Gifted and Talented Education (GATE) Policy

Rationale
Bletchley Park Primary School is a nurturing community where we can Be, Think, Grow. The Gifted and Talented Education (GATE) program is based on the belief that all students have the right to achieve their best possible learning outcomes and that some students have a higher potential to achieve academically than their peers. This policy has been developed using the Department of Education Gifted and Talented Guidelines, March 2011.

Definition
Gifted students have the potential to achieve above their peers in one or more domains. As defined by Gagne's Differentiated Model of Giftedness and Talent 2.0, this encompasses approximately 10% of all students.
The GATE program is has a specific academic focus with provision for students who are Intellectually Gifted and/or Academically Talented (IGAT).

Identification
Identification needs to occur as early as possible after commencement at the school, and must be flexible and continuous.
Students will be identified using a variety of sources including:

- NAPLAN
- Whole school data
- Grades
- On-entry data
- Teacher recommendation checklist
- Parents

Identification processes will be inclusive, so that gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, or gender.
Disabilities may include those with identified or non-identified learning difficulties (twice exceptional).

Responsibilities
Administration

- Identify potential GATE students at enrolment
- Identify and fulfil PL needs for teachers
- Assist in the clustering of students from Year 3
- Ensure staff are aware of and implementing the policy

GATE coordinator

- Coordinate the collection of information required for clustering
- Provide support to teachers with identification
- Support teachers with program creation, implementation and evaluation
- Coordinate school's participation in relevant external and internal competitions and challenges
- Be available to parents to discuss GATE options

- Support students' applications to high school GATE programs
- Complete PEAC testing
- Assist teachers to create Teaching and Learning Adjustments (TALAs)
- Maintain longitudinal data on GATE students
- Develop networks with other professionals in order to share ideas and resources

Curriculum Leaders
- Support the identification and clustering of GATE students
- Support teachers within their learning team to develop and deliver relevant programs based on Australian Curriculum outcomes

Classroom Teachers (including Specialist Teachers)
- Identify and monitor GATE students throughout the year
- Develop and deliver effective learning programs that engage, challenge and motivate GATE students to reach their full potential
- Create TALAs

GATE Students
- Actively engage in, and be accountable for their own learning
- Be enquiring, creative and innovative learners

Strategies

A range of strategies will be implemented in order to cater for the GATE students. These may include:
- Enrichment and extension activities
- 3-tiered approach
- Differentiated outcomes
- Inquiry based learning
- Competitions and challenges
- Creative and critical thinking
- Cluster groups
- Open ended tasks
- Student led and/or negotiated opportunities
- Targeted instruction
- Compaction of the curriculum
- Acceleration
- Mentoring

GATE in Early Childhood

GATE students will be informally identified and continuously monitored. Learning outcomes are differentiated to allow for all students. Learning centres including differentiated and open ended tasks will be implemented. Kindergarten and Pre-primary learning will be play-based.

Supplementary Information

PRACTICAL RESOURCES AND SUMMARY FOR TEACHERS

The school uses a Weebly website to store and share its resources and information about GATE (Gifted and Talented Education). It is available to all staff through an icon on the school's desktops or from any computer using http://bletchleypps.weebly.com/

Types of Gifted and Talented Students:

A *Gifted* student is any student who has the *potential* to demonstrate understanding or ability in the top 10% of their peers. This can be in just one learning area or in multiple areas.

A *Talented* student is *already* demonstrating understanding or ability in the top 10% of their peers in one or multiple learning areas.

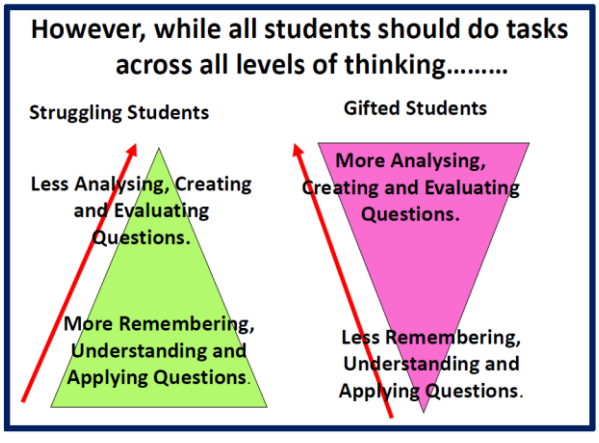
Not all gifted students are successful, teacher pleasers and therefore are not always easily identifiable. Betts and Neihart (2010) have identified *six types of gifted students*. The less recognisable are the twice exceptional student whose disability may masks their abilities, the dropouts/at-risk who can fail academically often due to a lack of interest and the underground who are more interested in their social standing than doing academically well.

Providing the best learning environment for our Gifted and Talented:

Clustering is the current gifted provision offered by the school. By grouping 6-8 students of similar academic strengths in the same class, it has been proven that effective and ongoing differentiation is more likely. As clustering is full time it offers many of the benefits of withdrawal programs and collaborative grouping without the associated expense and timetabling issues.

To effectively differentiate for the Gifted and Talented (TAG) students in a mixed ability classroom a number of strategies can be employed that also meet the needs of all students. Strategies and programs that are open ended, tiered, developed around student's interests, and based on authentic problems are more likely to engage students and ask students to work at the higher end of Blooms Taxonomy.

The full spectrum of Bloom's Taxonomy should *appear at every academic level.* All students, including gifted students, need both mastery and developmental tasks and all students need tasks that require low as well as higher order thinking. At Bletchley Park we use istar to develop our students abilities from concept introduction to the application of deeper learning. We ask all students to be critical, metacognitive thinkers, as well as caring citizens.



Surface vs Deep Learning

80% of 12 year olds can correctly divide 225 by 15.
But only 40% can solve the problem:
If a gardener has 225 bulbs to place equally in 15 flower beds, how many would be in each bed?

Most of the failing pupils did not know which mathematical operation to use. They had procedural knowledge that resulted in surface learning but not deep le

Updated 2016

Competitions:

Competitions offer student's authentic, real life learning opportunities, rigor and deadlines to work to. Teachers will be encouraged to assist their TAG students to become involved in the following opportunities in 2017 and others that may arise.

Bletchley Park debating competition - Numero Competition

National History Challenge - AMC (Australian Math Competition)

Visit http://www.aussieeducator.org.au/resources/competitions.html for a comprehensive range of competitions available to Australian Schools.