

# Action for Students in Brisbane Catholic Education Schools

## Strategies and Indicators of Achievement

This document is designed to support schools in their implementation of strategies in gifted education and the Brisbane Catholic Education Position Statement: Gifted Education. Three key elements are identified below to assist schools in developing a response to catering for learners who are gifted.

**Profiling:** to ensure that schools have rigorous and justifiable identification and tracking processes in place and that information about students' capabilities and performances are documented.

**Partnerships and Networks:** to ensure parents/Carers, Teachers, Principals, Inclusive Education Consultants, Area Supervisors, Guidance Counsellors and others collaborate to provide the best opportunities for outstanding achievement. This incorporates consultation with the students who are gifted to allow them to have input into the means by which they can pursue excellence in their learning. It is reliant on executive endorsement to facilitate collaborative processes.

**Learning Opportunities:** to ensure that teachers are familiar with characteristics of giftedness and that they plan and implement accepted gifted education practices including in-class differentiation for gifted learners and opportunities for acceleration as appropriate. This incorporates provision by school leadership of appropriate resources and professional development for teachers to implement programs for students who are gifted.

The Queensland Association for Gifted and Talented Children<sup>a</sup> (QAGTC) Inc. is a member-funded, volunteer-based organisation dedicated to supporting parents and educators to help gifted children to achieve their potential. In addition to providing members with the *Mindscape* and *Kidscape* magazines, QAGTC provides relevant and timely information and advocacy for advancing the cause of gifted children within communities, education systems and government. Many of the Association members are either teachers of, or have children in, Brisbane Catholic Education Schools.

The *Strategies and Indicators* project was undertaken with the support of Brisbane Catholic Education to help schools determine an appropriate action plan to cater for students who are gifted. In recent years, QAGTC has worked with individual schools and teachers on a needs basis and this document represents a significant move forward in providing adequately for children in Catholic schools who are gifted in a more formal and permanent setting.

In the following document, you will find a set of Indicators and Strategies for each element or area. These provide a checklist and a timely reminder of what gifted education looks like in practice.

QAGTC acknowledges the extensive research in the field, which maintains that at least 10% of the population are gifted. This means that there are over 12 000<sup>b</sup> gifted children enrolled in Queensland Catholic schools. Most are unidentified and not appropriately challenged commensurate with their ability. This project aims to support those teachers who intend to redress this imbalance in Brisbane Catholic Education schools. Parents are also encouraged to use this material to assist their schools' growing awareness of the needs of gifted children.

QAGTC also acknowledges the support of Brisbane Catholic Education and Susan Stevens for their collaboration and support in the development of this document.

a Email: [office@qagtc.org.au](mailto:office@qagtc.org.au) and Website at [www.qagtc.org.au](http://www.qagtc.org.au)

b <http://www.pandf.org.au/data/portal/00000005/content/86082001224029485312.pdf>

**Profiling:** to ensure that schools have rigorous and justifiable identification and tracking processes in place and that information about students' capabilities and performances are documented.

Extent	None	Limited Profiling	Sound Profiling	High Profiling	Exemplary Profiling
<b>Indicators of Effectiveness</b>		Identification criteria largely subjective and uncoordinated with limited use of recommended identification measures	Procedures exist for the identification of students with gifts and talents in the school. Multiple criteria based on subjective and objective measures are available to assist in the identification. Provision is recognised as a key to profiling and continuous identification.	Justifiable processes are in place. A comprehensive and flexible whole school approach that uses multiple criteria for the ongoing profiling and identification of students with gifts and talents is reflected in successful classroom practices. An active database exists that tracks students' performances from entry.	Rigorous processes are in place and are regularly evaluated. Gifted students report that the school has been effective in helping them to develop their gifts in a variety of ways. School data provides evidence of ongoing exceptional learning in a variety of areas for identified students.
<b>Data sets to inform the rating</b>	<p><i>Schools functioning at this level typically have <b>limited or no evidence</b> of</i></p> <ul style="list-style-type: none"> <li>School-based policy/plan outlining curriculum modification or support strategies for individual gifted children.</li> <li>Professional development about gifted education strategies.</li> <li>Designated gifted education contact person.</li> <li>Resources allocated for identifying and the provision appropriate for gifted students.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>School leaders and teachers who consider some students to be gifted but there is little consistency in profiling and identification procedure.</li> <li>Designated gifted education contact person.</li> <li>School committee responsible for planning gifted education strategies.</li> <li>School leaders and teachers who may regard identifying gifted students as important to maximise student learning and student contribution to the school.</li> <li>Staff with inconsistent understanding of nature and degrees of giftedness (3).</li> <li>No identification of specific areas of giftedness (4).</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>A documented school-based plan and vision for gifted education which is reviewed regularly.</li> <li>School leaders and teachers who recognise the need for further training in gifted education and for consistent identification procedures.</li> <li>Designated gifted and talented education contact teacher (or coordinator) with timetable allocation.</li> <li>Documented evidence of student profiling of capabilities across a range of curriculum areas.</li> <li>Effective use of school data analysis to plan for progression in learning*</li> <li>Students who reflect on their own skill development and are involved in the design of their own challenges*</li> <li>Administering of ability tests (6) to some groups or application of nomination procedures and above-level achievement testing to identify students at key year levels.</li> <li>Parent input on students' giftedness and talents.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>School leaders and teachers who collaborate with education consultant (inclusive education) and other relevant experts to develop and share consistent identification procedures and records within their student profiling activities.</li> <li>The plan includes input from the whole school community and is regularly refreshed in the light of research and innovative national and international practice*.</li> <li>A school culture of support and recognition of the needs of gifted and talented students at all ages and stages of schooling.</li> <li>Classroom practice consistently requires students to reflect on and plan the direction of their own learning.</li> <li>Defensible ability assessment for all students at appropriate educational stages including identification of possible twice exceptional, underachievers and highly gifted students. (12)</li> <li>Policy planning that details identification strategies.</li> <li>Trained gifted education specialist with budget and timetable allocations appointed to staff.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>School leaders, teachers and the school community collaborate to develop and evaluate identification procedures taking account of all aspects of students' profiles.</li> <li>Administering of group ability assessment to students at each year level.</li> <li>Adjustment of assessment to take account of cultural differences, learning difficulties, and learning styles.</li> <li>Individual students consistently involved in a dialogue reflecting goals and celebrating student learning and achievements*</li> <li>Consistent use of assessment data to ensure challenge and sustained progression in individuals learning *</li> </ul> <p>Documentation, implementation and evaluation of agreed procedures for further individual psychometric testing (12) for students with asynchronous profiles to identify underachievers and highly gifted students.</p>

<p><b>Strategies to assist progression to next level</b></p>	<p>Teachers use nomination checklists <b>(1)</b> to identify gifted students.</p> <ul style="list-style-type: none"> <li>•Student profiles are constructed and documented.</li> <li>•Principals allocate some resources to identification process. <b>(2)</b> including a documented school-based plan and vision for gifted education based on BCE position statement</li> <li>•Parents report identification of giftedness from outside of school environment.</li> <li>•Teachers discuss the concept of giftedness within professional interactions as a reality rather than a perception.</li> </ul>	<ul style="list-style-type: none"> <li>•Principals and other school leaders work with counsellors and parents to provide structures that support ongoing profiling and identification procedures for gifted students.</li> <li>•School policy establishes consistent transition reporting <b>(5)</b> to teachers in each new year level with particular attention given to new admissions*.</li> <li>•Schools construct student profiles to include some indicators of giftedness.</li> <li>•Guidance counsellors assess for giftedness at times.</li> <li>•Principals, other school leaders and teachers seek additional assessment testing to clarify the needs of gifted students.</li> <li>•Students display their giftedness within focused pretesting activities to alert teachers to their prior and their need for further challenges.</li> <li>•Students and teachers can demonstrate that mental age, not chronological age, determines educational appropriateness of provision.<b>(19)</b></li> <li>•Gifted education contact develops expertise through professional development and experience.</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers use recognised observation checklists and valid assessment instruments for identifying gifted students and including student and e parent input. <b>(7)</b></li> <li>•Teachers consistently collect data to support observation checklists for identifying gifted students. <b>(8)</b></li> <li>•Principals and other school leaders confer with the Consultant (Inclusive Education) to assist with gathering consistent, reliable, valid data and provision for identified gifted students.</li> <li>•Gifted education coordinator specialist teacher ensures assessment testing procedures are rigorously applied and information is accessible to teachers and other appropriate audience.</li> <li>•All teachers of gifted students in next year level and next school are informed of profiles of students who are gifted in transition meetings.</li> <li>•School maintains a database of gifted students that includes multiple sources of information concerning identification and support and provision. <b>(9)</b></li> <li>•Guidance Counsellors are supported through further specific professional development in gifted education and counselling of students who are gifted</li> </ul>	<ul style="list-style-type: none"> <li>•Coordinator develops and documents standardised approach to the identification and profiling of students who are gifted across the school</li> <li>•Principals and school leaders work together to consistently gather and record reliable data regarding identification of gifted students.</li> <li>•Schools have comparable administration procedures, timelines for testing, and marking and recording systems.</li> <li>•Parent student and peer nominations are always embedded in procedures. <b>(10)</b></li> <li>•Gifted education coordinator specialist teacher monitors and reports on rigorous application of identification procedures and can provide data to education consultant, (inclusive education).</li> <li>•Data are aggregated each year.</li> <li>•School counsellors plan with coordinator /specialist teacher to ensure assessment procedures are rigorously applied and information is maintained and reported.</li> <li>•Guidance counsellors monitor progress with coordinator and consult with gifted students on issues related to their giftedness. <b>(11)</b></li> <li>•School leaders ensure that all identification and transition procedures are valid, reliable and consistently applied.</li> </ul> <p>Transfer data concerning gifted and talented students are used to inform planning of teaching and learning at subject and individual level, to ensure progression according to ability and performance rather than age or phase.*</p>	
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**Partnerships and Networks:** to ensure parents/Carers, Teachers, Principals, Inclusive Education Consultants, Area Supervisors, Guidance Counsellors and others collaborate to provide the best opportunities for outstanding achievement. This incorporates consultation with the students who are gifted to allow them to have input into the means by which they can pursue excellence in their learning. It is reliant on executive endorsement to facilitate collaborative processes.

Extent	None	Some Collaboration	Mostly Collaborate	Always Collaborate	Maximise Collaboration
<b>Indicators Of Effectiveness</b>		Few opportunities exist for developing programs to meet the needs of gifted learners. There is a lack of partnerships and networks to support such students	Processes for developing community and learning partnerships are evident to some extent. Partnerships and networks are developed for short term programs.	Strong school and community partnerships and networks are established and nurtured to provide and enhance innovative and flexible programs for students with specific gifts and talents.	There is a coherent strategy for networking with other schools and local organisations, which extends and enriches provision. There is strong emphasis on collaborative and innovative working with other schools, which impacts on quality of provision locally, regionally and nationally. Professional development is informed by research and collaboration within and beyond the school*
<b>Data Sets to inform the level</b>	<p><i>Schools functioning at this level typically have limited or no evidence of:</i></p> <ul style="list-style-type: none"> <li>•Planning by school staff for collaboration about educating gifted students.</li> <li>•Cluster committees (supported by Area Supervisor) to allow sharing of information about gifted students in schools.</li> <li>•Sharing of information across cluster about different possibilities for gifted students.</li> <li>•Teachers who share strategies for gifted education with others in their school.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>•Parents, teachers and school leaders who value the sharing of information about individual gifted students and their issues.</li> <li>•School staff in support of the establishment of collaborative committees for gifted education that reflect the BCE Gifted Education Position statement.</li> <li>•Teachers and school leaders who share information about available outside challenge programs on occasion.</li> <li>•parents/carers informed about its policy on gifted and talented education and developments in provision. Parents/carers contribute to identification processes.*</li> <li>•A shared understanding across the school of the importance of learning beyond the classroom where participation is recorded.*</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>•School counsellors, coordinators and school leaders who assist parents and teachers to resolve issues with gifted students.</li> <li>•School-based committees for gifted education that meet and are supported by regular membership and informed decision makers.</li> <li>•Some schools collaborating to ensure their gifted students are able to access extension programs <b>(14)</b>.</li> <li>•Teachers who establish regular access to mentors for some gifted students.</li> <li>•Leaders who actively support collaboration that increases knowledge and resources.</li> <li>•Leaders who support strategies to challenge those students who are gifted, regardless of chronological age but relevant to level of giftedness.<b>(3)</b></li> <li>•The views of parents and students are used to inform gifted and talented education.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>•Parents, teachers and principals who actively encourage, support and value new ideas, programs and advocacy for gifted students.</li> <li>School leaders who ensure that school policies include clear role statements for gifted education coordinators.</li> <li>•Parents, teachers and school leaders, work together to provide, extension and acceleration opportunities for gifted students.</li> <li>•Teachers who identify and share information about underachieving gifted students including those with learning difficulties.</li> <li>•School leaders and teachers who support early intervention for gifted underachievers.</li> <li>•Leaders who actively support resource and information sharing to facilitate program adjustments for gifted students including qualified gifted education staffing and timetable allocations.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>•Established processes to allow parents, teachers, school leaders, guidance counsellors and gifted education specialist staff to share information on programs and opportunities for gifted students.</li> <li>•All relevant educators acknowledging that gifted committees and specialists are integral to inclusive and whole-school effectiveness.</li> <li>•School leaders who provide support for appointment of qualified gifted education specialists.</li> <li>•Case managers who coordinate processes for planning and implementing appropriate forms of acceleration.</li> <li>Impact is regularly reviewed for best value to students*</li> <li>•Innovative models of learning including experts as mentors are developed in collaboration with schools locally, nationally and internationally, and these contribute to student achievement and well-being.*</li> </ul>

		<ul style="list-style-type: none"> <li>•An induction programme for new staff which addresses issues about gifted and talented education, both at whole-school and specific subject/grade level*</li> </ul>	<p>Effective liaison contributes to improvement in achievement and well-being.</p> <p>There are strategies to engage and support hard-to-reach parents/carers*</p>	<p>Allocated resources include school-based and collaborative/externally available resources. These have a significant and measurable impact on pupils' achievement and well-being, including the progress they make and their attitudes to learning.*</p>	<ul style="list-style-type: none"> <li>•Principals and school leaders work together to consistently gather and record reliable data regarding strategies to support the capacity of the school to meet its obligations to gifted students.</li> </ul>
<p><b>Strategies to assist progression to next level</b></p>	<p>Some teachers provide gifted students with opportunities that broaden their differentiated program.</p> <ul style="list-style-type: none"> <li>•Teachers contact mentors where appropriate and organise access to academic and other experts for some gifted students.(13)</li> <li>•Principals forward information to their teachers about opportunities for gifted students.</li> <li>•Schools welcome the establishment of gifted education committee and/or parent support group and nominate a school contact person.</li> <li>•Principals ensure that all staff are in-serviced on gifted education and that key staff are provided opportunities for advanced PD.</li> </ul>	<p>Some teachers and parents work together to structure additional opportunities for gifted and talented students.</p> <ul style="list-style-type: none"> <li>•Teachers seek support and advice from school and inclusive education consultants on programming and access expert help to prevent ceiling-effect achievement.</li> <li>•Principals consistently support teachers in differentiation and program modification with resource and time allocation and specialist advice if available.</li> <li>•School leaders contact teachers and parents of gifted students and maintain their support by funding teacher planning, seeking mentors and experts.</li> <li>•Gifted education committee and parent support group are well supported and seek research bases for their action.</li> <li>•Gifted and talented coordinators set up cluster-based acceleration programs.</li> <li>•The school evaluates with students, impact on student achievement and wellbeing*</li> </ul>	<p>All teachers, students and parents work together to structure opportunities for gifted and talented students.</p> <ul style="list-style-type: none"> <li>•Gifted education committees actively plan acceleration across year levels, subjects and campuses and document and review student progress.</li> <li>•Teachers share differentiation plans and program modifications that are evidence-based and defensible.</li> <li>• Consultants (Inclusive Education) and school leaders ensure all teachers and parents of gifted students collaborate to access challenging learning opportunities.</li> <li>•Consultants (Inclusive Education, Curriculum), school leaders, coordinators, Guidance Counsellors, contact experts and mentors and maintain a critical friend role.</li> <li>•Gifted education coordinators track across-campus acceleration and document individual education plans for profiled gifted students.</li> </ul>	<p>All teachers, parents and gifted students are provided with access to collaboration with mentors to develop students' learning.</p> <ul style="list-style-type: none"> <li>•School leaders and gifted education specialists provide time release with extra resource support to celebrate differentiation and program modification across years, levels and clusters.</li> <li>•School leaders ensure that all teachers differentiate and have program modifications that are rigorous and effective.</li> <li>•Consultants (Inclusive Education) and school leaders establish procedures and structures to foster collaboration (15).</li> <li>•Consultants (Inclusive Education) and school leaders set up supportive structures for all gifted students and teachers to access high-level programs.</li> <li>•Gifted education coordinators regularly update individual education plans for gifted students and manage them effectively.</li> <li>•Schools are linked to community-based organisations such as the state gifted association and assume an advocacy role for their gifted students.</li> <li>•Curriculum leaders and specialist gifted education teachers join with tertiary leaders to implement accelerated programs for gifted students.</li> </ul>	



**Learning Opportunities:** to ensure that teachers are familiar with characteristics of giftedness and that they plan and implement accepted gifted education practices including in-class differentiation for gifted learners and opportunities for acceleration as appropriate. This incorporates provision by school leadership of appropriate resources and professional development for teachers to implement programs for students who are gifted.

Extent	Rarely Differentiate	Sometimes Differentiate to Challenge	Often Differentiate to Challenge	Mostly Differentiate to Challenge	Always Differentiate to Challenge
<b>Indicators of Effectiveness</b>		There is some acknowledgment of the needs of students who are gifted and talented but little in documented programs and processes is in place. There is no coherent or consistent approach evident. Although some identification of students may occur in the school, the process is neither systemic nor sufficiently monitored by school leaders.	School leaders have evidence of tracking and monitoring of students who are gifted and talented. There are documented resources and case reports of effective strategies being implemented. Gifted students report that the school has provided assistance to them to develop their gifts.	A comprehensive, flexible whole-school approach is reflected in successful classroom practices. Identified students are well tracked and monitored. Student progress and programs are regularly evaluated using evidence based teaching strategies. Gifted students report that the school has been effective in helping them to develop their gifts in a variety of ways.	School leaders ensure opportunities for acceleration and enrichment are available as appropriate. Lessons consistently challenge and inspire students, incorporating the breadth, depth and pace required to support exceptional rates of progress. Students routinely work creatively, independently and self-reliantly.*The curriculum is highly tailored to meet the individual needs of students who are gifted and talented * The school consistently places equal emphasis on high achievement and emotional well-being.*
<b>Data Sets to inform the level</b>	<ul style="list-style-type: none"> <li>•Schools functioning at this level typically have <b>limited or no</b> evidence of: <ul style="list-style-type: none"> <li>• A vision for implementing gifted education practices across the school aligned with BCE position statement on gifted Education</li> </ul> </li> </ul> <p>Teachers whose usual practice is differentiation based on ability (whole-class teaching is evident usually requiring all students to do the same work).</p> <ul style="list-style-type: none"> <li>•Teachers who account for giftedness within the reporting system.</li> <li>•Teachers who pre-test, curriculum compact or subject accelerate.</li> <li>•Teachers who negotiate topics or provide higher order thinking challenges.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>•Teachers who sometimes recognise the need for students who have already mastered concepts to have more challenging different work available for them.</li> <li>•Teachers who recognise that students have different learning rates.</li> <li>•School leaders who sometimes encourage teachers to initiate learning about giftedness.</li> <li>•Attendees of school meetings report on curriculum differentiation as a regular agenda item.</li> <li>•Teachers sometimes provide gifted students with more complex work after completion of core class work, usually as extension 'challenge' problems.</li> <li>•Gifted and talented contact person nominated.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>•Teachers who usually acknowledge that students who have already mastered concepts may be are gifted.</li> <li>• Teachers who sometimes pre-test as a planning prerequisite and produce differentiated or compacted curricular approaches.</li> <li>• Teachers who sometimes attend gifted conferences and gifted education training days with budget and time support of school principal.</li> <li>•Teachers who share progress and strategies at gifted education and other school meetings.</li> <li>•Teachers in each year level who sometimes plan and implement differentiation in each subject area.</li> <li>•Teachers who are aware that principles of differentiation can benefit gifted students in all classrooms.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>•Teachers who pre-test, curriculum compact and subject accelerate.</li> <li>•Teachers who consistently recognise that gifted students have already mastered concepts and require greater depth and complexity to maintain their interest in learning.</li> <li>•Teachers who enable students to work beyond their age and/or phase, and across subjects or topics, according to their aptitudes and interests.</li> <li>•Teachers who apply many forms of differentiation and compaction (<b>20</b>) with an appropriate balance of whole-class, group and individual activities to engage students.*</li> <li>•Guidelines and support for acceleration where appropriate are adopted.</li> <li>•Trained gifted education specialist teacher who is supported by Principal and school leaders and valued and accessed by staff.</li> <li>• Staff members who can present their</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>•All school staff having thorough knowledge of characteristics of gifted students, identification procedures and curriculum differentiation strategies across subject areas.</li> <li>•All teachers documenting plans for gifted students demonstrating greater depth and complexity in learning within content, process and product.</li> <li>•All teachers differentiating curriculum and encouraging gifted students to make connections across learning areas while challenging students' thinking with demands for flexibility and creativity.</li> <li>•Knowledge of what all schools in the cluster create as opportunities for all forms of differentiation</li> <li>•The innovative use of new technologies makes a marked contribution to the progress and motivation of students who are gifted and talented *</li> <li>•Teachers who report to parents on their differentiation strategies.</li> </ul> <p>Programs that are differentiated according to levels of giftedness to ensure excellent performance for all gifted</p>

	<ul style="list-style-type: none"> <li>•Teachers who attend gifted education training, conferences or undertake postgraduate studies in gifted education.</li> </ul> <p>Principals/School leaders who support needs of gifted students</p> <p>Budget allocation</p> <p>Leaders who encourage professional development on gifted learners needs.</p>	<ul style="list-style-type: none"> <li>•Opportunities exist to extend learning through new technologies*</li> <li>•Teachers and school leaders who are aware to some extent of students' strengths but consider 'extra' work within the school program to be sufficient extension.</li> <li>•The Principal actively champions provision for gifted and talented pupils*.</li> </ul>	<ul style="list-style-type: none"> <li>•New technologies are used across the curriculum to provide targeted support and extension for gifted and talented students.</li> <li>•Teachers who provide gifted students with alternative tasks while other students complete core curricula.</li> <li>•Teachers who sometimes report on differentiation.</li> <li>•Gifted and talented coordinator and/or other teachers have produced resources that guide effective practices for gifted students.</li> </ul>	<p>differentiated programs at gifted education forums with resource support by school leaders.</p> <ul style="list-style-type: none"> <li>•Gifted education staff meet with Consultants (Inclusive Education and Curriculum) to plan and share information.</li> <li>•All teachers responsible for gifted and talented education, and evaluation of its impact is shared at all levels in the school. *</li> </ul>	<p>students</p> <ul style="list-style-type: none"> <li>•Principals and school leaders work together to consistently gather and record reliable data regarding the performance of gifted students</li> </ul>
<p><b>Strategies to assist progression to next level</b></p>	<ul style="list-style-type: none"> <li>• School leaders develop a vision aligned with BCE position statement on gifted education</li> <li>• Gifted and talented contact person informs others about the necessity to identify and extend gifted students.</li> <li>• Teachers access gifted education professional development to raise awareness and teacher knowledge.</li> <li>• Teachers plan some pre-testing to ascertain achievement levels.</li> <li>• Teachers plan for aspects of differentiation or compaction. <b>(16)</b></li> <li>• Students and teachers reject more-of-the-same curricular provisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers pre-test units of work to ascertain achievement levels.</li> <li>• Teachers document planning which demonstrates structured differentiation. <b>(17)</b></li> <li>• Knowledgeable teachers often provide educational experiences such as independent projects and advanced reading materials for gifted students. <b>(18)</b></li> <li>• Gifted education coordinators provide professional development on curriculum differentiation.</li> <li>• School leaders provide resources and allocate funding for attendance at conferences and seminars.</li> <li>• Gifted education coordinators and specialists plan for differentiation prior to program implementation.</li> <li>• Teachers report on adjustments made and types of differentiation employed in subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers pre-test as part of programming making adjustments continually to individual gifted students' programs catering for interests, learning styles and rates.</li> <li>•Teachers' planning and assessment documents support structured differentiation that increases motivation for gifted students. <b>(19)</b></li> <li>•Teachers provide meaningful projects with complex issues, problems and themes as part of ongoing provision for gifted students.</li> <li>•Gifted education specialists assist teachers to monitor appropriate year-level differentiation is provided and suitable alternative topics within subject areas.</li> <li>•Students receive specialised counselling about their abilities and areas of strength to increase their self-awareness and aid their social and emotional development</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers pretest intensively as an established procedure within all programs and fine tune individual gifted students' programs to challenge and extend accordingly.</li> <li>•All teachers construct planning and assessment documents that demonstrate structured differentiation.</li> <li>•School leaders provide reporting accountability structures for school differentiation.</li> <li>•School leaders report on levels of commitment to professional development for gifted education at cluster meetings.</li> <li>•School leaders adopt policies and guidelines that enable a range of strategies including acceleration to be adopted.</li> <li>•Teachers report to parents on levels of differentiation for individual gifted students at each year level using appropriate models of differentiation within subject areas. <b>(21)</b></li> </ul>	

**Footnotes for, Profiling** (1) Sayler's checklists, rating scales, UNSW Geric resources, Harslett rating scale for indigenous students, (See 5) (2) Resources include professional development for teachers about identification and characteristics of the gifted, budget allocation to purchase and administer ability tests. (3) Degrees of giftedness: mild, moderate, high, and profound. (4) Areas of giftedness include intellectual (e.g., reasoning, problem finding and solving), specific academic fields (e.g., sciences, languages, performing arts), creativity (together with high order critical faculties), leadership (and entrepreneurship) and sensorimotor (perception and athleticism). (5) For example combined teachers' meetings to discuss gifted students' profiles. (6) Group ability tests include Olsat 8, Raven's SPM, Nfer Verbal and NonVerbal, Coolabah, AGAT, Wii Gaay, tests, rating scales. (7) Sayler's Checklists; such as *Things my young child has done*. (8) Including underachievers, gifted students with learning difficulties and those from other cultures including indigenous students. (9) Database includes guidance officer gifted assessment, psychometric assessment, psychologists' reports, parent, teacher and peer nominations and observations, above level achievement testing. (10) To identify underachievers and profoundly gifted. (11) For example Dabrowski's over-excitabilities, emotional sensitivity. Need to add Betts and Niehart profile of the gifted as a resource for whole child profiling? (12) WISC IV, WPPSI (for younger students), Stanford-Binet- SBLM and SB5.

### **Footnotes for Partnerships and Networks:**

(13) Gifted students require mentors in specific fields such as academic areas and to support socio-emotional needs or career goals. (14) Extension programs include online, across year levels, withdrawal group and individual competitions, challenges, programs and experiences. (15) Across clusters, other educational agencies (such as tertiary institutions) and business and industry.

**Footnotes for Learning Opportunities** (16) Incorporating learning rates and styles, student interests, inductive and deductive reasoning, Socratic teaching and reasoning strategies. (17) Use of differentiation models such as Williams, Maker and Kaplan; creative problem solving, SCAMPER, Futures wheels, graphic organisers, relevance tree strategies. (18) Includes analysing perspectives, error analysis, abstracting, investigation and decision-making matrices. (19) Includes year level and subject acceleration, curriculum compaction, telescoping, structured and complex negotiated curriculum, independent learning for real purposes and real audiences, consultation with intellectual peers, and assessment adjustments. (20) Including acceleration, cluster and ability grouping Structured independent learning with real-life purposes, real audiences and rigorous critical and creative thinking processes. (21) Including experimental-inquiry problem solving, inventive products and purposeful performance-based tasks.

**Footnote\*( IQS) UK** Institutional Quality Standards in Gifted and talented education revised 2010