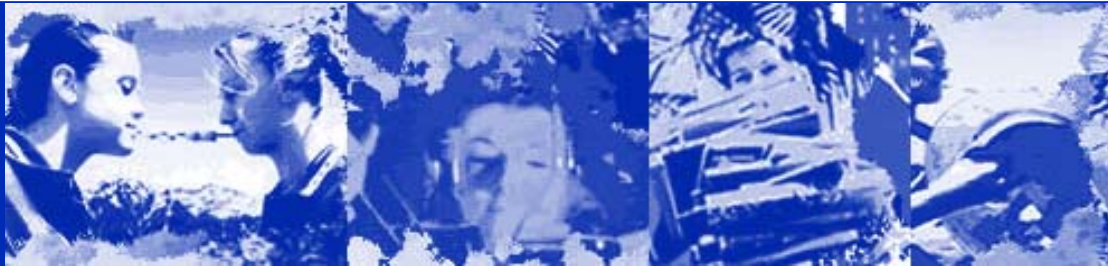


**Queensland**  
**Government**  

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**Education Queensland**

***GIFTED AND  
TALENTED STUDENTS  
ACTION PLAN  
2008-2010***

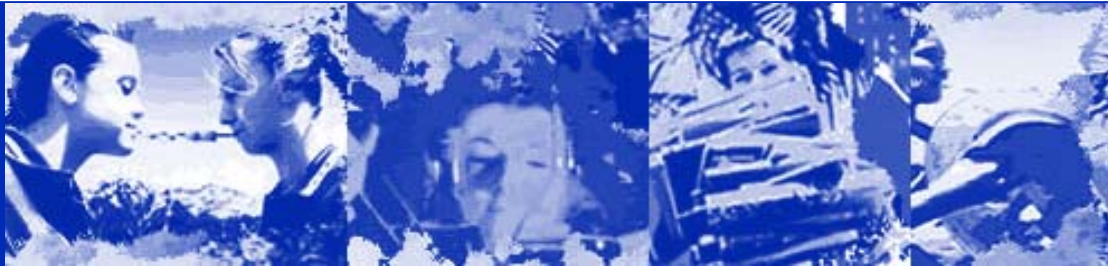


## VISION

Students who are gifted will feel valued and supported in a learning environment which both challenges and inspires them to pursue excellence and possess a passion for lifelong learning.

Our commitment to the education of students who are gifted will be demonstrated by:

- A greater awareness of the prevalence and specific needs of students who are gifted
- The identification of all students who are gifted regardless of their ethnicity, location, (dis)ability, gender or economic status
- Meeting the specific needs of students who are gifted and improving their learning outcomes
- Cooperation and collaboration among teachers, parents, carers, students, education administrators and the community to ensure students who are gifted have opportunities to develop their abilities.

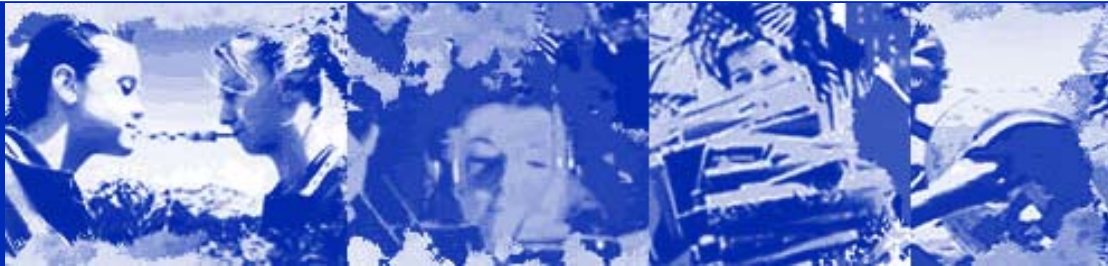


## FRAMEWORK FOR GIFTED EDUCATION

In 2004 the Minister released the *Framework for Gifted Education*. The Framework consists of the *Policy for the Education of Students who are Gifted*, and *Guidelines for Acceleration within the compulsory years of schooling*.

To support regions in their implementation of the Framework, this Action Plan has been developed. The Action Plan has 5 key strategies:

1. **Identification Processes** – to ensure that schools have rigorous and justifiable processes in place to nourish the talents of gifted students.
2. **Collaboration/Partnerships** – to ensure that parents/carers, teachers, principals, Executive Directors Schools and others work together to give gifted students the best opportunities to realise their potential for outstanding achievement.
3. **Leadership** – to ensure that district and school leaders facilitate collaborative processes for stakeholders and provide appropriate resources for teachers in their implementation of programs for gifted students.
4. **Teachers' Knowledge, Development and Skill** – to ensure that teachers are familiar with characteristics of giftedness and are able to plan and apply appropriate programs to nourish the talents of gifted students.
5. **Students** – to ensure that gifted students pursue excellence in their learning.



## IMPLEMENTATION

To support districts and schools in implementing the *Framework for Gifted Education*, implementation targets have been developed for regions which focus on the 5 key strategies of the Action Plan. These have been broken down into a manageable framework that scaffolds the implementation as follows:

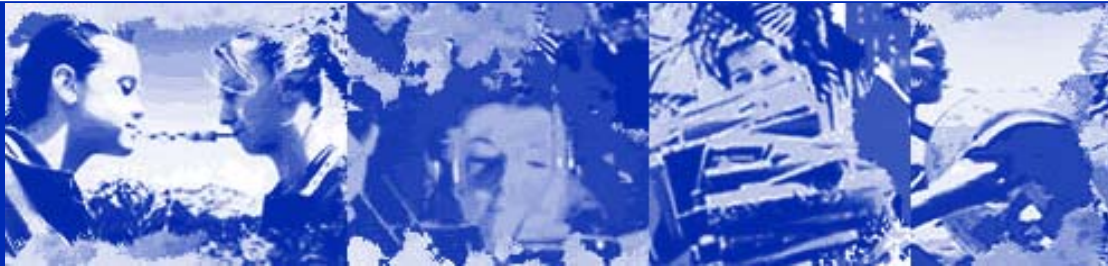
### 1. Identification Processes

***Schools have rigorous and justifiable processes in place to identify gifted students.***

These include a comprehensive combination of techniques including teachers' informed observations and professional judgements, information from parents/carers, the students, a gifted education specialist and/or guidance officer.

Extent to which schools in the region have done this:

Level 1	Level 2	Level 3	Level 4	Level 5
No processes currently in place	Minimal, non-rigorous processes in place	Rigorous processes in place in every school and comparable across school clusters	Rigorous and justifiable processes in place in every school and comparable across districts	Rigorous and justifiable processes in place in every school and comparable across the region



## 2. Collaboration/Partnerships

***Parents/Carers, Teachers, Principals, Executive Directors Schools and others work together to ensure gifted students have the best opportunities to realise their potential for outstanding achievement.***

All groups collaborate to ensure gifted students have stimulating environments, are encouraged to pursue excellence and that the child has appropriate ongoing opportunities.

Extent to which this is occurring in schools and in the region:

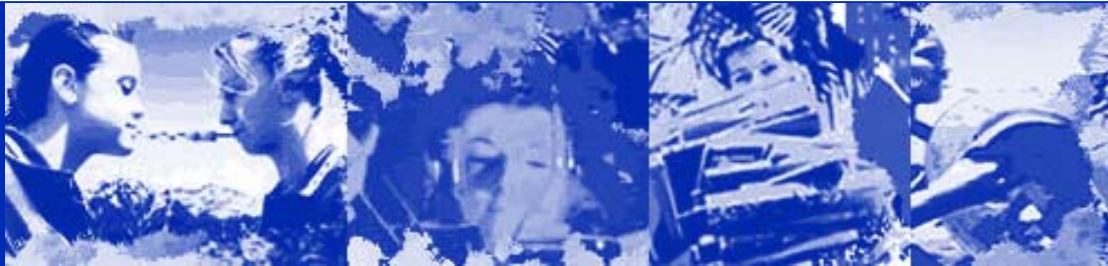
Level 1	Level 2	Level 3	Level 4	Level 5
No collaborative processes between stakeholders	Some collaboration between some stakeholders	Collaboration between most stakeholders	Collaboration between all stakeholders	Maximum collaboration between all stakeholders

## 3. Leadership

***Executive Directors Schools and Principals facilitate and provide appropriate professional development for Teachers, collaborative processes for stakeholders, and district and school planning processes in implementing the Framework for Gifted Education that consider the needs of gifted students (including for 'acceleration' where required) and includes resource sharing and data management***

Extent to which this is occurring in schools and across the region:

Level 1	Level 2	Level 3	Level 4	Level 5
Leaders sometimes consider the needs of gifted students in their planning and strategizing to improve the learning outcomes for all children	Leaders usually consider the needs of gifted students in their planning and strategizing to improve the learning outcomes for all children	Leaders frequently consider the needs of gifted students in their planning and strategizing to improve the learning outcomes for all children	Leaders nearly always consider the needs of gifted students in their planning and strategizing to improve the learning outcomes for all children	Leaders always consider the needs of gifted students in their planning and strategizing to improve the learning outcomes for all children



#### 4. Teacher Knowledge, Development and Skill

***Teachers are familiar with characteristics of giftedness and plan and apply appropriate differentiated programs to ensure gifted students are challenged***

Teachers reflect on their capacity to identify and meet the needs of gifted students and seek and attend professional development where appropriate

Extent to which this is occurring in schools and across the region:

Level 1	Level 2	Level 3	Level 4	Level 5
Teachers rarely differentiate the curriculum to challenge gifted students	Teachers sometimes differentiate the curriculum to challenge gifted students	Teachers often differentiate the curriculum to challenge gifted students	All teachers appropriately differentiate the curriculum most of the time to challenge gifted students	All teachers always appropriately differentiate the curriculum to challenge gifted students

#### 5. Students

***Students are aware of their gifted capabilities and preferred learning styles and pursue excellence, master new knowledges and skills, and actively seek to become independent learners***

Extent to which students do this:

Level 1	Level 2	Level 3	Level 4	Level 5
Students unwilling to identify as 'gifted'	Students have some awareness of their giftedness and actively seek to 'play down' their potential for outstanding achievement	Students are aware of their giftedness and engage at high levels when encouraged to do so	Students are aware of their giftedness and use some opportunities to extend their potential for outstanding achievement	Students are fully aware of their giftedness and actively seek opportunities to realise their potential for outstanding achievement

**Requirement:** That regions implement the *Gifted and Talented Students Action Plan*

**Targets:** according to timeline as indicated

Category	Key Performance Indicators	Strategies (to be completed at regional level)	Timeline (minimum requirement for all schools)			REGIONAL IMPLEMENTATION TARGETS AND KEY PERFORMANCE INDICATORS
			Dec 2008	Dec 2009	Dec 2010	
<b>Identification processes</b>	Schools have rigorous and justifiable processes in place to identify gifted students		Level 3	Level 4	Level 5	
<b>Collaboration /Partnerships</b>	Parents/carers, teachers, principals, Executive Directors Schools and others work together to ensure gifted students have the best opportunities to realise their potential for outstanding achievement		Level 3	Level 4	Level 5	
<b>Leadership</b>	Executive Directors Schools, and Principals facilitate and provide appropriate professional development for teachers, collaborative processes for stakeholders, and district and school planning processes in implementing the Framework for Gifted Education that consider the needs of gifted students (including for 'acceleration' where required) and includes resource sharing and data management*		Level 3	Level 4	Level 5	
<b>Teacher knowledge, development and skill</b>	Teachers are familiar with characteristics of giftedness and know and apply appropriate differentiated programs to ensure gifted students are challenged *		Level 3	Level 4	Level 5	
<b>Students</b>	Students are aware of their gifted capabilities and preferred learning styles and pursue excellence, master new knowledges and skills, and actively seek to become independent learners		NA (addressed at classroom level)			

**\* Schools must ensure that formal twice yearly student reporting requirements are met**