

ALFRED DEAKIN HIGH SCHOOL

Gifted and Talented Education

Belief Statement

Alfred Deakin High School believes that all students, inclusive of gifted and talented students:

- deserve an education commensurate with their learning needs, abilities or performance;
- need differentiated curriculum that addresses the different learning styles and rates of learning of students in all classrooms, inclusive of self-contained gifted classrooms;
- should learn and be challenged to ensure optimal growth, and that our primary responsibility to learners with gifts and talents is to ensure optimal growth; and
- share responsibility for their education with families, school and the community.

Alfred Deakin High School believes that:

- learners with gifts and talents have a unique set of cognitive, social and psychological needs that can be addressed in the school environment;
- disability does not preclude gifts or talents;
- giftedness and talent know no boundaries of socio-economic class, gender or race;
- students with gifts and talents have unique learning needs;
- students who are gifted have the potential to perform at levels significantly beyond what is expected for their age;
- early and timely identification allows targeted learning experiences ensuring optimal levels of giftedness and talent to be developed;
- learners with gifts need time and space to learn together;
- learners with talents need to progress in their respective talent areas with others performing at equally high levels;
- gifted students need to experience curriculum that is beyond, but does not replace, enrichment and extends their understandings and skills by addressing their need for pace and complexity;
- learners with gifts and talents should be challenged on a consistent basis in their area of giftedness; and
- if the social and emotional needs of gifted students are not met they can hinder the full development of gifts and talents.

Program Mission Statement:

Based on this set of beliefs Alfred Deakin High School supports the need for students with gifts and talents to be provided with services within the school's core values and educational beliefs. We will ensure that the unique needs of these students are catered for as a whole school responsibility, in partnership with the community, via:

- ongoing, fair and defensible identification processes for learners with gifts and talents;
- appropriate and systematic educational services matched to the learning, social and emotional needs of these learners with the overall aim being to continued and apt growth for individual ability levels;
- an organisation fully supporting the optimal development of gifts and talents;
- the support of a [Gifted and Talented Coordinator](#), with a time allowance, to lead and manage students and programs and liaise with parents and the wider community.

Alfred Deakin High School employs the following definitions from the ACT Government: Education and Training Policy – Gifted and Talented Students.

Giftedness: Giftedness refers to a student's outstanding, innate ability in one or more of the following domains: intellectual, creative, socioaffective or sensorimotor (Gagne, 2007). Feldhusen (1993) identifies five levels of giftedness: mild, moderate, high, exceptional and profound. A student may display particular abilities at any stage or point in their schooling.

Talent: Talent refers to outstanding performance in one or more of the following fields: academic, the arts, business, leisure, social action, sports and technology (Gagne, 2003). Talent emerges from giftedness as a consequence of the student's learning experiences.

Grouping: Grouping is the placing of gifted and talented students either in a dedicated class or a group within a class to more easily provide appropriately differentiated curriculum, learning opportunities, intellectual endeavours and social opportunities. Grouping models catering for the needs of gifted and talented students include one or a combination of the following:

- Class performance grouping where students are grouped by topic or subject
- Regrouping by achievement for subject instruction
- Withdrawal programs for students gifted and talented in a specific area
- Ability grouping or separate streaming of students
- Regular supplementary workshops, classes or sessions independent of the school timetable

ILP: An individual learning plan is a document that lists the agreed personalised learning goals and strategies that will be put in place to provide a quality education program for a student.