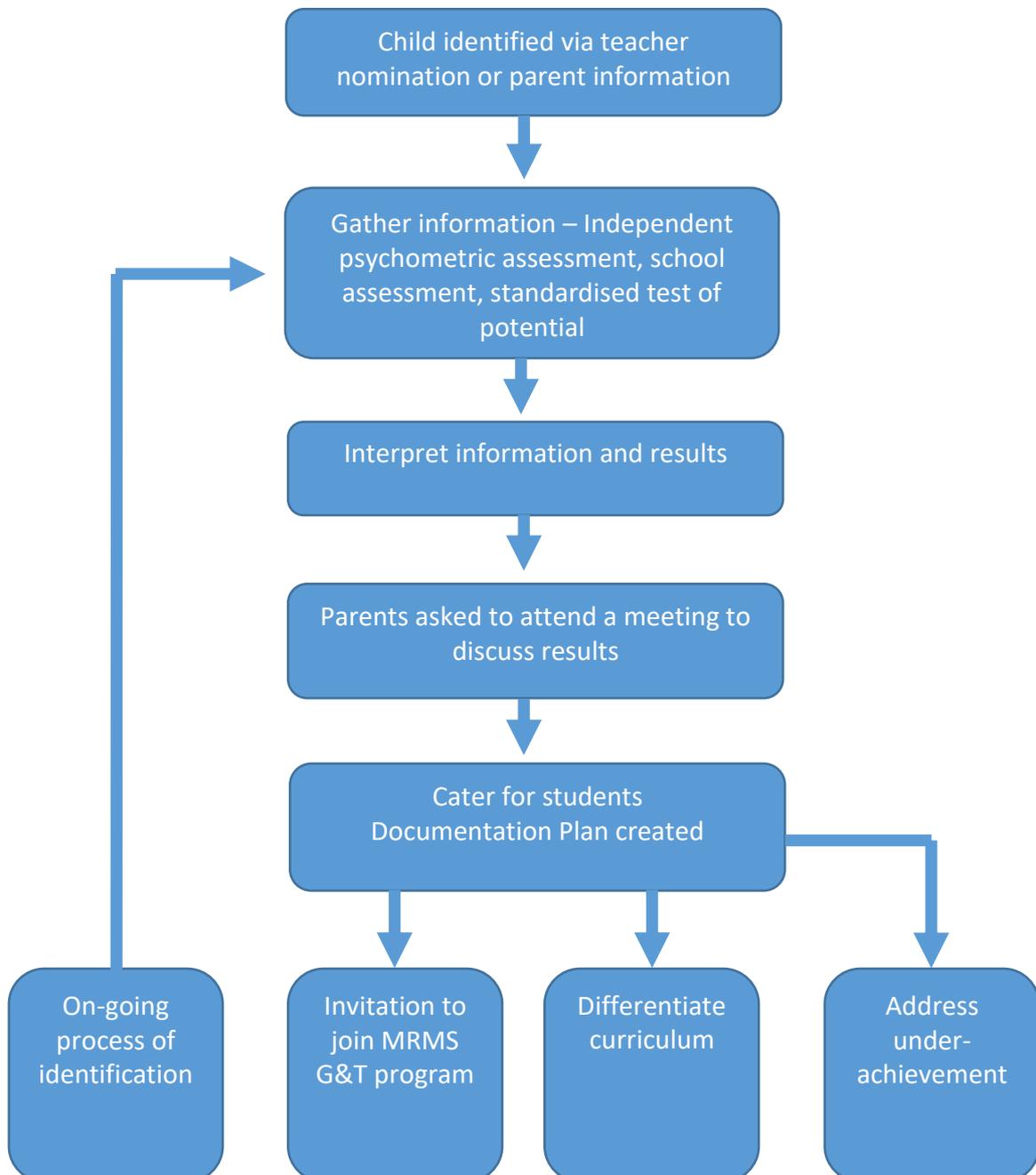
In order to implement this policy as effectively as possible, the priority goals for the next 18 months include:

- Up-skill all teachers in a) identifying gifted students (including underachieving), and b) differentiation in the classroom;
- Establish school process for evaluating each request for acceleration, and subsequent follow-up for student whether acceleration offered or declined.

Review

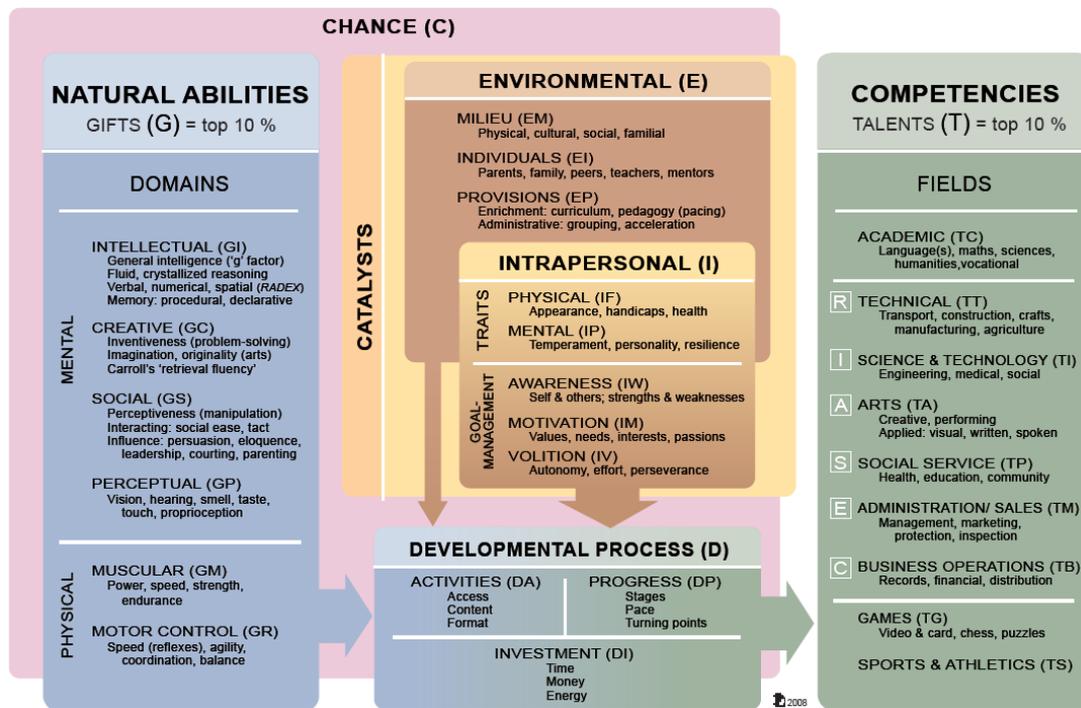
This policy will be reviewed in 18 months [August 2019] to assess achieve of previous priority goals, identify areas still needing improvement, and identify new priority goals.

Gifted and Talented Identification Process Flow Chart



Appendices

1. Gagne's Differentiated Model of Giftedness and Talent (DMGT 2.0, 2008)



2. Kaplan Curriculum Development Model 1986

| CONTENT | PROCESSES | PRODUCT | AFFECTIVE |
|--|--|--|--|
| The subject matter selected for the curriculum reflects knowledge that is mandatory for all students to learn, knowledge that is commensurate with the level of conceptualization responsive to the gifted and knowledge particular to the individual needs and interests of the gifted. | The skills or competencies the gifted are expected to master include, but are not limited to, fundamental, rudimentary or basic skills, productive (logic, creative problem-solving and critical-) thinking skills, research skills or the skills of accessing, interpreting, summarizing and reporting information, and personalized skills or those particular to the individual aptitude of the gifted. | The forms of communication or the products by which the gifted summarize and transmit the knowledge they have assimilated and the skills they have mastered should include experiences in a variety of media, learning the technology and materials for appropriate and accurate production, and developing outlets for sharing and gaining feedback relative to the developed work. | The attitudes, appreciation and values introduced to the gifted are an integral feature of, rather than an adjunct to, the curriculum. An understanding of the self as a gifted individual and contributor, a value for learning and productivity, an awareness of the roles and responsibility for leadership are some of the affective learnings to be included in the curriculum. |

3. Bloom's Taxonomy

Bloom's Taxonomy

