

# Action for Gifted Students in Queensland Schools: Strategies and Indicators of Achievement

In 2004 Education Queensland published the Framework for Gifted Education consisting of the Policy for the Education of Students who are Gifted, and the Guidelines for Acceleration (revised 2008).

This framework is the third major policy release for gifted education\* in Queensland, and was followed by publication of the Action Plan 2008-2010 designed to support regions and schools in their implementation of the Framework.

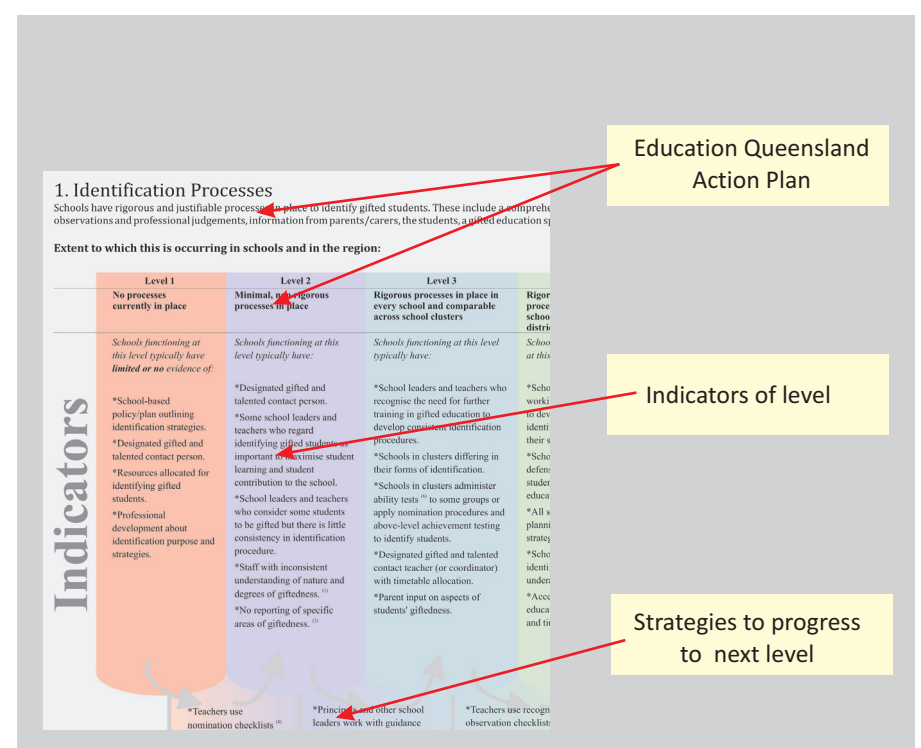
The Action Plan has five key strategic areas:

- **Identification Processes** - to ensure that schools have rigorous and justifiable processes in place
- **Collaboration/Partnerships** - to ensure that parents/carers, teachers, and educational leaders work together to provide the best opportunities for realisation of gifted students' potential for outstanding achievement
- **Leadership** - to ensure that leaders facilitate collaborative processes and provide appropriate resources for teachers to implement programs for gifted students
- **Teachers' Knowledge, Development and Skill** - to ensure that teachers are familiar with characteristics of giftedness and are able to plan and implement gifted education
- **Students** - to ensure that gifted students pursue excellence in their learning

The Queensland Association for Gifted and Talented Children# (QAGTC) Inc. Strategies and Indicators project was undertaken through a grant from Education Queensland to help schools determine their level of achievement for each of the five strategic areas in the Action Plan. The headings of the Action Plan have been preserved in the following document which presents a set of Indicators and Strategies for each area. These provide a checklist and a timely reminder of what best-practice gifted education looks like in action.

To read this document please note:

Below each EQ Action Plan Level of each area, a set of Indicators of achievement of the Level are provided. Below the indicators and to the right in each instance, a set of Strategies provides guidance for moving from one Level to the next. For example, the Strategies for moving from Level One to Level Two are positioned below and mid-way between Levels One and Two. Similarly all Strategies are located below and mid-way between the Level that has been achieved and the Level to be achieved through their application.



## The Queensland Association for Gifted and talented Children Inc.

QAGTC is an association of parents, teachers and other professionals interested in gifted education and concerned for the welfare of gifted children. It brings together expertise and experience to advocate for the needs of gifted children by providing relevant, timely information to the community, education systems and government.

QAGTC acknowledges the incidence of giftedness in the population as ~10% which means that there are approximately 100 000 gifted students enrolled in Queensland schools. Most are unidentified and not extended in the use of their ability. This project aims to support those professional educators who intend to redress this imbalance in Queensland. Parents are also encouraged to use this material to assist their schools' growing awareness of the needs of gifted children.

This publication presents QAGTC's recommendations on how all areas of the Action Plan can be achieved. While QAGTC appreciates that the indicators and strategies delineate a set of optimal conditions, the association maintains that each gifted student has the right to access:

- gifted education programs based on empirical evidence-based research,
- teachers trained in gifted education, and
- assessment and reporting procedures that identify gifted students regardless of background or circumstance.

\* Department of Education. (1985). *The education of the gifted in Queensland state schools*. Brisbane, Qld: Department of Education.

\* Department of Education. (1993). *Policy statement: The education of gifted students in Queensland schools*. Brisbane, Qld: Department of Education.

# 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 this is occurring in schools and in the region:**

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>EQ Action Plan</b>	<b>No processes currently in place</b>	<b>Minimal, non rigorous processes in place</b>	<b>Rigorous processes in place in every school and comparable across school clusters</b>	<b>Rigorous and justifiable processes in place in every school and comparable across districts.</b>	<b>Rigorous and justifiable processes in place in every school and comparable across the region.</b>
<b>Indicators</b>	<i>Schools functioning at this level typically have limited or no evidence of:</i>	<i>Schools functioning at this level typically have:</i>	<i>Schools functioning at this level typically have:</i>	<i>Schools and districts functioning at this level typically have:</i>	<i>Schools and regions functioning at this level typically have:</i>
	<ul style="list-style-type: none"> <li>*School-based policy/plan outlining identification strategies.</li> <li>*Designated gifted and talented contact person.</li> <li>*Resources allocated for identifying gifted students.</li> <li>*Professional development about identification purpose and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>*Designated gifted and talented contact person.</li> <li>*Some school leaders and teachers who regard identifying gifted students as important to maximise student learning and student contribution to the school.</li> <li>*School leaders and teachers who consider some students to be gifted but there is little consistency in identification procedure.</li> <li>*Staff with inconsistent understanding of nature and degrees of giftedness. <sup>(1)</sup></li> <li>*No reporting of specific areas of giftedness. <sup>(2)</sup></li> </ul>	<ul style="list-style-type: none"> <li>*School leaders and teachers who recognise the need for further training in gifted education to develop consistent identification procedures.</li> <li>*Schools in clusters differing in their forms of identification.</li> <li>*Schools in clusters administer ability tests <sup>(6)</sup> to some groups or apply nomination procedures and above-level achievement testing to identify students.</li> <li>*Designated gifted and talented contact teacher (or coordinator) with timetable allocation.</li> <li>*Parent input on aspects of students' giftedness.</li> </ul>	<ul style="list-style-type: none"> <li>*School leaders and teachers working together across clusters to develop and share consistent identification procedures within their student profiling activities.</li> <li>*Schools administering defensible ability testing to all students at appropriate educational stages.</li> <li>*All schools demonstrating policy planning that details identification strategies.</li> <li>*Schools addressing identification of gifted underachievers.</li> <li>*Access to trained gifted education specialist with budget and timetable allocation.</li> </ul>	<ul style="list-style-type: none"> <li>*School leaders and teachers working together across district/region to develop consistent identification procedures taking account of all aspects of students' profiles.</li> <li>*Schools in each cluster, district and region administering comparable group ability testing to students at designated year levels.</li> <li>*Schools testing to take account of cultural differences, learning difficulties, and learning styles.</li> <li>*All schools in the region documenting and implementing agreed procedures for further individual psychometric testing <sup>(11)</sup> for students with asynchronous profiles to identify underachievers and highly gifted students.</li> </ul>
<b>Strategies to assist progression to next level</b>	<ul style="list-style-type: none"> <li>*Teachers use nomination checklists <sup>(4)</sup> to identify gifted students.</li> <li>Student ability profiles are constructed and documented.</li> <li>*Principals allocate some resources to identification process. <sup>(5)</sup></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 guidance counsellors and parents to provide structures that support ongoing identification procedures for gifted students.</li> <li>*School policy establishes consistent transition reporting <sup>(8)</sup> to teachers in each new year level.</li> <li>*Schools construct student profiles to include some indicators of giftedness.</li> <li>*Schools conduct staff survey of attitudes to, and knowledge about gifted education.</li> <li>*Guidance counsellors test for giftedness when requested.</li> <li>*Principals, other school leaders and teachers seek additional testing to clarify the needs of gifted students.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers use recognised observation checklists for identifying gifted students and include parent input. <sup>(7)</sup></li> <li>*Teachers consistently collect data to support observation checklists for identifying gifted students <sup>(9)</sup></li> <li>*Principals and other school leaders across the cluster compare reliable and valid data on identified gifted students.</li> <li>*Gifted education specialist teacher ensures testing procedures are rigorously applied and information is accessible.</li> <li>*All teachers of gifted students in next year level and school are informed of gifted profiles.</li> <li>*Gifted education specialist provides input to database to include multiple sources of information on gifted students. <sup>(10)</sup></li> <li>*School administrators ensure regular updates to One School profiles.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers in all schools in districts collect additional data to support observation checklists for identification of gifted students.</li> <li>*Principals and school leaders across districts and regions work together to gather reliable and valid data on identification of gifted students.</li> <li>*All schools have comparable administration procedures, timelines for testing, and marking and recording systems.</li> <li>*Parent and peer nominations are always embedded in procedures. <sup>(12)</sup></li> <li>*Gifted education specialist teacher monitors and reports on rigorous application of identification procedures and provides data to regional level.</li> <li>*Gifted student data are aggregated at regional level each year.</li> <li>*Guidance counsellors or Gifted Education Mentors regularly work with gifted students on issues related to their giftedness. <sup>(13)</sup></li> </ul>	

## Footnotes

(1) Degrees of giftedness: mild, moderate, high, and profound. (2) 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). (3) Database includes psychologists' reports, parent, teacher and peer nominations and observations. (4) Saylor's checklists, rating scales, UNSW Geric resources. (See 5) (5) Resources include professional development for teachers about identification and characteristics of the gifted, budget allocation to purchase and administer ability tests. (6) Group ability tests include Olsat 8, Raven's SPM SPM+ CPM APM, Nfer Verbal and NonVerbal, Coolabah, Wii Gaay, tests, rating scales or similar valid and reliable assessments. (7) Saylor's Things my young child has done. (8) For example combined teachers' meetings to discuss gifted students' profiles. (9) Including underachievers, gifted students with learning difficulties those from other cultures. (10) Include ability tests, discussions with parents, gifted nomination forms, above level achievement testing, class teacher checklists, guidance officer gifted assessment, psychometric assessment, per nominations. (11) WISC IV, WPPSI (for younger students), Stanford-Binet- SBLM and SB5. (12) To identify underachievers (eg: Whitmore's Checklist) and profoundly gifted. (13) For example Dabrowski's overexcitabilities, emotional sensitivity.

## 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 gifted 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
<b>EQ Action Plan</b>	<b>No collaborative processes between stakeholders</b>	<b>Some collaboration between some stakeholders</b>	<b>Collaboration between most stakeholders</b>	<b>Collaboration between all stakeholders</b>	<b>Maximum collaboration between all stakeholders</b>
<b>Indicators</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 and district staff for collaboration about educating gifted students.</li> <li>*District committees (initiated by regional office) to allow sharing of information about gifted students in schools.</li> <li>*Sharing of information across region about different possibilities for gifted students.</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>*Some school staff who support the establishment of collaborative committees for gifted education.</li> <li>*Teachers and school leaders who share information about available outside challenge programs on occasion.</li> </ul>	<p><i>Schools functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>*Guidance counsellors and school leaders who assist parents and teachers to resolve issues for gifted students.</li> <li>*School-based committees for gifted education who meet and are supported by regular membership and informed decision makers.</li> <li>*Some schools who work together to ensure their gifted students are able to access extension programs. <sup>(2)</sup></li> <li>*Teachers who establish regular access to mentors for some gifted students.</li> </ul>	<p><i>Schools and districts 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 specialists.</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> </ul>	<p><i>Schools and regions functioning at this level typically have:</i></p> <ul style="list-style-type: none"> <li>*District/regions who establish 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 whole-school effectiveness.</li> </ul>
<b>Strategies to assist progression to next level</b>	<ul style="list-style-type: none"> <li>*Some teachers provide gifted students with opportunities that broaden their differentiated program.</li> <li>* Teachers contact mentors where appropriate and organise access to academic experts for some gifted students. <sup>(1)</sup></li> <li>*Executive Directors and Principals disseminate information to their teachers and schools about opportunities for gifted students.</li> <li>*Schools welcome the establishment of gifted education committee including parent input.</li> </ul>	<ul style="list-style-type: none"> <li>*Some teachers and parents work together to structure additional opportunities for gifted students.</li> <li>*Teachers seek support and advice from school and regional leaders on programming and access expert help to prevent ceiling-effect achievement.</li> <li>*Principals consistently support teachers in differentiation and program modification with 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, and 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 and gifted education specialist teachers set up cluster-based acceleration programs.</li> </ul>	<ul style="list-style-type: none"> <li>*All teachers and parents work together to structure opportunities for gifted students.</li> <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>*Region and school leaders ensure all teachers and parents of gifted students collaborate to access challenging learning opportunities.</li> <li>*Region and school leaders contact experts and mentors and maintain a coordination role.</li> <li>*Gifted education specialists track across-campus acceleration and document individual education plans for ascertained gifted students.</li> </ul>	<ul style="list-style-type: none"> <li>*All teachers, parents and gifted students are provided with access to collaboration with mentors to develop students' learning.</li> <li>*School leaders and gifted education specialists provide time release with extra resource support to celebrate differentiation and program modification across years, levels and districts.</li> <li>*School leaders ensure that all teachers differentiate and have program modifications that are rigorous and effective.</li> <li>*Region and school leaders establish procedures and structures to foster collaboration. <sup>(3)</sup></li> <li>*Region and school leaders set up supportive structures for all gifted students and teachers to access high-level programs.</li> <li>*Gifted education specialists 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> </ul>	

### Footnotes

(1) Gifted students require mentors in specific fields such as academic areas and to support socio-emotional needs or career goals. (2) Extension programs include online, across year levels, withdrawal group and individual competitions, advanced programs and high-level challenges. (3) Across clusters, other educational agencies, eg. Tertiary institutions, and business and industry.

### 3. Leadership

Executive directors, schools 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 in the region:**

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>EQ Action Plan</b>	<b>Leaders sometimes consider the needs of gifted students in their planning and strategising to improve the learning outcomes of all children</b>	<b>Leaders usually consider the needs of gifted students in their planning and strategising to improve the learning outcomes for all children.</b>	<b>Leaders frequently consider the needs of gifted students in their planning and strategising to improve the learning outcomes for all children.</b>	<b>Leaders nearly always consider the needs of gifted students in their planning and strategising to improve the learning outcomes for all children.</b>	<b>Leaders always consider the needs of gifted students in their planning and strategising to improve the learning outcomes for all children.</b>
<b>Indicators</b>	<i>Schools functioning at this level typically have <b>limited or no</b> evidence of:</i> <ul style="list-style-type: none"> <li>*Leaders who support gifted students' needs.</li> <li>*Leadership that acknowledges gifted students are not readily identified and may not experience success without intervention.</li> <li>*Budget allocation for gifted education.</li> <li>*Leaders who encourage professional development on gifted learners' needs.</li> <li>*An established vision for the implementation of gifted education practices across the school aligned with state policy.</li> </ul>	<i>Schools functioning at this level typically have:</i> <ul style="list-style-type: none"> <li>*Leaders who rarely consult the Framework for Gifted Education to consider gifted students' needs, preferring to cater for them within regular curriculum.</li> <li>*Leaders who accept that ~10% of the cohort may be gifted regardless of their achievements.</li> <li>* Leaders who recognise the reality that gifted students require challenges of higher demand than the usual.</li> <li>*Curriculum leaders who support gifted learners.</li> <li>*School leaders who establish subject and whole-year acceleration options across all year levels.</li> <li>*Curriculum leaders who organise professional development on planning gifted programs.</li> </ul>	<i>Schools functioning at this level typically have:</i> <ul style="list-style-type: none"> <li>*Leaders who consult the Framework and recognise the need to monitor classroom practices for gifted students.</li> <li>*Leaders who actively support collaboration that increases knowledge and resources.</li> <li>*Leaders who support strategies to cluster their gifted student cohort (~10%).</li> <li>*Demonstrated gifted education practices and celebration of gifted students' achievements. <sup>(2)</sup></li> <li>*Leaders who consider all gifted students, including underachievers, in all school planning and training to support their academic and social/emotional development.</li> <li>*Leaders who organise professional development on effective research-based models of gifted education.</li> </ul>	<i>Schools and districts functioning at this level typically have:</i> <ul style="list-style-type: none"> <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> <li>*Leaders who organise events to celebrate evidence of enhanced learning and provide accolades for innovation.</li> <li>*Extension programs that are integral to school structures and teachers who have trained intensively to learn to teach gifted students effectively.</li> <li>*Curriculum leaders who document the nature and extent of professional development, including research on cluster ability grouping.</li> </ul>	<i>Schools and regions functioning at this level typically have:</i> <ul style="list-style-type: none"> <li>*Leaders and teacher teams who value consistent collection of data on classroom practices and student learning and appreciate value-added accountability that informs planning and drives exploration of new strategies and models of gifted education.</li> <li>*School and regional leaders who provide support for appointment of qualified gifted education specialists.</li> <li>*Regional leaders who advocate for and ensure that adequate funding for gifted education is available and appropriately administered.</li> <li>*School leaders who enable ongoing training for all staff and act to improve gifted students' learning.</li> <li>*Curriculum leaders in all schools who monitor gifted students' need for high level of abstraction in content and instruction, and reward creative product.</li> </ul>
	<b>Strategies to assist progression to next level</b>	<ul style="list-style-type: none"> <li>*Teachers develop and document some gifted education plans and apply these in classrooms where adaptation <sup>(1)</sup> does not require significant change.</li> <li>*Curriculum leaders demonstrate strategies and plan for demonstrating early content mastery.</li> <li>* Principals and school leaders implement and monitor change management strategies.</li> <li>*Curriculum leaders support professional development focused on informing teacher practice of the needs of the gifted.</li> </ul>	<ul style="list-style-type: none"> <li>*Leaders establish gifted education committee and nominate school contact person.</li> <li>*Teachers implement more detailed education plans for gifted students to include academic progress and remediation, socialisation and psychological adjustments. <sup>(3)</sup></li> <li>*Gifted specialists monitor plans that are implemented across different subjects and year levels.</li> <li>*Curriculum leaders demonstrate gifted education strategies <sup>(4)</sup> and assist teachers to reflect on their practices while setting individual benchmarks for gifted students.</li> <li>*Curriculum leaders and gifted and talented coordinators plan and implement teacher training aimed at in-class strategies and assessment of students' learning for applying follow-up strategies.</li> </ul>	<ul style="list-style-type: none"> <li>*Leaders participate in gifted education committee and appoint gifted education coordinator/specialist teacher.</li> <li>*Education plans for gifted students are implemented and gifted education classroom strategies <sup>(5)</sup> are embedded in practice.</li> <li>*Curriculum leaders ensure depth and complexity in gifted education provisions and monitor implementation to include negotiated, self-paced investigations.</li> <li>*Curriculum leaders and specialist teachers join with tertiary leaders to implement accelerated programs for gifted students.</li> <li>*Gifted specialists analyse data from observation checklists.</li> <li>*School leaders provide timetable allocations to identify underachievers.</li> </ul>	<ul style="list-style-type: none"> <li>*Specialists collect data and monitor assessment to ensure all gifted students are motivated and accelerated according to individual needs. <sup>(6)</sup></li> <li>*Curriculum leaders document and share gifted individual education plan strategies and track implementation across year levels.</li> <li>*All curriculum specialists in gifted education work together to provide training that is informed by recent evidence-based research on best practice and takes into account school data on giftedness, using expert consultants to introduce learning models to teaching teams.</li> <li>*Case managers coordinate processes for planning and implementing appropriate forms of acceleration.</li> </ul>

**Footnotes**

(1) Cluster grouping of abilities, divergent and evaluative questioning strategies, accelerated entry provisions. (2) For example significant awards for academic success, in addition to trophies, medallions, prestigious prizes for excellence in valued fields of endeavour. (3) Interdisciplinary individualised learning, critical and creative thinking, problem finding and solving. (4) Flexible grouping, pre-testing, self assessment. (5) Curriculum compacting, year level and subject acceleration, early entry, dual enrolments, telescoping, subject exhibitions. (6) Fast-paced learning, higher order thinking, whole concept views across disciplines.

## 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 met the needs of gifted students and seek and attend professional development where appropriate.

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

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>EQ Action Plan</b>	<b>Teachers rarely differentiate the curriculum to challenge gifted students.</b>	<b>Teachers sometimes differentiate the curriculum to challenge gifted students.</b>	<b>Teachers often differentiate the curriculum to challenge gifted students.</b>	<b>Teachers appropriately differentiate the curriculum most of the time to challenge gifted students.</b>	<b>All teachers always appropriately differentiate the curriculum most of the time to challenge gifted students.</b>
<b>Indicators</b>	<i>Schools functioning at this level typically have <b>limited or no</b> evidence of:</i> <ul style="list-style-type: none"> <li>*Teachers whose usual practice is differentiation based on ability (usually whole-class teaching requires all students to complete same work).</li> <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> <li>*Teachers who seek gifted education training.</li> <li>*Teachers who share strategies for gifted education with others.</li> </ul>	<i>Schools functioning at this level typically have:</i> <ul style="list-style-type: none"> <li>*Teachers who sometimes recognise the need for students who have already mastered concepts to have qualitatively different work available for them.</li> <li>*Teachers who recognise that some students have different learning rates.</li> <li>*School leaders who sometimes encourage teachers to initiate learning about giftedness.</li> <li>*Attendees at school meetings who 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>	<i>Schools functioning at this level typically have:</i> <ul style="list-style-type: none"> <li>*Teachers who usually acknowledge that students who have already mastered concepts may be gifted.</li> <li>* Teachers who sometimes pre-test to determine mastery.</li> <li>* Teachers who sometimes attend gifted conferences and district/regional training days.</li> <li>*Teachers who share strategies at gifted education and other school meetings.</li> <li>*Teachers in each year level who sometimes plan and implement differentiation.</li> <li>*Teachers who are aware of principles of differentiation that benefit gifted students.</li> <li>*Teachers who provide gifted students with extension tasks as alternative to core curricula.</li> <li>*Gifted and talented coordinator appointed with timetable allocation.</li> </ul>	<i>Schools and districts functioning at this level typically have:</i> <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 apply many forms of differentiation <sup>(1)</sup>.</li> <li>*Trained gifted education specialist teacher who is valued and accessed by staff.</li> <li>* Staff members who can present their differentiated programs at gifted education forums.</li> <li>*Gifted education staff who meet at cluster, district and regional levels to plan and share information.</li> </ul>	<i>Schools and regions functioning at this level typically have:</i> <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 which demonstrate greater depth and complexity in learning within content, process and product.</li> <li>* All teachers differentiating curriculum <sup>(1)</sup> and encouraging gifted students to make connections across learning areas while challenging their thinking with demands for flexibility and creativity.</li> <li>*Knowledge of what all schools in the district/region create as opportunities for all forms of differentiation</li> <li>*Teachers who provide information about their differentiation strategies to parents.</li> </ul>
	<b>Strategies to assist progression to next level</b>	<ul style="list-style-type: none"> <li>*Gifted and talented contact person provides teachers and school leaders with information about the need to identify and extend gifted students.</li> <li>*Teachers access professional development to develop gifted education skills.</li> <li>*Teachers plan some pre-testing before commencing new work to ascertain achievement levels.</li> <li>*Teachers plan for aspects of differentiation. <sup>(1)</sup></li> </ul>	<ul style="list-style-type: none"> <li>*Teachers consider need to pre-testing before commencing units of work, to ascertain achievement levels.</li> <li>*Teachers document planning which demonstrates structuring of flexible differentiation. <sup>(2)</sup></li> <li>*Knowledgeable teachers provide independent projects and advanced literary materials for gifted students. <sup>(3)</sup></li> <li>*Gifted education coordinators and specialists provide professional development on curriculum differentiation.</li> <li>*School leaders provide resources and allocate funding for access to expert training.</li> <li>*Gifted education coordinators and specialists assist all teachers to plan for differentiation prior to curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers pre-test as part of program development and make adjustments to each gifted student's program to catering for interests, learning styles and rate of learning.</li> <li>*Teachers' planning and assessment documents support structuring of flexible differentiation that increases motivation for gifted students. <sup>(4)</sup></li> <li>*Teachers provide meaningful projects with complex issues, problems and themes as part of ongoing provision <sup>(5)</sup> for achieving gifted students.</li> <li>*School leaders report to staff and region on their regular audit of needs of gifted students.</li> <li>*Gifted education specialists assist teachers to ensure that students receive appropriate differentiation and access alternative topics within subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers pre-test extensively as an established procedure within all curriculum areas and fine-tune each gifted student's program to challenge and extend accordingly.</li> <li>*All teachers construct planning and assessment documents that demonstrate systematic, flexible differentiation.</li> <li>*Regional and school leaders provide reporting accountability structures for school differentiation.</li> <li>* District/regional personnel report on levels of achievement of commitment to gifted education professional development at district and regional meetings.</li> <li>*Teachers provide information to parents on levels of differentiation for individual gifted students at each year level using appropriate models of differentiation within subject areas. <sup>(6)</sup></li> </ul>

### Footnotes

(1) Incorporating learning rates and styles, student interests, inductive and deductive reasoning, Socratic teaching and reasoning strategies. (2) Use of differentiation models such as Williams, Maker and Kaplan; Creative Problem Solving, SCAMPER, Futures wheels, graphic organisers, relevance-tree strategies. (3) Includes analysing perspectives, error analysis, abstracting, investigation and decision-making matrices. (4) 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. (5) Including acceleration and ability grouping, structured independent learning with real-life purposes, real audiences and rigorous critical and creative thinking processes. (6) Including experimental-inquiry problem solving, inventive products and purposeful performance-based tasks.

## 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 this is occurring in schools and in the region:**

	Level 1	Level 2	Level 3	Level 4	Level 5
EQ Action Plan	Students are 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.
Indicators	Schools functioning at this level typically have <b>limited or no evidence of:</b> <ul style="list-style-type: none"> <li>*Students and parents who understand the nature and characteristics of giftedness.</li> <li>*Students who believe that school staff who recognise exceptional achievement know this is a product of giftedness.</li> <li>*Students who affirm that school staff generally believe that there is a group of students who are gifted.</li> </ul>	Schools functioning at this level typically have: <ul style="list-style-type: none"> <li>Students who are aware that 10% of the student cohort will be gifted.</li> <li>*Staff who recognise that these students have special educational needs. <sup>(1)</sup></li> <li>*Guidance counsellors and teachers who have informed students of their high ability.</li> <li>*Parents who are aware of their child's gifts but are reluctant to treat them 'differently'.</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. <sup>(2)</sup></li> <li>*Gifted students who are engaged in low-challenge competitions or are used as peer teachers.</li> </ul>	Schools functioning at this level typically have: <ul style="list-style-type: none"> <li>*Some students who are confident that they understand their giftedness and seek ways to develop this. <sup>(4)</sup></li> <li>*Parents who actively encourage their children to develop their strengths both within and outside of school.</li> <li>*Some students who know their levels and areas of giftedness <sup>(5)</sup> and are able to make informed decisions about their learning program. <sup>(6)</sup></li> <li>*Some gifted students who consistently strive to achieve their personal best and seek opportunities to be fully engaged and challenged.</li> <li>*Gifted underachievers and gifted students with learning difficulties who are identified for further specialised intervention.</li> </ul>	Schools and districts functioning at this level typically have: <ul style="list-style-type: none"> <li>*Most gifted students understanding their strengths and weaknesses and seeking ways to develop their abilities further.</li> <li>*Schools and regions that raise awareness by celebrating outstanding achievements of elite teams of gifted students. <sup>(8)</sup></li> <li>*Students who use their in-depth understanding of their giftedness to inform their choice of opportunities. <sup>(9)</sup></li> <li>*Students who are fully aware that a proportion of the school population requires qualitatively different learning experiences because of their exceptional capabilities.</li> </ul>	Schools and regions functioning at this level typically have: <ul style="list-style-type: none"> <li>*Administrative and structural procedures that enable all gifted students to participate in curriculum planning and delivery.</li> <li>*Students requesting individualised work programs to extend and challenge them.</li> <li>*All gifted students expecting school to provide a supportive environment for their learning needs.</li> <li>*All gifted students expecting support in taking risks, accepting challenges and overcoming difficulties to develop their gifts.</li> <li>*Students who understand all their areas of strength and relative asynchrony <sup>(10)</sup> motivating them to seek opportunities to maximise their learning and constantly strive for outstanding achievement.</li> <li>*Students who seek challenges that involve problem finding and problem solving with like-minded peers using higher order thinking skills. <sup>(11)</sup></li> </ul>
	Strategies to assist progression to next level	<ul style="list-style-type: none"> <li>*Gifted students sometimes request provision that requires the use of their gifts to demonstrate higher-than-class-average achievement levels.</li> <li>*Students and teachers reject more-of-the-same curricular provisions.</li> <li>* Students with hidden gifts and underachievers are monitored and success is planned for through reigniting of their joy of learning.</li> <li>*Students are counselled about their abilities and areas of strength to improve self-awareness and social and emotional development. <sup>(3)</sup></li> </ul>	<ul style="list-style-type: none"> <li>*Students display their giftedness within focused pre-testing activities to alert teachers of their understanding of concepts and their need for further challenges.</li> <li>*Students negotiate research topics to satisfy their need for depth and breadth of content and processes within a supportive learning environment.</li> <li>*Students and teachers demonstrate that mental age, not chronological age, determines curricular provisions.</li> <li>*Students follow traditional areas of achievement <sup>(7)</sup> and modify these according to need.</li> <li>*Students welcome assignment to mentors who challenge them to high levels of mastery.</li> </ul>	<ul style="list-style-type: none"> <li>*Gifted students achieve at higher levels than the usually designated age-appropriate achievement levels through teachers' implementation of differentiation.</li> <li>*Students are involved in some negotiated curriculum to demonstrate their development as autonomous learners.</li> <li>*Experts are actively sought and engaged to operate in mentoring roles to encourage rigorous learning and high achievement levels for gifted students.</li> <li>*Students fast track through challenge programs that support further opportunities to excel at the highest levels with no ceiling to their achievements, through staff initiative.</li> </ul>	<ul style="list-style-type: none"> <li>*All gifted students approach school staff and regularly renegotiate with all teachers for programs that cater for their areas of giftedness.</li> <li>*Students pursue areas of passion independently to increase their deep understanding of the topic. Students seek to relate this independent learning to other areas. <sup>(12)</sup></li> <li>*School staff cluster groups of students according to ability regardless of chronological age.</li> <li>*Students are encouraged to practise to mastery, to achieve excellence and to accelerate their learning as exemplary best practice in gifted education.</li> <li>*Schools acknowledge students' achievements through exposure to expert audiences and expert challenges that support striving for mastery and excellence. <sup>(13)</sup></li> </ul>

### Footnotes

(1) Staff encourage students to take risks, developing resilience and minimising underachievers' fear of failure and tendency to perfectionism. (2) Including school and team captaincy with no training provided; councillors, debating teams of mixed ability; leadership breakfasts. (3) Sensitivity, perfectionism, introversion, fear of risk taking, need for accelerated learning environment: all are common gifted characteristics. (4) In fields additional to areas of academic achievement. (5) Profoundly gifted students learn at significantly faster rates than other students and require radical acceleration. (6) For example many gifted students prefer to learn moving from holistic overview to contributing components, and benefit more from understanding the overall goals and desired learning outcomes at the commencement of the program. (7) Academic including arts programs rather than innovative pathways. (8) For example like-minded gifted students enter competitions such as Tournament of Minds and contribute their strengths within elite teams. (9) Giftedness does not necessarily mean success in life (Tall Poppy syndrome). Their ability to pursue a range of opportunities (Barbara Kerr's multi-potentiality) requires guidance and monitoring. (10) Gifted students may require academic remediation as well as accelerated learning. (11) For example Maths Olympiads, Math-O-Quest, Problem Solving competitions eg. Future Problem Solving program, United Nations Youth Awards, Tournament of Minds, Engineering Quest, BRAINways, Leadership and entrepreneurship programs, creativity awards programs. (12) For example gifted students may pursue areas of social justice and inequity, scientific theories and other global issues and seek to address these by drawing other stakeholders' attention to these areas. (13) Including scholarships, trophies, high intensity coaching, residential camps such as sporting and arts talent development programs.