



## **GIFTED AND TALENTED PROCEDURE**

### **RATIONALE:**

- **God has given every individual a unique set of talents and exceptional abilities.** Students who have special skills that enable them to understand quickly and grasp difficult concepts need to be acknowledged and supported. We would like to fulfil our obligation towards them in order to meet their needs as well. We see the value of their talents and would like to encourage them to use their talents in service to humanity.
- Ongoing provision for gifted and talented students is a matter of equity. It is necessary to provide opportunities for gifted & talented students to develop their innate potential.

#### **Definition of Gifted & Talented Students:**

*“A gifted and talented child is one who performs or who has the potential to perform at a level significantly beyond his or her peers and whose unique abilities and characteristics require special provisions and social and emotional support from the family, community and educational context.”*

### **PURPOSE:**

- To recognise students who display such skills
- To arrange our teaching to include all students, as well as those who need greater challenges
- To nurture all students including talented students
- To recognise that these students sometimes display challenging behaviours and as teachers to steer their energies into positive outlets
- To give clear direction to teaching staff in terms of identification, monitoring, teaching, methods, resources, programming and evaluation
- To promote suitable professional development and resources for all teachers
- To establish management systems needed to support these programmes, including quality documentation, ensuring accurate tracking and continuous evaluation of individual needs
- To encourage the achievement of personal excellence in all students
- To raise student, parent and teacher awareness of opportunities and challenges available for Gifted and Talented students

**GUIDELINES:**

1. The teaching staff will develop a credible, manageable and flexible structure to achieve the ends referred to above.
2. A professional decision will be made by the Special Education Committee (Principal and designated Staff) using the identification process as to how best to cater for individual children once identified.
3. The basis of the programming will be appropriate professional development and “in class support” to assist teachers.
4. Attending the **local PEGs programme** and in class programmes will be used to develop children’s potential and self- motivation using available staff strengths and those from the wider community.
5. The school will endeavour to be wide ranging and include all aspects of a child’s development.
6. A budget will be allocated to provide suitable resources to support teacher’s programmes.
7. Evaluation of programmes will include staff, students and parents. A report on Special Education will be presented to the BOT annually by the Special Education Co-ordinator and/or AP.
8. The school will encourage students who fall in this group to enrol in extra-curricular programmes where possible

**Considerations for Acceleration of Learning Development**

1. What is the school already doing for high achievers that can be built on to focus on further acceleration of learning?
2. What could be done differently so more high achieving students could benefit?
3. What culture changes need to be made – e.g. developing new inquiry initiatives for students and families, self-motivation instead of relying on teachers to drive learning?
4. What relationship building is needed e.g. partnerships in learning with parents, other schools and outside organisations?
5. How can capability be built to support the focus on effective learning for students?
6. What are we doing to accelerate progress so that a shift upwards in achievement is being made?

**CONCLUSION:**

All children deserve an equal opportunity to receive the best education possible. For gifted and talented children, provisions need to be made so they can strive towards developing their potential.

**Review Responsibility:** *Principal, DP, & Special Education Co-ordinator*

**Date confirmed:** *6 August 2020*

**Principal:** *Karla Mitchell*