



# *Our Lady of the Rosary* Catholic Primary School

## Most Able, Gifted & Talented Education at OLR

### Personal Strengths Vs Giftedness & Gagne's Model

- Everyone has a personal strength, that is something we do better than other things. The essence of giftedness however is advanced development.
- Students who are gifted have the potential to perform at levels significantly beyond what we might expect for their age.
- A student may be intellectually or creatively gifted. He may be physically gifted, or gifted in some areas of his social & emotional development.
- Giftedness in any area means ability well beyond the average.

In Australia, Gagné's model of Giftedness and Talent provides the most generally accepted definition of both giftedness and talent. According to Gagné, gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability:

- 1) intellectual
- 2) creative
- 3) social
- 4) physical

- While giftedness equates with high ability, talent equates with high achievement.
- Gagné defines talent as achievement or performance at a level significantly beyond what might be expected at a given age.

### A Case Study

Clare is in Year 5. Her levels of language skill are significantly behind those of her classmates and she receives learning support in this area.

Her capacity to work, in maths, at a level appropriate to her age, is a much valued **strength**.

However, for us to describe Clare as gifted in maths, she would have to have the ability to work, in maths, at levels quite a bit beyond her age peers. And Clare doesn't. While she succeeds in maths at Year 5 level, her maths abilities at this stage don't extend beyond that. Her personal strength is maths, but she isn't mathematically gifted.

Clare responds well to the Year 5 maths curriculum. It is set at her level of maths ability and readiness. However, if Clare was mathematically gifted, the curriculum developed for her age-peers would not truly meet her needs. She would require something more: a maths curriculum quite substantially differentiated in terms of its level, its pace, its content and its level of complexity.

## Identification

- One of the major difficulties in identifying academically gifted children is that they may be achieving in class levels that appear quite satisfactory. We will continue to have high expectations for all students to encourage achievement.
- Once a child has been identified as gifted and talented, teachers will use appropriate educational interventions and strategies in order to move students along the learning curriculum.
- In conjunction with a child's teacher, OLR will aim to identify needs not being met by the curriculum and provide opportunities for inclusion in a variety of programs to extend learning.
- Identification is not intended to label students once and for all as gifted and talented. It is an ongoing process that will continue throughout a child's educational journey. At OLR we believe this will be a shared responsibility between parents, teachers, and trained professionals.
- Teachers will use standardised assessments including but not limited to, MAI data, PAT Math, PAT Reading, Running Records, Lexile Levels, TORCH test and class based assessments as students gifts and talents grow and change. Each of these tests is designed to identify different aspects of students learning.

## Initial Nomination

- To nominate a student for identification teachers will initially meet with the Diverse Learning Needs Coordinator to share evidence and other information.
- Additional information may be required including teacher questionnaires, interviews with parents and additional assessments such as AGAT tests.
- If a child who has been nominated is identified as gifted & talented an ILP will be developed in consultation with parents & teachers.
- For students not identified as gifted and talented, but whom teachers believe are 'most able' the school will explore appropriate educational opportunities to ensure students are challenged.

## Parents

- At OLR we see parents as a valuable source of information. Parents/ carers are encouraged to communicate with the school about the needs of their child.
- To formally nominate a child a parent should first contact the class teacher.
- Parents may be asked for additional supporting information such as a parent checklist or the results of any external testing.
- One of the most effective measures of a students potential to achieve academically in school is an independent psychometric assessment known as an IQ test.
- This test can only be administered by a registered psychologist. The most commonly used test is called a WISC. This test may be useful in measuring aptitude in different areas.
- A range of evidence will then be used to make a decision.

AAEGT is the Australian Association for the Education of Gifted & Talented. A variety of helpful resources may be found on their website. [http://www.aaegt.net.au/?page\\_id=786](http://www.aaegt.net.au/?page_id=786)

An interesting read for parents/ carers [https://www.hoagiesgifted.org/those\\_moms.htm](https://www.hoagiesgifted.org/those_moms.htm)

# AGAT & SLOSSAN Testing

## What does AGAT measure?

- Once identified, after consultation with parents, students will undergo an AGAT test at school.
- AGAT is a test of general intellectual ability, designed to assist teachers in their assessment of students' learning potential and overall aptitude.
- The test takes students about 45 mins to complete.
- If students perform highly in AGAT, they are then given the opportunity to take part in the SLOSSAN assessment.

## What is the Slosson Test?

- The Slosson Intelligence Test, is a verbal one-on-one test that provides an estimate of verbal cognitive ability.
- The Slosson will not provide an IQ score, but rather some valuable anecdotal evidence of their areas of strength and weakness.

Along with the observations of class teachers and the collection of class assessment data these two measures will assist in better targeting the specific intellectual needs of our learners.

## Acceleration of Gifted Students at OLR

One way of fulfilling the needs of gifted students is the use of acceleration. At OLR students learning will be accelerated in the following ways:

### Compacting

- Compacting eliminates work that has previously been mastered. This will involve the use of pre-tests to determine students pre existing level of knowledge.
- Students will be allowed to move quicker through core work of the curriculum in order to move on to more advanced work earlier.
- Students may skip 'core' work and move straight onto extension tasks.
- Students use their skills to work at a greater depth on problem solving activities.

### Cross Grade Subject Acceleration in Math & English

- Grouping gifted students will provide them the opportunity to study more complex concepts at an advanced pace. Students who have been formally identified as G&T will be provided the opportunity to work in a higher Year for one or more of the subjects in which they excel.
- At OLR identified students in **K, 1 & 2** will go to **Year 2** for Math or English learning. Students in **Years 3 & 4** will go to **Year 4**, whilst students in **Year 5 & 6** will work with **Year 6**.

## **Grade skipping**

- Students may (in consultation and with parents and external agencies) be promoted to a higher Year for all subjects
- Moving a student to an older year can alleviate the problems of a slow pace and the frustration felt by Gifted & Talented students.

## **Cluster Grouping**

- Where all gifted students in one Stage are grouped together - A designated Gifted & Talented class at OLR

## **Mentoring Program (Meeting of the Minds)**

- Mentors can help gifted students acquire important skills which can enable them to pursue individual investigations or creative productions to a very high level of challenge and sophistication
- Independent Research Projects are a means of developing inquiry and organisational skills within the context of a problem based learning environment. This allows students more choice and control over their learning
- We are currently in talks with St Edwards & St Joseph's about providing a mentorship program for the children of OLR
- From Term 2, a Lunchtime 'Peer Group' will run whereby students can work together with teacher support on learning projects that will have an impact on the local community.


## **Teacher Professional Development**

In April, all Teachers at OLR will attend a two day training course run by the University of NSW and undertake a Mini Certificate in Gifted & Talented Education. This will provide substantial professional development for teachers and school leaders.

## **Staff will learn**

- Common beliefs and myths of giftedness
- Possible tools for identification
- Classroom identification strategies including the use of off-level testing
- Causes of underachievement and identification of such students
- How to address underachievement in the classroom
- How to implement research-based program options for gifted students – mentoring, ability grouping, and acceleration

*"I gained a huge amount of new knowledge and understanding of how to cater for students who are G&T. Plus, a wealth of new enthusiasm and passion for teaching."* Mini-COGE Participant, March 2016



**Hide not your talents. They for  
use were made. What's a sundial  
in the shade?**

Benjamin Franklin

If you have any queries or concerns please don't hesitate to contact me via email  
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