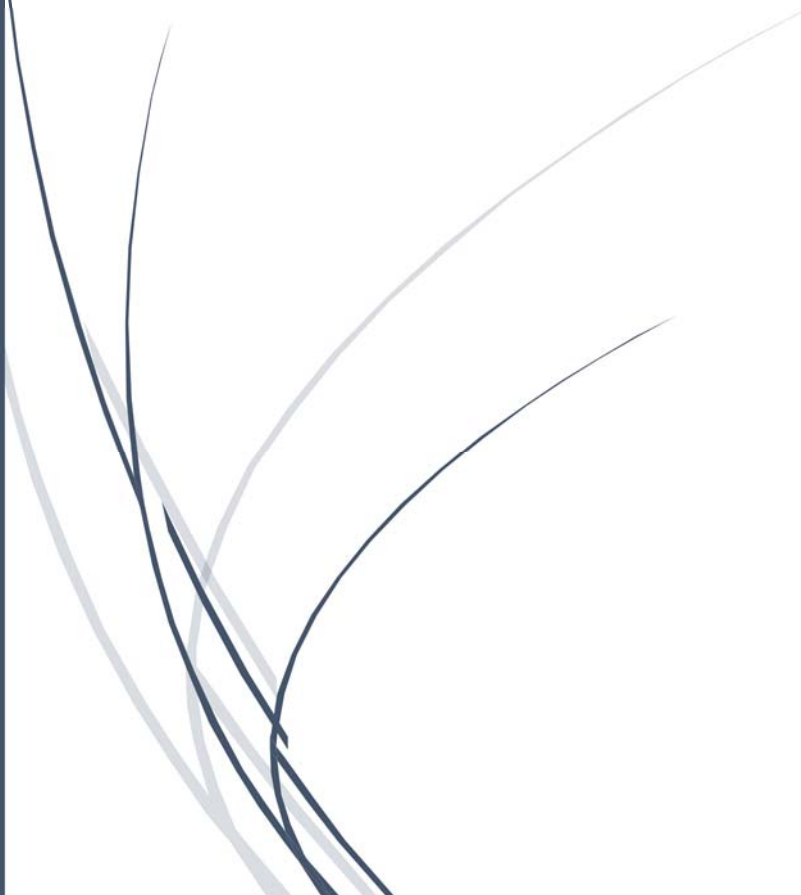




Benarkin

State School

BENARKIN STATE SCHOOL – Gifted and Talented Policy



Rationale and Purpose

This policy aims to identify gifted and talented students and to maximise their learning outcomes at Benarkin State School. According to QLD Department of Education and Training 'Gifted and Talented' Policy (Updated 2004) 'gifted' students are those with the potential to exhibit superior performance across a range of areas of endeavour and 'talented' students are those with the potential to exhibit superior performance in one area of endeavour.



Identification

This policy recognizes that gifted and talented students may be found in all communities regardless of their socio-cultural or socio-economic backgrounds.

Factors such as motivation, self esteem, gender, peer pressure, socio-economic, socio-cultural, and linguistic and disability may prevent or delay identification of gifted and talented students.

Some talents may not become obvious until a student has reached a particular level of maturity or been exposed to particular areas of endeavour. Giftedness and talent may occur in many different areas including the creative and performing arts, academic subjects, social and leadership skills, technical and computing skills as well as sporting interests.

It is necessary to expose all students to as wide a variety of activities as possible in order to identify talent. Opportunities for all students to achieve their full potential should be provided as a matter of daily routine in every class.

Identification Methods Used:

- NAPLAN tests (Years 3 & 5)
- Teacher nomination
- Parent nomination
- Self nomination
- Primary school advice
- Behavioural checklists
- Products and performance based on class work
- IQ testing can be used but only as confirmation of identification procedures as process is time consuming and only identifies potential, not achievement.

Strategies For Improving Outcomes Of Gifted and Talented (GATs) Students:

All teachers are expected to encourage high achievement, originality, problem-solving, higher order thinking skills and creativity in their classrooms.

In differentiating teaching programs, teachers need to consider a variety of teaching/learning strategies such as:

- giving opportunities for students to initiate discussion and to think creatively
- guiding students through a range of problem-solving processes
- explicit teaching of thinking skills and decision making skills
- posing open-ended and higher order questions, activities and assignments, based on Bloom's Taxonomy.
- recognising the variations in learning styles of each individual
- providing opportunity for a range of presentation methods for final product
- using group work, allowing scope for leadership, co-operative decision making and student-initiated perspectives
- making use of contract work to promote student direction, with students negotiating the contract components
- encouraging and scaffolding individual research
- providing opportunities for peer tutoring
- providing access to facilities and mentoring for experimentation and risk taking

In addition, teachers need to recognise that being gifted and talented does not necessarily equate with social maturity, good behaviour or emotional stability. Like all adolescents, gifted and talented students will exhibit the full range of behavioural problems and these can be exacerbated by a concern that their talents set them apart from the norm. Indeed, some gifted and talented students will play down their talents and under-achieve so that they can fit in with peers. Others will misbehave because of boredom while some will refuse to conform to school expectations because it is sometimes their only outlet for rebellion.

Extra-Curricular Activities

Traditional classes and extension classes do not necessarily provide for all students who are talented. For such students it is outside the classroom that many talents are revealed and should be developed. They may be exhibited in the following areas and fostered by the means indicated:

<u>Area of Talent</u>	<u>Means of Development</u>
Leadership	Student council, Peer support, Peer tutor, Parade chair
Music	Performances, Competitions, Bands (with neighbouring schools : Blackbutt and Yarraman), Recorder Band, Choir
Public Speaking	Debating, Public speaking, Assemblies, Youth of the Year Competition
Writing	Contributions to newsletters and South Burnett Times, Outside competitions
Acting	Drama performances, Assembly skits, Talent quests, Competitions
Charity Work	Organising, Publicity and Fundraising, Volunteer project
Artistic	Exhibitions, Competitions, Workshops
Sport	Individual and team games and competitions, Workshops

Traits Common to Gifted Children

Some of the positive traits often exhibited by gifted children include:

- Learns basic skills easily and with fewer repetitions.
- Uses vocabulary advanced for age.
- Learns to read before school age.
- Memorises and remembers facts easily and quickly.
- Has an unusual imagination and a keen sense of humour.
- Seeks out a challenge, is able to persevere in solving problems.
- Has a longer attention span.
- Explores wide ranging and special interests, often in great depth.
- Displays great intellectual curiosity.
- Likes to create, invent and investigate.
- Finds pleasure in intellectual activities.

Gifted and talented children can exhibit other traits. These other traits attributed include:

- Is a 'perfectionist'.
- Gets bored easily, resist drill, disturbs others, daydreams.
- Impolitely corrects, or lacks respect for adult arguments.
- Has few friends, impatient with others.
- Dislikes group work; may monopolise discussions.
- Sense of humour may be used inappropriately.
- Can be reluctant to do written work.
- Appears inattentive, and then copes easily.
- Often seen as a show off or out of step.