

SCHOOL POLICY: GIFTED & TALENTED STUDENTS

PUBLISHED: May 1998

IDENTIFIER: GTS98

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1 PURPOSE

The policy aims to cater for some members of our learning communities who have gifts and talents that must be acknowledged and catered for in order for the learning outcomes of these students to be optimised.

2 DEFINITION

“Giftedness” refers to a student’s outstanding ability in one or more domains (eg. intellectual, creative, socioemotional or sensorimotor) and “talent” refers to outstanding performance in one or more fields within these domains (eg. writing, mathematics, science and technology, sculpture, athletics, languages): that is talent emerges from giftedness as a consequence of the student’s learning experiences.

3 POLICY STATEMENT

The department acknowledges that some members of our learning communities have gifts and talents that must be catered for in order for the learning outcomes of these students to be optimised.

4 POLICY RESPONSIBILITIES

4.1 Central Office

- will be accountable for the implementation of this policy and the outcomes of schooling for gifted and talented students in ACT government schools
- will provide staff development and networking opportunities for principals, teachers and other appropriate school personnel in the education of gifted and talented students.

4.2 Directors (Schools)

- in consultation with principals, have the final responsibility for deciding when early entry to primary school is appropriate to meet the educational, social and emotional needs of gifted and talented students
- in consultation with principals, have final responsibility for movement of gifted and talented students between sectors eg. preschool to primary school, primary to high school, etc.

4.3 The Director (Children’s Services) has the responsibility for deciding when early entry to preschool is appropriate to meet the educational, social and emotional needs of students who demonstrate potential gifts and talents.

4.4 **School Principals:**

- should identify their gifted and talented students so they can provide a range of learning opportunities
- should provide a variety of teaching strategies that will meet the needs of gifted and talented students
- will be responsible for deciding when any form of accelerated progression is appropriate to meet the educational, social and emotional needs of individual gifted and talented students in Years K-12. Principals will recognise the rights of those with parental responsibilities/guardians to be fully informed and participate in all decisions relating to their child's education
- encourage cluster schools to promote diverse gifted and talented student program initiatives where possible.

5 **GUIDELINES**

Separate guidelines to support the Gifted and Talented Students Policy are attached. These guidelines should be read in conjunction with the policy. Extra copies are available from Curriculum Initiatives Section.