

Curriculum provision to gifted and talented students

The requirements for curriculum provision to [gifted and talented students](#) are specified in the [P-12 curriculum, assessment and reporting framework](#); additional information is provided below.

Defining 'gifted' and 'talented'

The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student's giftedness into talent.

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.¹

Identification

Teachers plan for the fact that students who are gifted or talented in one or more domains are present in every school. These students are identified, using data from a range of sources. The identification process ensures gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, geographical location or gender.

Knowledge of the characteristics of gifted and talented students (described in [Attachment 1](#)) will assist teachers to identify and support these students with appropriate strategies.

Collaborative management of curriculum provision

Schools plan how best to meet the learning needs of all students through the three levels of planning². A collaborative team approach is used in the management of curriculum provision to gifted and talented students to provide consistent and continuous identification processes school-wide. This team oversees the support of student learning and:

- establishes identification and provision processes for gifted and talented students at the school
- monitors these processes
- negotiates and endorses a course of action for each student
- establishes a school-wide process for determining whether an Individual Curriculum Plan (ICP) is appropriate when planning provision for a student already identified as gifted and talented and whose needs are not being met through differentiation and enrichment – refer to Individual Curriculum Plan
- must consider the long term implications of providing students with an ICP. Ongoing alterations to curriculum may affect students' future pathways, as they progress towards a [Queensland Certificate of Education](#).
- ensures the maintenance of ongoing monitoring and comprehensive records are kept in OneSchool.

As appropriate to the school context, this team provides a range of expertise and could include:

- regional support personnel (such as an Assistant Regional Director; Regional Curriculum Manager/Director)
- the principal (or other school administrator)
- a teacher with expertise in gifted and talented education
- teachers who have undergone professional development in gifted and talented education
- the Guidance Officer

¹ Gagné, F. Transforming gifts into talents: The DMGT as a developmental theory. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 60–74). Boston: Allyn & Bacon, 2003. Gagné, F. Building gifts into talents: Brief overview of the DMGT2.0 paper presented at QAGTC lecture April 2008.

² Additional information about three levels of planning, quality summative assessment aligned to the Australian Curriculum achievement standards, and whole school moderation processes is available in the [P-12 curriculum, assessment and reporting framework](#), the supporting document [Assessment and moderation in Prep to Year 10](#) and the [Assessment and Moderation Hub](#).



- Support Teachers (HOSES or Inclusion coach).

In small schools, or in rural/remote areas, the team may include personnel working across a cluster of schools or at regional level.

Curriculum provision

For gifted and talented students, teachers deliver the curriculum at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers. Curriculum provision for gifted and talented students addresses their specific learning needs such as:

- a faster pace
- processing more complex information and use of higher order thinking
- opportunities to engage in learning with students of the same or higher ability
- opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems.

Many gifted and talented students can be catered for through differentiated teaching and learning which responds to the diverse needs of all students in the class. This is recorded in unit planning. However, for those whose needs are not being met through differentiation or enrichment, other options such as an ICP are considered.

ICP for a higher year-level curriculum

For highly gifted students, progression to a higher year-level curriculum may be appropriate – either in one or more learning areas/subjects or for the full curriculum.

Decisions regarding the provision of a higher year-level curriculum and achievement standard, in one or more learning areas/subjects are:

- based on assessment and reporting data that it is appropriate for this student
- made in consultation with parents (and students where appropriate)
- reviewed following a minimum of six weeks trial of the ICP placement (to ensure that the placement matches the needs, interests and abilities of the student).

The provision of a higher year-level is documented in an ICP in OneSchool.

Acceleration to Senior secondary

When considering acceleration to senior secondary for one or more subjects or for full year-level advancement, schools must comply with the [Queensland Curriculum and Assessment Authority's](#) advice and procedures and consider the long term implications of such decisions.

Reporting to parents

Students are assessed and reported against the achievement standard for the year-level curriculum they are taught. Students who have been provided an ICP receive academic reports on their achievement against the achievement standard for the year-level curriculum taught. The year-level curriculum will have been identified in their ICP and previously agreed to by parents. Once the ICP is endorsed, OneSchool functionality automatically populates the comments section of the academic report with a statement indicating the particular year-level curriculum that the student has been provided, for each learning area/subject, for that reporting period.

Documentation

The school maintains ongoing records of all students identified as gifted and talented. Records include:

- identification processes
- curriculum provision
- communication with parents and others across the years of schooling.

These records can be maintained in OneSchool.



Attachment 1

Characteristics of gifted and talented students

Students who are gifted and talented in one or more domains are present in every school and across all groups of learners, including:

- underachievers
- students requiring learning support
- students with disability
- students from non-English speaking backgrounds
- students from culturally diverse backgrounds
- socio-economically disadvantaged students
- geographically isolated students.

It is important for all teachers, principals, guidance officers, as well as parents to be aware of the characteristics of gifted students so that these students are identified and supported with appropriate strategies.

Typical characteristics which may indicate giftedness include:

- Shows superior reasoning powers and marked ability to handle ideas; can generalise readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
- Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humour.³

Note: Not all gifted students will display all of these characteristics, all of the time.

³ <http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>

