

Frenchville State School

North Rockhampton



Whole-school Gifted and Talented Education Strategy

“When teachers accept the developmental nature of giftedness, the implications are quite profound and the teaching role suddenly changes

Teachers have to:

- *provide for those who have already displayed giftedness or talent and they must also*
- *develop programs to foster the talents of those who are becoming talented.”*

“Differentiated Programs for Primary Schools- Units of work for Gifted and Talented Students” by Eddie Braggett 1997 Hawker Brownlow Education Australia

Policy Intent

This policy will serve as a resource for students, parents and educators in relation to the identification and support for gifted and talented students within our Frenchville State School community.

The policy is to be used as a *guideline*, to *assist* with the development and implementation of teaching and learning goals, specific to the needs of individual or groups of gifted and/or talented students within our school.

This document identifies a simple and *flexible* identification process with supporting documents for educators, parents and support staff. Processes within the policy are aimed at providing stake holders a pathway to ensure that appropriate educational decisions and provisions are considered and provided for those students displaying giftedness and/or talent.

The whole school approach to gifted and talented education within our school ensures that all students have access to support, whether it is differentiation at a classroom curriculum level, or within a broader educational context such as activities found on our Frenchville State School Provision Model for Gifted Education , or with a view to acceleration.

Rationale

In previous years, Frenchville State School initiated a whole-school based approach to gifted and talented education with Howard Gardner’s theory of Multiple

Intelligences being the underpinning driver for significant change to the school's classroom based activities and pull-out strategies for 'identified' students in gifted and talented areas. This allowed for open-ended, real-life learning to take place within student groups of like-minded students.

Within the MIGS (Multiple Intellegences to Grow and Succeed) program, the staff, students and the school community worked together to define our values to inform all learning taking place at Frenchville State School.

Stemming from this whole-school approach to gifted and talented education, the primary focus on catering to the needs of *all students* within the school was maintained and enhanced with the school culture being embedded within the newly designed school-wide pedagogical principles. "Together We Shape Tomorrow" and "Pride Honesty and Persistence"

Now, these pedagogical principles are pivotal to our continually reviewed curriculum as well as inform our whole school strategies and provisions, ensuring that *all students'* educational needs are being catered for.

Our School's Pedagogical Principles:

Responsible Risk Taking

Valuing Self and Others

Active Local & Global Citizenship

Challenging Thinking

Effective Communication

Definition of a Gifted Student:

Students that exhibit an untrained or spontaneously applied natural ability in one particular area or numerous domains

Definition of a Talented Student:

Students that display an aptitude to be able to master systematically developed skills and knowledge in one particular area or numerous domains.

Principal Roles and Responsibilities

Principals are expected to:

- provide leadership within the school to identify children with gifts
- increase the school capacity to cater for gifted students and provide appropriate support options
- align the school's strategic documents with specific strategies to meet the learning needs of those students who are gifted
- providing support and approval for accelerations
- liaising with tertiary and other institutions regarding alternative entry-options

Teacher's Roles and Responsibilities

Teachers are expected to:

- Become familiar with the characteristics of giftedness
- Acknowledge that their professional opinion is contributed as part of a collaborative process

- Apply appropriate methods to identify potentially gifted students through the use of the identification process
- Liaise with parents/carers regarding gifts and needs
- Enlist the support of specialist staff such as Guidance Officer and GEM
- Seeking specialist advice and resources to assist in providing a curriculum that is differentiated in terms of learning experiences, teaching practices and teacher expectations so that content, learning processes and student tasks reflect different levels of knowledge, skills, interests and learning styles
- Challenging students who are gifted to continue their development through curriculum activities that require depth of study, complexity of thinking, fast pace of learning, high-level skills in development and/or creative and critical thinking (eg. Through independent investigations, tiered tasks, diverse real-world applications, mentors)
- Undertake professional learning to enhance knowledge and skills through dialogue and sharing of effective practice
- Critically reflect on the effectiveness of their programs and practices within the school in meeting gifted student needs.

Parent's Roles and Responsibilities

Parents are expected to:

- Become familiar with characteristics of giftedness and the process of identification used by the school
- Liaise with teachers and other appropriate members of the school staff in order to build a student profile and identify the student's gifts and/or talents
- Liaise with teachers to ensure that their child has relevant and ongoing educational opportunities
- Provide a supportive environment at home that encourages stimulating activities to promote the identified gifts of the student
- Encourage their child to pursue excellence
- Become informed of community programs and options that may support their child's education

Guidance Officer Roles and Responsibilities

- Consultation around strategies to achieve curriculum differentiated curriculum and compacting to meet the needs of gifted students
- Assessment of students' intellectual and academic strengths and weaknesses.
- Assessment of students' social, emotional and behavioural development.
- Consultation with parents regarding the outcomes and implications of assessment.
- Liaison with relevant community based professionals concerning the social/emotional well being of students and their families.
- Provision of whole class programs for students, including interpersonal communication, social skills, relaxation, problem solving and goal setting.
- Provision of professional development programs for school staff in psychoeducational areas such as the educational implications of gifted students and underachievement syndromes
- Address groups such as school councils, professional associations and community organizations regarding psycho-educational issues and topics.

GEM Roles and Responsibilities

The school GEM (Gifted Education Mentor) is a staff member trained in the Gifted and Talented areas to provide professional support for teachers in addressing aspects of the needs of gifted students and other obligations such as:

- Participation in the development of school, regional and cluster policies and programs
- Liaise with other GEM staff within the region and attend meetings on current relevant issues which may affect the school.
- Assist with the data gathering process of identification, referrals to GO.
- Assist planning for classroom differentiation needs to occur to support classroom teacher
- Make resources available to staff and parents
- At times deliver and/or organise professional development in collaboration with school administration officers to support staff with definitions, initiatives, identification, school provision and affective support available.

Identification Process for Gifted Students

The *identification process* of gifted students is important to the Frenchville community as it allows us to provision and plan for these students within our school.

Specific Purposes of Identification Process:

- Referral for special programs beyond the classroom
- Differentiation of Curriculum
- Recommendations for broader school wide activities and opportunities.
- To give feedback to parents
- To provide appropriate and challenging environments
- Grade Acceleration
- Early Admissions

When considering the identification process for an individual student at Frenchville State School, all stake holders including students, parents, educators and other stake holders should acknowledge that the process of identification of a gifted student is ongoing, flexible and to be done as a *collaborative process*.

Constructing a student profile may include

Also, that the ensuing curriculum differentiation or program goals derived through this process are always subject to periodic reviews. These periodic reviews are to be negotiated between the parents, classroom teacher, Gifted Education Mentor, administrative representative, and Guidance Officer (GO).

Identification Flowchart of Gifted and Talented Students

The identification flowchart is based on three phases:

- Information Gathering
- Collaboration
- Reports and Recommendations

Phase One- Information Gathering

Step One- Nomination of the Student

Classroom Teacher Nomination / School Based Nomination	Parent/ Guardian Nomination
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Step Two – Develop a Student Profile

Student profiling is an important aspect of the identification process. It allows all stakeholders involved to have a commencement point, and collates the data in the ongoing process of data gathering.

NB.All stages of the Identification Process should be documented for review purposes.

- Student Profiling
- Past reports
- WALNA testing
- Standardised testing
- IQ Testing
- NAPLAN Testing
- IEP's
- Medical Considerations and Reports
- Psychological Reports
- Performance in key learning areas
- Teacher Observations
- Observations student in different learning environments
- Look for learning style preferences
- Psycho-social interactions
- Checklist behaviours

Teachers can use the following checklists to gather some data on behaviours exhibited during class times. It is recommended that the teacher selects a checklist that they are comfortable in using, and also an appropriate checklist to explore the traits already observed from the student.

Underachieving gifted students should be considered through this process. It is common for some gifted students to exhibit negative or underachieving behaviours.

GIFTED AND TALENTED INDIVIDUAL STUDENT RATING SCALE

When compared with other children in the class, which of your students possess SOME of the following characteristics?

Do not exclude children who may have synchronous development

STUDENT'S NAME _____ DATE _____

TEACHER _____ YEAR LEVEL _____

In the following items, check the column which best describes the student's functioning.

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

<i>Characteristics</i>		1	2	3	4
1	Learns rapidly and easily.				
2	Things clearly, recognises implied relationships, comprehends meanings.				
3	Reads above year level.				
4	Retains what is heard or read without appearing to need much repetition.				
5	Is easily bored with routine tasks.				
6	Has a large vocabulary.				
7	Is curious, investigative.				
8	Asks penetrating, searching questions.				
9	Has long attention span.				
10	Shows imagination, originality, creativity.				
11	Prefers complex ideas.				
12	Is often assertive, stubborn in own beliefs.				
13	Has a sense of humour.				

CHECKLIST FOR CHARACTERISTICS OF OVER EXCITABILITY

	<i>Level of intensity</i>				
	1 <i>lowest</i>	2	3	4 <i>highest</i>	Not observed
PSYCHOMOTOR					
*Lots of energy and movement, fast talking, lots of gestures, sometimes nervous					
SENSUAL					
*Acute sensory awareness. Love for sensory things, sensitive to bright lights, aesthetic awareness					
IMAGINATIONAL					
*Dreamers, poets, strong visual thinkers, use lots of metaphorical speech					
INTELLECTUAL					
*Strong logical imperative, a love of things academic, new information, cognitive games					
EMOTIONAL					
*Intensity of emotion, broad range of emotions, need for deep connections with other people or animals, invent imaginary friends, susceptible to depression					

NOTE: Highly gifted people tend to have all 5 of the above characteristics but different people lead with different Over Excitabilities.

COMMON BEHAVIOURAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

STUDENT NAME _____ DATE _____

Please **tick the category** you think best describes the student.

A LEARNING

<i>ITEM</i>		1	2	3	4	Don't Know
1	Is a rapid learner, who understands advanced topics easily.					
2	Shows insight and reflects on cause-effect relationships.					
3	Persists in completing tasks.					
4	Sees the problem quickly and takes the initiative.					
5	Learns basic skills quickly and with little practice.					
6	Is reluctant to practise skills already mastered, finding such practice futile.					
7	Follows complex directions easily.					
8	Constructs and handles high levels of abstraction.					
9	Can cope with more than one idea at a time.					
10	Has strong critical thinking skills and is self-critical.					
11	Has surprising perception and deep insight.					
12	Is a keen and alert observer, notes detail and is quick to see similarities and differences.					
13	Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner.					
14	Has a remarkable range of specialised knowledge (e.g. dinosaurs).					
15	Possesses extensive general knowledge (often knows more than the teacher), and finds classroom books superficial.					
16	Explores wide-ranging and special interests, frequently at great depth.					
17	Has quick mastery and recall of information, seems to need no revision and is impatient with repetition.					
18	Learns to read early and retains what is read; can recall in detail.					
19	Has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used.					
20	Sees greater significance in a story or film and continues the story.					
21	Demonstrates a richness of imagery in informal language and brainstorming.					
22	Can ask unusual (even awkward) questions or make unusual contributions to class discussions.					
23	Asks many provocative, searching questions which tend to be unlike those asked by other students of the same age.					
24	Has exceptional curiosity and frequently wants to know the reasons why.					
25	Displays intellectual playfulness; is imaginative and is quick to see connections and manipulate ideas.					
26	Often sees unusual, rather than conventional, relationships.					
27	Can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting).					
28	Wants to debate topics at greater depth.					
29	Mental speed is faster than writing ability, so is often reluctant to write at length. Prefers to talk rather than write and talks at speed with fluency and expression.					

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

B PSYCHOSOCIAL

<i>ITEM</i>		1	2	3	4	Don't Know
1	Sets very high personal standards and is a perfectionist.					
2	Is success-oriented and hesitates to try something where failure is a possibility.					
3	Demonstrates a sense of humour and loves incongruities, puns and pranks.					
4	May be behind peers in manual dexterity, which can be a source of frustration.					
5	Can have a negative self-concept and suffer from poor social acceptance by age peers.					
6	Daydreams and seems lost in another world.					
7	Listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on. When questioned usually knows the answer.					
8	Often prefers company of older students and adults.					
9	When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change.					
10	Can be stubborn in own beliefs.					
11	Shows sensitivity and reacts strongly to things causing distress or injustice.					
12	Empathises with others and often takes a leadership role; very understanding and sympathetic.					
13	Shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.					

(Exceptionally Able Children, 1996)

**CHECKLIST OF CHARACTERISTICS COMMON TO
UNDERACHIEVING GIFTED STUDENTS**

Student name _____ Date _____

CHARACTERISTICS

Does the student demonstrate any of the following common characteristics and patterns of underachievement?

Yes

No

A very high IQ?

Poor work habits?

A seeming inability to concentrate?

Lack of effort in tasks?

An intense interest in one particular area?

Frequently unfinished work?

A low self-esteem?

Emotional frustration?

Negative attitudes towards self and peers?

Failure to respond to motivation by usual teacher techniques?

A skill deficit in at least one subject area?

Inattentiveness to tasks at hand?

BEHAVIOUR PATTERNS

Underachieving students may display either aggressive or withdrawn behaviour patterns. Gender differences are evident in the tendency towards aggressive behaviour in males and withdrawn behaviour in the few identified female underachievers.

Does the student demonstrate the following aggressive behaviour patterns?

	Yes	No
Stubborn refusal to comply with requests?		
Attention seeking by varied strategies?		
Disruption of others instead of work – exploitation of any opportunity?		
Continual rejection of set work with such reasons given as “I already know it”?		
Absence of self-direction in decision-making?		
Continual alienation of peers because of aggressive behaviour and negative attitudes?		

Does the student demonstrate any of the following features of withdrawal behaviour pattern?

	Yes	No
Lack of communication with peers or teachers?		
Tendency to live in a fantasy world?		
Preference for working alone rather than in a group?		
Little in-class work undertaken?		
Little attempt made to justify behaviour?		

(Whiteman, 1980)

IDENTIFICATION CHECKLIST FOR STUDENTS WITH TALENT IN PARTICULAR ACADEMIC DOMAINS

This checklist was devised by the Gifted Children's Program Task Force for the Department of Education and Training in 1981, and used by schools as an initial screening device to identify gifted and talented students for special programs.

DIRECTIONS

This procedure will take approximately 30-40 minutes for each group of children and should be completed on the same occasion.

A class list of names will be a valuable aid during the process.

Children whose names appear at least seven (7) times in the checklist should have their full names recorded on the **summary sheet**.

Items that are asterisked are especially relevant to underachievers. A child who is listed on four (4) or more of these items without being mentioned in others may be an underachiever, particularly if the child's name appears in items F1 or F2. *These children should be included for further assessment even if they do not meet the criteria for being mentioned at least seven (7) times.*

IDENTIFICATION CHECKLIST FOR INTELLECTUALLY TALENTED STUDENTS
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SUMMARY SHEET

Name of program (or description)

Date _____ School _____

Principal _____ Class teacher _____

Year level(s) _____ Boys _____ Girls _____ Total _____

Write in full the names of those children who appear seven (7) or more times on the following checklist and indicate the characteristics noted.

Child's Name	Characteristics Noted						Total
	A	B	C	D	E	F	
<i>(eg – Jane Brown)</i>	2,4	2,3,5	1,3,5	2,3	3,5	1,2	14

Principal's comments (if any) on selection

Signed _____

A ACHIEVEMENT

1	Is widely informed.
2	Has a large vocabulary.
3	Reads well above grade level.
4	Has a record of outstanding achievement at school.
5	Has many interests/hobbies.

B LEARNING

1*	Asks penetrating, searching questions.
2	Comprehends new ideas very quickly.
3	Has quick mastery and recall of factual information.
4	Can grasp underlying principles and make generalizations.
5*	Engages in lively and stimulating conversations but is not necessarily keen on writing ideas.

C PERSONALITY AND MOTIVATION

1*	Is curious and investigative.
2*	Is easily bored with routine tasks, often inattentive.
3	Likes working independently, shows initiative.
4*	Is often self-assertive, stubborn in own beliefs.
5	Displays high energy level, alert, eager.

D CREATIVITY

1	Prefers complex or unconventional ideas.
2	Interested in problem solving.
3*	Sees familiar things or situations in an unusual way.
4	Produces original products or ideas.
5	Displays a sense of humour.

E SOCIAL AND LEADERSHIP QUALITIES

1*	Assumes leadership roles.
2	Makes judgement about right and wrong (i.e. of people and events).
3	Is individualist and non-conformist.
4	Seeks the company of older children or adults.
5	Displays a high degree of verbal fluency among peers, uses colourful expressions, gives direction to group.

F POSSIBLE DISADVANTAGE - of children whose names appear four (4) or more times above. Note those who

1	Come from a culturally and linguistically diverse background
2	Come from a low socio-economic background.

Phase Two - Collaboration

- Contact with Parents/ Carers
- Ask parents to complete Parent Checklist
- Peer Checklists
- Medical information from parents/ carer and/or other agencies

Step One – Informing the Parents/Carers

An initial meeting with the parents/carers should be arranged at this point of the identification process if the identification process has commenced from a teacher nomination.

At times, parents/carers will nominate their child/ren for the identification process. In this instance, the teacher may wish to refer the parents to speak with the school GEM (Gifted Education Mentor) . The GEM will then assist the parents with information on giftedness and also the school process for the identification of gifted children.

It is important that parents/carers understand the purposes of *identification* and that they are agreeable to follow the procedures set in place for the process to reach a mutually beneficial result for the student, family and the school.

Step Two – Collaboration of Stakeholders

After an initial meeting with either the teacher or the school GEM or both, the parents will need to decide whether they wish to proceed with the process of 'identification' for giftedness. At times, some parents will evaluate the information given to them by the teacher and/or GEM and may choose to not take the 'identification' pathway.

Teachers are advised to keep any documentation and/or student profiles that have been started. These will be a valuable resource if the process is to commence at a later date. Teachers should pass student profiles of gifted or potentially gifted students to the school GEM at the end of the year and/or to the teacher of the student in the following year level.

- Meeting with parents/carers, teacher, GEM and/or administration person
- In some instances the GO (Guidance Officer) will be requested to attend this meeting if he/she is already a stake holder to the student's individual case.
- Student profiles will be discussed. Relevant academic, specific or general information can be collated at this point.
- Parent insight and checklists
- Relevant medical assessments considered here.

NB. All stages of the Identification Process should be documented for review purposes. The GEM and/or Administration Link Person will be responsible for note-making of collaborative meetings and parent meetings must be kept.

CHECKLIST FOR PARENT IDENTIFICATION OF GIFTED AND TALENTED STUDENTS
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SECTION A

Please **tick the category** you think best describes your child.

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

No	Characteristic	1	2	3	4
1	Has advanced vocabulary, expresses self clearly and fluently				
2	Thinks quickly.				
3	Recalls facts easily.				
4	Wants to know how things work.				
5	Is an avid reader.				
6	Puts unrelated ideas together in new and different ways.				
7	Becomes bored easily.				
8	Asks reasons why – questions almost everything.				
9	Likes grown-up things and to be with older people.				
10	Has a great deal of curiosity.				
11	Is impulsive – acts before thinking.				
12	Is adventurous.				
13	Tends to dominate others if given a chance.				
14	Is persistent. Sticks to task.				
15	Has good physical coordination and body control.				
16	Is independent and self-sufficient.				
17	Has a good sense of humour.				
18	Reasons.				
19	Has a wide range of interests.				
20	Shows initiative.				
21	Seeks own answers and solutions to problems.				
22	Has a great interest in the future and/or world problems.				
23	Follows complex directions.				

24	Is prepared to take some social risks.				
25	Is a leader.				
26	Enjoys complicated games.				
27	Sets high goals for self.				
28	Invents and builds new mechanical devices.				
29	Continually questions status quo.				
30	Has a broad attention span which allows concentration on and perseverance in problem solving and pursuit of interests.				

SECTION B

No	Characteristic	Yes	No
1	Did your child read before starting school?		
	If the answer is YES, was the child self-taught?		
2	Does your child play a musical instrument?		
	If so, which instrument?		
3	In what outside activities does your child participate?		
4	What are your child's special hobbies or interests?		
5	What books has your child enjoyed reading lately?		

Please make comments, where appropriate, on any of the following.

Your child's:

- unusual accomplishments – present or past
- special talents
- relationships with others
- preferred activities when alone
- special problems and needs
- special opportunities
- language/cultural background

Note: This checklist may require interpretation for non-English-speaking parents.

CHECKLIST FOR PEER IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

		NAME OF STUDENTS	
1	Your teacher is called to a meeting with a parent. Who would you want to be in charge while the teacher is busy?		
2	To whom would you go for help if the teacher was not present?		
3	Who interprets the teacher's statements?		
4	Who thinks of the most unusual ideas?		
5	Who likes to take the most chances?		
6	Who would you like to argue your case?		
7	Who would you like to have in your team?		
8	Who would you like to be like?		
9	Who thinks of the most unusual, wild or fantastic ideas?		
10	Who talks the most sense?		
11	If you cannot do something that you planned, who in your class is likely to come up with another plan or idea?		
12	Who thinks of the most ideas for misbehaving?		
13	Who can do the most things in physical education classes?		
14	With whom would you want to work on an art project?		
15	If you were going to sit for an important mathematics test, to whom would you go for help just beforehand?		
16	Who would you really like to have at your party?		
17	Who is the most sensitive in class?		
18	Who is aware of and enjoys beautiful things?		

19	Who does not care if others think them different?		
20	Who would be best to organise a concert?		
21	Who should thank a guest speaker?		
22	There is going to be a class play. Who should have the main part?		
23	In the music class who would you choose to lead the singing?		
24	Who is the most fun to be with?		
25	Who would be the best team or form captain?		
26	You are getting ready for an important English test. To whom would you turn for help?		
27	Who makes the best models?		
28	Who is the most curious about many things?		
29	Who is the hardest worker in the class?		
30	Who has the least reason to attend class? Why?		

NOTE

- Tally the students whose names appear often.
- This checklist may need to be adapted or administered verbally for students in the Early Childhood phase.

Phase Three- Reports and Recommendations

- Analyse results of checklists and tests
- Written student profile
- Seek agreement
- Plan for provision

Step One – Analysing the data

The student profile needs to be updated and include any notes from meetings, checklists from teachers and parents, copies of results from tests and other achievements being academic or other in nature.

The GEM and GO will make recommendations for provision based on this gathered information.

Provision Options

- School based Enrichment activities eg. Debating, digital clubs, musicals
- Curriculum Differentiation in the classroom suitable for the Phase of Learning and individual's needs.
- Extension
- Acceleration

Step Two –Developing Appropriate Goals and Challenges

Teachers will work in collaboration with the school GEM and/or GO to develop an IEP for the 'identified' student.

Once the program is developed, parents/carers must be involved to agree to the chosen learning paths outlined in the IEP. This allows an opportunity to for the parents to know what is going to be happening with their child, and have input into this phase of the process.

Step Three – Reviewing and Monitoring

It is important to review periodically the IEP of the gifted student, and to make judgements as an ongoing process no matter what pathway of provision is chosen. Checklists and other assessment tools may be useful here. Anecdotal observations are also recommended.

In the case where a student has been accelerated to a new grade level, formal review dates will need to be set within the documentation of the 'Acceleration Framework'.

It is expected that parents/carers will be advised of review periods and attend appropriate meetings in these instances.

CHECKLIST FOR CONSTRUCTING A DIFFERENTIATED CURRICULUM FOR GIFTED STUDENTS

TOPIC / UNIT / THEME:	Space			
CONTENT				
Based on concepts	√			
Based on knowledge to illustrate ideas	√			
Challenging student to formulate concepts and make applications				
Organisationally economic				
Expansion of normal curriculum	√			
Abstract and complex				
Variety	√			
PROCESSES				
Opportunities for problem solving and creativity	√			
Uses discovery and inductive learning techniques	√			
Leads student to use higher level thinking	√			
Learning is open-ended	√			
Students have opportunity to give evidence of their reasoning	√			
Freedom of choice in selection of topics	√			
PRODUCT				
Allow solutions to real problems	√			
Allow for presentation of these problems to a real audience	√			
Extend solutions to generations				
LEARNING ENVIRONMENT				
Has variety	√			
Is flexible				
Provides more and varied resources	√			
Enables use of sophisticated equipment when applicable				

REFERENCE: Maker, C J (1982) *Teaching Models in Education of the Gifted*. Rockville, Maryland: Aspen Publications.

Definitions of Differentiated Curriculum

Compacting	Eliminate skills and/or concepts which the student has already mastered.
Independent Projects	Identify problems or topics of interest to the student; teacher assists student in planning a method of investigation and in identifying the product to be developed.
Interest Groups	Based on student interest, not academic ability. Children's "voices" are heard in choices offered.
Flexible Skill Grouping	Students are matched to skills work by readiness. Movement among groups is common. All are challenged and no one is labelled.
Learning Centres	A place for children to go to be challenged and pursue interests
Tiered Assignments	All children can be working on the same unit but assignments vary
High-level Questioning	Questions that draw on an advanced level of information, require leaps of understanding and challenge thinking.
Contracts/Management Plans	The teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms in designing and completing work according to specifications.
Mentorships/Apprenticeships	The student develops skills of production in a field with a resource person from school or community to complete a task.

http://www.det.wa.edu.au/education/Gifttal/provision_provdif1.htm

Differentiation tool- box



Catering for Differences in: S.K.I.L.T.S -

Speed of learning

Knowledge: prior learning & experiences

Interests

Learning styles & intake preferences

Thinking abilities

*Specific social/emotional & physical
needs that impact on learning*

By

Differentiating
*Content, Process, Product
& Learning Environment*
Through
*Task Design,
Management and
Instructional Strategies*

When planning curriculum to cater for diverse learner needs there are a range of curriculum design tools, as well as instructional and management strategies that can be employed to differentiate learning. The combination of strategies chosen will vary according to the learning context eg

Differentiating common learning tasks: Sometimes it is appropriate to provide a common learning task for a whole class, especially if the task is open-ended. In this case, differentiation occurs through the *instructional and management strategies (see below)* used to support the learners in achieving learning outcomes commensurate with their ability.

Different Tasks: At other times it is more appropriate to plan different tasks for individuals or small groups of learners to “tap” interests, learning styles, differences in prior knowledge or thinking abilities.

CURRICULUM DIFFERENTIATION PROCESS:

STEP 1: PRIOR KNOWLEDGE CHECKS –

- Pre-test to establish what students already know and can do.
- Base pre-tests on intended unit goals and outcomes.

STEP 2: ALTER:

- a) **Compact learning** – based on pre-test results, eliminate from the curriculum what students have already mastered.
- b) **Differentiate:** Adjust curriculum content, learning process, learning products & learning environment to match specific student learning needs

BY USING THE “DIFFERENTIATION TOOLBOX STRATEGY BANK”

The following strategy bank includes:

- **TASK DESIGN TOOLS** for designing pre-tests and challenging differentiated leaning tasks
- **INSTRUCTIONAL AND MANAGEMENT TOOLS** to fine tune classroom implementation of differentiated learning tasks and programs

Differentiation Tool-Box

Differentiation Strategies	Catering for Differences in...					
	Speed	Prior Knowledge	Interests	Learning Styles &	Thinking Level	Social & Emotional Needs
<h2 style="margin: 0;">Curriculum Design Tools</h2> <p style="margin: 0;">These design tools can be used to develop Prior Knowledge Checks, open-ended, tiered tasks as well as alternative enrichment, extension and accelerated learning opportunities designed to replace known work.</p>						

Differentiation Strategies	Catering for Differences in...					
	Speed	Prior Knowledge	Interests	Learning Styles &	Thinking Level	Social & Emotional Needs
<p>Resources:</p> <ul style="list-style-type: none"> ✓ Selection of a variety of resources to support learning at different levels of complexity eg. Genre models, research resources. ✓ Genre samples at varied levels of sophistication. ✓ Additional personnel eg. Mentors in strength and interest areas, learning support teachers. <p>Graphic Organisers:</p> <ul style="list-style-type: none"> ✓ Varying in difficulty. ✓ To cater for visual learners. ✓ To reduce writing for students with learning difficulties. ✓ To structure thinking at different levels. 	•	•	•	•	•	•
<p>Self-Directed/Self Paced Learning:</p> <ul style="list-style-type: none"> ✓ Individual selection of tasks allows students to match learning pace to individual need. ✓ Negotiated tasks, study guides, learning contracts, learning or interest centres. 	•	•	•	•	•	•
<p>Student Groupings:</p> <ul style="list-style-type: none"> ✓ Varying groups eg. ability groups, interest based groups, self selected groups, groups based on student learning styles. ✓ Group roles/tasks reflecting individual strengths and interests. ✓ Sharing strategies eg. Jigsaw, Authors Chair, Think Pair Share. 	•	•	•	•	•	•
<p>Varied Questioning:</p> <ul style="list-style-type: none"> ✓ Teacher questioning aimed at a range of thinking levels from simple concrete to complex abstract to elicit responses consistent with student thinking abilities. 		•			•	
<p>Differentiated Learning Support:</p> <ul style="list-style-type: none"> ✓ Varied levels and types of teacher support. ✓ Teacher or Teacher Aide directs less able groups. ✓ Writing support strategies for less advanced learners or students with learning difficulties eg. sentence starters, cloze exercises, diagrams, vocab banks, guided composition, writing partners. 		•			•	•

Activities

DO						
WHAT						
HOW						

Activities						
DO						
WHAT						
HOW						

DO	Bloom's Taxonomy	Remember	Understand	Apply	Analyse	Evaluate	Create
		define	5W + H	communicate	analyse	choose	combine
identify	describe	construct	categorise	contrast	create		
label	draw	demonstrate	compare	debate	design		
list	explain	discuss	infer	evaluate	imagine		
memorise	give examples	identify	investigate	order	improve		
name	match	interpret	justify	prioritise	invent		
recall	paraphrase	make	research	recommend	predict		
	sequence	plan	survey	rank	what if ...?		
	summarise	show		rate			
		solve					
		use					

WHAT	Content	actions	consequences	features	patterns	purposes	steps
		alternatives	contributions	feelings	people	questions	strategies
		answers	criteria	ideas	points of view	reasons	techniques
		attributes	decisions	information	places	relationships	uses
		behaviour	effects	main idea	problems	similarities/ differences	ways
		benefits	events	materials	procedures	skills	
		characters	evidence	meaning	products	solutions	
		changes	factors	objects	properties		

A Digital Version of this tool is available.

HOW	Multiple Intelligences	Word	Number / Logic	Picture / Spatial	Body	People	
						Cooperative	Sharing
		50 word summary	6 thinking hats	board game	celebrity heads		
		acrostic	action research	brochure	construction	1.2.4	crossover
		advertisement	BAR	cartoon	diorama	continuum	double circles
		biography	CoRT thinking	colour code	design	corners	listening box
		crossword	data base	drawing	freeze frame	hot potato	milling
		diary	decision making	journey method	mock trial	jigsaw	round robin
		debate	matrix	map	puppetry	numbered heads	
		definition	experiment	mind map	role play	paired interview	Self
		description	flow chart	painting		peer tutoring	independent
		editorial	forced	photograph	Music	reaching	study
		explanation	relationship	poster	favourite songs	consensus	
		interview	graph	powerpoint	rap	roles	Reflecting
		list	plot profile	video	sound off	silent card shuffle	diary
		metaphor	provocation	visualisation		study buddy	evaluation (Y/B)
		narrative	random input			think-pair-share	goal setting
		newspaper report	report card			triad	learning log
		retell	recipe				learning style
		poetry	SCAMPER				
		procedure	SWOT analysis				
		review	survey				
		report	table				
		script	timeline				
			T/Y chart				
			venn diagram				

EXTENSION PROGRAM STUDENT ATTITUDE SCALE

Please place an appropriate letter according to the scale opposite the comments below.

a **definitely** **b** **a great deal** **c** **to some**
extent
d **uncertain** **e** **not at all**

Has the program ...		a	b	c	d	e
1	Helped you develop responsibility?					
2	Helped you to develop skills in decision making?					
3	Made you more excited about learning?					
4	Helped you become a better judge of your own work?					
5	Given you the opportunity to select topics for study which are of interest to you?					
6	Given you the opportunity to pursue topics to the extent that you desire?					
7	Suited your desire to learn?					
8	Changed your study habits?					
9	Helped you think critically?					
10	Helped you work things out easier and faster?					
11	Challenged your thinking?					
12	Enabled you to meet experts in the fields in which you are studying?					
13	Enabled you to express your ideas and feelings?					
14	Enabled you to conduct discussions in more depth?					
15	Enabled you to conduct discussions in more depth?					
16	Enabled you to meet new friends?					
17	Improved your relationships with your friends?					
18	Worsened your relationships with your friends?					
19	Caused your school results to suffer?					
20	Improved your relationships with your teachers?					
21	Worsened your relationships with your teachers?					

NAME (optional)

CREATIVITY CHECKLIST

In order to assess creativity it is necessary to provide an activity to which the students can respond, e.g. "name the various uses for a brick, an old fridge, a table or an old sandshoe".

Consider the student's response to the activity in the following areas:

Fluency	the ability to produce many ideas, products or plans to fulfil certain requirements
Flexibility	the ability to deviate from the familiar or conventional the ability to produce ideas or products that show variety the ability to transfer knowledge from one category to another
Originality	the ability to produce unique ideas removed from the obvious
Elaboration	the ability to build upon previous ideas or objects and produce ideas showing greater detail or complexity.

NAME _____ DATE _____

ACTIVITY TITLE

Fluency Score

The number of ideas presented

Flexibility Score

The number of different ideas

Originality Score

The number of ideas that no-one else had

Elaboration Score

The number of ideas that showed detail

of complexity

PARENT QUESTIONNAIRE

You can help to improve the **school extension program** by giving careful thought to each of the following questions. Your opinions are important. We appreciate your cooperation and assistance in helping us to evaluate the program.

No	Question	Yes	No
1	Have you been provided with enough information about why your child was selected for the program?		
2	Have you been provided with enough information about the objective of the program?		
3	Have you been provided with enough information about the activities and experiences that your child pursues in the program?		
4	Have you been offered sufficient opportunity to discuss your child's progress with the teacher?		
5	Which of the following comments best expresses your child's general attitude about extension:		
	Enthusias	<input type="checkbox"/>	
	Positive	<input type="checkbox"/>	
	Indifferent	<input type="checkbox"/>	
	Negative	<input type="checkbox"/>	
6	Has your child expressed pleasure or enjoyment about the work in the program?		
	Often	<input type="checkbox"/>	
	Sometimes	<input type="checkbox"/>	
	Seldom	<input type="checkbox"/>	
	Never	<input type="checkbox"/>	
7	Which of the following statements best expresses your child's attitude toward the degree of challenge of the work?		
	Very challenging	<input type="checkbox"/>	
	Somewhat challenging	<input type="checkbox"/>	
	Not at all challenging	<input type="checkbox"/>	
	No answer	<input type="checkbox"/>	
		Yes	No
8	Has your child encountered any problems with friends as a result of being involved in the program? If "yes", please describe:		
9	Can you identify any changes in your child's behaviour or attitude toward school or learning which seems to be a result of participation in the program? If "yes" please describe:		
10	Do you have any specific suggestions for change in the operation of the program or the way it affects children or their parents?		

Signature of parent (optional)

STUDENT SELF EVALUATION – EARLY CHILDHOOD

Name _____

DIRECTIONS

The parent or teacher may need to read each question orally to the student, who then draws a smiling face, a frowning face, or an “in-between face” to represent his/her feelings about the question.



IDENTITY

No	Question	Example Answers
1	Do you do a good job of learning?	
2	Are you good at some things?	
3	Does your teacher like you?	
4	Do your classmates like you?	

INQUIRY

No	Question	Answers
1	Do you learn about the things you want to learn about at school?	
2	Do you ask a lot of questions in your class?	
3	Do you read when you're not at school?	
4	Do you like to work things out by yourself?	
5	Do you like to write?	

INTERACTION

No	Question	Answers
1	Do you get along with other students?	
2	How do you behave at school?	
3	Do other people listen to your ideas?	
4	Do you get along with your family?	

TEACHER EVALUATION OF STUDENT

STUDENT'S NAME

Please evaluate this student by ticking the box according to the scale below.
Think of the student in relation to performance at the start of the program.

- a marked loss
- b decreasing
- c about the same
- d increasing
- e marked increase

No	Description	a	b	c	d	e
1	Ability to solve problems					
2	Knowledge of subject matter areas					
3	Interest in school					
4	Ability to analyse					
5	Research skills					
6	Ability to work independently					
7	Status in peer group					
8	Critical thinking ability					
9	Rapport with teacher					
10	Motivation towards learning					
11	Knowledge of basic skills					
12	Intellectual curiosity					
13	Ability to accept responsibility					
14	Opportunity to create and experiment with ideas and things					
15	Self-understanding					
16	Acceptance of leadership roles					

Teacher _____ Date _____

Adapted from: Simpson, R E & Martinson, R A (1961). *Educational programs for gifted pupils*.
Sacramento, California: State Department of Education.

TEACHER OBSERVATION OF STUDENT

Name _____ Date _____

School _____ Year _____

Program _____

Attitude towards program	
Social maturity	
Independence	
Sensitivity towards problems	

THOUGHT

Fluent thinking – flow of thought, number of relevant responses	
Flexible thinking – takes different approaches	
Original thinking – unique ways and unusual responses	
Elaborative thinking – expands upon things or ideas	

LEARNING

Locating information – uses varied resources	
Acquiring information through purposeful reading	
Acquiring information through purposeful listening	
Acquiring information through purposeful observing	
Learning through group and social interaction	
Organising information	

JUDGING MYSELF

TOPIC/THEME/COURSE

NAME

MY GOALS FOR THIS TOPIC/THEME/COURSE:

Academic

Personal

ACTIVITIES

Activities I enjoyed most:

Why?

Activities I enjoyed least:

Why?

Activities I feel helped me learn most:

Activities I need help with:

Activities I would like to pursue further:

Questions/Problems that I have had:

GOAL ACHIEVEMENT

I feel I accomplished my goals

Academic
Personal

Yes	No	Partially
Yes	No	Partially

I would rate my overall success in this course as	Outstanding	Excellent	Good	OK	Room for improvement
---	-------------	-----------	------	----	----------------------

An area I could improve on is:

Next time I will:

Steps I will take to reach this goal:

THINKING ABOUT MY WORK

Name

I am learning about

I want to



I was good at

I enjoyed

I didn't enjoy

I would like to know more about

I need help with



I learnt that

I feel good about

Next time I will



Frenchville State School
 North Rockhampton
ACCELERATION FRAMEWORK
 (Devised By G.Muller- GO)



STUDENT: _____
 D.O.B.: _____
 YEAR LEVEL: _____ CLASSROOM _____
 TEACHER: _____
 PARENT/GUARDIAN _____
 NAMES: _____
 ADDRESS: _____

 PHONE: _____ WORK: _____
 Mb: _____
 Referral for acceleration was initiated by: _____

CONSULTATION PROCESS INCLUDED:

Current Class Teacher	<input type="checkbox"/>	Parent	<input type="checkbox"/>
Previous Class Teacher	<input type="checkbox"/>	Guidance Officer	<input type="checkbox"/>
Support Teacher: LD	<input type="checkbox"/>	Child	<input type="checkbox"/>
Principal	<input type="checkbox"/>	Relieving Teacher	<input type="checkbox"/>
Other: _____			

As the parent/guardian, I have been made aware of the factors for consideration in relation to the acceleration of _____.

I agree/do not agree to the acceleration of _____

Parent/Guardian Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Class Teacher Signature: _____ Date: _____

Guidance Officer Signature: _____ Date: _____

The Case Manager for this acceleration is _____.

Position: _____

Review Date: _____

**DECISION-MAKING FACTORS CONSIDERED FOR GRADE
 ACCELERATION PROCESS**

CHILD FACTORS

Developmental:

Language Development Readiness

Physical Size:

Issues:

Academic:

Academic achievement in relation to peers

At or above average ability in relation to grade peers and/or other accelerated peers

Academic ability across the curriculum

Psychosocial Maturity:

Maturation factors- age appropriate behaviour

Ability to socialise with peers

Interaction with peers

Friendship groups

Opportunities for like-minded social interaction

Academic achievement in relation to peers

Neurological Maturity

Maturity – attention span, gross/fine motor

Attitude to learning

Self Esteem:

Positive self- esteem

Poor self-esteem

Low self- esteem

Psychosocial Maturity:

Ability to Function Independently:

Higher grade vs. need for independent work habits

Task orientated

Grade Appropriate Placement:

Suitability of existing class profiles to receive accelerated child

Will the class meet the needs of the child's ability

Chronological Age:

Age appropriate for year level

Peer Pressure :

How susceptible is the child to peer pressure

If peer pressure is an issue, what anticipated effects will this have on the self concept of the accelerated child?

Does the child have close friends and will these relationships be affected by the acceleration?

Does the child live in close proximity to age friends and classmates and will acceleration be a source of embarrassment?

FAMILY FACTORS

Attitude towards acceleration:

- Personal history of parents
- Cultural Considerations
- Pressure from social context eg. family members, friends

Geographical Factors

- Transience

SCHOOL FACTORS

- School community attitude towards acceleration
- Principal's openness toward acceleration
- Class Teacher's openness toward acceleration

CLASS TEACHER CONSIDERATION FACTORS

SOCIAL:

AGE AND STATURE:

EMOTIONAL(FRIENDSHIPS, MATURITY, ATTITUDE):

ACADEMIC:

TEACHER BELIEFS (WHY WOULD THIS BE ADVANTAGIOUS FOR THE CHILD?):

ASSESSMENTS UTILISED DURING THIS ACCELERATION PROCESS :

- IOWA ACCELERATION SCALE**
- COGNITIVE ASSESSMENTS**
- TEAM CONSULTATIONS**
- CLASSROOM OBSERVATIONS**
- ANECDOTAL OBSERVATIONS**
- TRIAL IN RECEIVING CLASSROOM**
- VERTICAL GROUPING FOR SPECIFIC PROGRAMS IN RECEIVING CLASSROOM**
- OTHER PROFESSIONAL INPUT EG. MEDICAL, PSYCHOLOGIST ETC.**
- PARENT CONSULTATIONS**
- WORK SAMPLES**
- COMPETITION RESULTS**

Provision for Gifted Education - Frenchville State School Overview

Provision for Gifted and Talented students of Frenchville State School

Acceleration Framework in Consultation with Guidance Officer

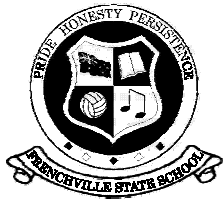
[Guidance Officer Acceleration Framework](#)

All checklists can be found at The Learning Place:

http://www.learningplace.com.au/default_suborg.asp?orgid=23&suborgid=158

Works Cited

The State of Queensland (Department of Education and the Arts) (2004) *Framework For Gifted Education*



*Frenchville State
School*
North Rockhampton



*Whole-school Gifted and Talented
Education Strategy*
