

Extended Learning for Gifted Students Procedure

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1 Purpose

This Procedure ensures that gifted students in Department of Education (DoE) schools are identified and provided with an engaging, challenging and rewarding education through appropriate curriculum, pedagogy, and educational pathways.

2 Overview

Gifted students are part of all school communities and have educational needs that are significantly different from the majority of their peers. Gifted students are not a homogenous group; they show significant variation in their profiles of strengths and needs across learning, social and emotional domains.

Gifted students need to be identified and provided with learning programs that support them to achieve their full potential. Research shows that without intervention, gifted students are at high risk of under-achieving, disengaging from learning and/or developing emotional and behavioural problems.¹ Effective provision for gifted students will vary, depending on the student's individual profile of interests, strengths and needs.

3 Roles and Responsibilities

3.1 Manager Gifted and Highly Able, Department of Education

- Provide information relating to the education of gifted students on the DoE website.
- Provide an online professional learning community for principals, school psychologists and teachers working with gifted students.
- Use the Gifted Insight Learning Community to provide information, resources, and professional learning support to enable teachers to meet the needs of gifted students.
- Provide procedures and statements relating to the acceleration of gifted students and early entry to kindergarten for gifted students.

3.2 Principals

- Implement processes to identify and make appropriate provision for gifted students in their school, including acceleration procedures and early entry to kindergarten.
- Facilitate the development of a Learning Plan (LP) for gifted students who have significant adjustments made to their education program, including acceleration.
- Ensure flexible grouping and learning pathways are available for gifted students within the school, across schools in the local network and with tertiary institutions.
- Ensure participation of staff in appropriate professional learning, including the Gifted Insight Learning Community.
- Facilitate a whole school culture that values diversity, strives for excellence, and celebrates success in all areas.

¹ Education and Training Committee (2012). Inquiry into the Education of Gifted and Talented Students. Victoria, Australia: Parliament of Victoria. 45-50.

6. Foster collaborative home-school-community partnerships to support the needs of gifted students.

3.3 Teachers

- Engage with relevant professional learning opportunities, including the Gifted Insight Learning Community, to be able to identify and meet the learning, social and emotional needs of their gifted students.
- Make adjustments to the learning environment and curriculum, (including differentiation, extension and enrichment opportunities) to meet the needs of gifted students.
- Document any significant adjustments, including acceleration in a LP.
- Understand and address the social and emotional needs of the gifted students they teach, drawing on the expertise of school psychologists as appropriate.
- Facilitate a classroom culture that values diversity, strives for excellence, and celebrates success.
- Work collaboratively with parents/carers to make appropriate provision for gifted students.

3.4 School Psychologists

- Assist the school principal and teachers with the identification, LP planning and other support for gifted students as required.
- Provide assessments for acceleration and early entry to kindergarten as requested.
- Engage with the Gifted Insight Learning Community as needed to develop their expertise in working with gifted students.

3.5 Parents/carers

- Work collaboratively with their child's teacher/s and principal to ensure appropriate provision is made.

4 Process

- Schools are to identify gifted students in their school population to provide learning programs appropriate to their needs and document adjustments through a LP as required.
- Schools are to use current Australian Curriculum frameworks to provide differentiated learning experiences for gifted students.
- Gifted students are to have access to a range of both online and face-to-face extension and enrichment programs.
- Flexible learning pathways within and between schools and tertiary institutions are to be identified and supported for gifted students.
- Acceleration options, including learning area (subject) acceleration and year level acceleration, are to be provided for eligible gifted students.

- Early entry to kindergarten is to be provided for eligible gifted students, as specified in the [Enrolment Procedure](#), section 12. Note: Students who transfer their enrolment from interstate must comply with section 13 of the Enrolment Procedure.
- Principals, teachers and school psychologists are to be provided with appropriate professional learning, pedagogical strategies, and support materials to meet the learning, social and emotional needs of gifted students.
- Pre-service teachers are to be provided with information that develops their understanding of the needs of gifted students and appropriate pedagogical strategies.
- Information is to be provided to staff at early learning educational settings to support identification and appropriate provision being made for young gifted children.
- Parents/carers are to be provided with information about provisions made for students who are gifted and consulted about programs that might meet the needs of their child.

5 Related policies

- Nil

6 Related procedures

- [Acceleration of Gifted Students Procedure](#)
- [Enrolment Procedure](#)
- [Learning Plan Procedure](#)

7 Supporting information/tools

- [Early Entry to School for Children who are Gifted Cross Sectoral Guidelines](#)
- [Early Entry to School Frequently Asked Questions](#)
- [Gifted Support \(DoE website\)](#)
- [Supporting Gifted Pre-School Children](#)
- Send an email to gifted.highlyable@education.tas.gov.au to join the Gifted Insight Learning Community

8 Definitions²

Gifted Students

Students who are gifted have the capacity for advanced development relative to their age peers in at least one ability domain (cognitive, physical, creative or social) to a degree that places them at least among the top 10 per cent of their age peers.

Talent

Talent refers to outstanding performance in one or more area/s of aptitude. Talent emerges as a consequence of the learning experiences with which a student engages. Significant modification to the educational program of gifted students is often necessary to develop their gifts into talents.

Learning Plan

Where significant adjustments are made to a gifted student's education program to accommodate their needs, a Learning Plan (LP) is to be collaboratively developed with the student and their family. The LP will describe, document, monitor, review and report on the educational adjustments and learning outcomes in place.

9 Legislation

- [Ministerial Instruction No. 15 Early Entry to School](#)

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This document replaces: Extended Learning for Gifted Students Procedures (previous version)

² These definitions draw on the 'Differentiated Model of Giftedness and Talent' (DMGT) developed by François Gagné, which has won wide international acceptance.