Action Plan for

Gifted Students in

Queensland Independent Schools

Strategies and Indicators of Achievement

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

This Action Plan is an initiative of the Queensland Association for Gifted and Talented Children (QAGTC), in partnership with Independent Schools of Queensland (ISQ), and is designed to enhance school effectiveness. Both ISQ and QAGTC are committed to assisting schools to serve the needs of gifted students in independent schools throughout Queensland by demonstrating levels of excellence in gifted education.

The Action Plan supports and informs schools who are working towards achievement of optimal educational conditions for gifted students and is organised around these key areas:

- **Leadership** – to ensure that leaders within schools are fostered and act as visionaries and guides to facilitate collaborative processes, manage school organisation and provide appropriate resources for teachers to implement strategies and programs for gifted students

- **Learning: Educators** – to ensure that educators are familiar with the characteristics of giftedness and the educational needs of gifted students, and are able to plan and implement research-based gifted education practices

- **Learning: Students** – to ensure that gifted students acknowledge their abilities, and demonstrate self-awareness while pursuing excellence in their learning

- **Assessment: Identification** – to ensure that schools have rigorous and justifiable processes in place

- **Collaboration** – to ensure that parents/carers, teachers, and education leaders work together to provide the best opportunities for realisation of gifted students' potential for exceptional achievements

The Queensland Association for Gifted and Talented Children[#] (QAGTC) Inc. *Strategies and Indicators* materials development was undertaken in collaboration with Independent Schools of Queensland to help schools determine their level of achievement for each of the strategic areas in the Plan. The headings of the Plan have been determined in keeping with themes that underpin important ISQ projects and directions. The themes that were modified for incorporation into this document as above were: Leadership (including students); Learning as the Focus for Educators and for Students; Links beyond the School; Organisational Culture; and Assessment and Use of Data. These themes were identified in the School Effectiveness Research as characteristics or 'correlates' of effective schools (so-called because of their strong correlations with student achievement).

This document presents a set of Indicators and Strategies for each of the modified areas. These provide a checklist for schools and a timely reminder of what best-practice gifted education looks like in action.

To read this document please note:

Below each Level of each area, a set of Indicators of Achievement for that Level are provided. Below the indicators and somewhat 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 by their application to the school's educational planning and curriculum delivery processes.

The Queensland Association for Gifted and Talented Children Inc.

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

In line with current research QAGTC acknowledges the incidence of giftedness in the population as approximately 10%. This means that there are more than 100 000 gifted students enrolled in Queensland schools. Most are unidentified and not fully extended in the use of their abilities. The material in this document aims to support those professional educators who intend to redress this imbalance in how students' needs are met. Parents are also encouraged to use this material to assist their school's growing awareness of the needs of gifted children.

This publication presents recommendations on how all designated key areas can be achieved by independent schools. 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.

Judith Hewton (for QAGTC) and **Janelle Wills** (for ISQ)

1. Leadership

School leaders act as visionaries and guides to facilitate appropriate professional development for teachers, collaborative processes for stakeholders, and school planning processes for implementing gifted education that take into consideration the needs of gifted students (including the need for various forms of acceleration where required) and include resource sharing and data management. Leadership is fostered in others within the school community, including students.

The extent of a school's achievement in this area can be gauged by assessment against the Indicators below. Achieving the next Level can be attained by application of the Strategies.

	Level 1	Level 2	Level 3	Level 4
Action Plan	**Leaders rarely consider the needs of gifted students in their planning to improve learning outcomes for all children**	**Leaders sometimes consider the needs of gifted students in their planning and strategising to improve learning outcomes for all children.**	**Leaders often consider the needs of gifted students in their planning and strategising to improve learning outcomes for all children.**	**Leaders always consider the needs of gifted students in their planning and strategising to improve learning outcomes for all children.**
Indicators	*Schools functioning at this level typically have **limited or no evidence of:*** *Leaders who support gifted students' needs. *Leadership that acknowledges gifted students are not readily identified and may not experience success without intervention. *Budget allocation for gifted education. *Leaders who encourage professional development on gifted learners' needs. *An established vision for the implementation of gifted education practices across the school aligned with school policy.	*Schools functioning at this level typically have:* *Leaders who rarely consult the research on gifted education to consider gifted students' needs, preferring to cater for them within regular curriculum. *Leaders who accept that ~10% of the cohort may be gifted regardless of their achievements. * Leaders who recognise that gifted students require challenges of higher demand than the usual curriculum offerings. *Curriculum leaders who support gifted learners. *School leaders who establish subject and whole-year acceleration options across all year levels. *Curriculum leaders who organise professional development for planning and implementing gifted programs.	*Schools functioning at this level typically have:* *Leaders who consult the research on gifted education and recognise the need to monitor classroom practices for gifted students. *Leaders who actively support collaboration that increases knowledge and develops resources. *Leaders who support school-wide strategies to cluster their gifted student cohort (~10%). *Evidence of gifted education practices (high level of abstraction in content and instruction), reward for creative product and celebration of gifted students' achievements. [4] *Leaders who consider all gifted students, including underachievers, in all school planning and training, to support their academic and social/emotional development. *Leaders who organise professional development on effective research-based models of gifted education.	*Schools functioning at this level typically have:* *Leaders who actively support resource and information sharing to facilitate program adjustments for gifted students, including qualified gifted education staffing and timetable allocations. *Leaders who organise events to celebrate evidence of advanced learning and provide accolades for innovation. *Extension programs that are integral to school structures and teachers who have trained intensively to learn to teach gifted students effectively. *Curriculum leaders who document the nature and extent of professional development, including research on cluster ability grouping. *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. *Leaders who advocate for and ensure that adequate funding for gifted education is available and appropriately administered.
Strategies to assist progression to next level	*Teachers develop and document some gifted education plans and apply these in classrooms where adaptation [1] does not require significant change. *Curriculum leaders demonstrate strategies and plan for recognition of early content mastery. * Principals and school leaders implement and monitor change management strategies for moving towards gifted education. *Curriculum leaders support professional development focused on informing teacher practice of the needs of the gifted.	*Leaders establish gifted education committee and nominate school contact person. *Teachers implement more detailed education plans for gifted students to include academic progress and remediation, socialisation and psychological adjustments. [2] *Gifted specialists monitor plans that are implemented across different subjects and some year levels. *Curriculum leaders demonstrate gifted education strategies [3] and assist teachers to reflect on their practices while setting individual benchmarks for gifted students. *Curriculum leaders and gifted and talented coordinators plan and implement teacher training aimed at in-class strategies as well as assessment of students' learning for applying follow-up strategies.	*Leaders participate in gifted education committee and appoint gifted education coordinator/specialist teacher. *Education plans for gifted students are implemented and gifted education classroom strategies [5] are embedded in practice. *Curriculum leaders ensure depth and complexity in gifted education provisions and monitor implementation to include negotiated, self-paced investigations. *Curriculum leaders and specialist teachers join with tertiary leaders to implement accelerated programs and mentoring for gifted students. *Curriculum leaders document and share gifted individual education plan strategies and track implementation across year levels. *Gifted specialists analyse data from observation checklists, collect data and monitor assessment to ensure all gifted students are motivated and accelerated according to individual needs. [6] *All curriculum specialists in gifted education work together to provide training informed by current evidence-based research on best practice and take into account school data on giftedness, using expert consultants to introduce learning models to teaching teams. *Case managers coordinate processes for planning and implementing appropriate forms of acceleration. *School leaders provide timetable allocation for identifying underachievers.	

Footnotes

(1) Cluster grouping of abilities, divergent and evaluative questioning strategies, accelerated entry provisions. (2) Interdisciplinary individualised learning, critical and creative thinking, problem finding and solving. (3) Eg: flexible grouping, pre-testing, self assessment. (4) For example significant awards for academic success, in addition to trophies, medallions, prestigious prizes for excellence in valued fields of endeavour (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.

2. Learning: Educators

Educators are familiar with characteristics of giftedness and the educational needs of gifted students, and plan and apply research-based curriculum delivery to ensure that gifted students are challenged. Teachers reflect on their capacity to identify and meet the needs of gifted students and access further professional development.

The extent of a school's achievement in this area can be gauged by assessment against the Indicators below. Achieving the next Level can be attained by application of the Strategies.

	Level 1	Level 2	Level 3	Level 4
Action Plan	**Teachers rarely differentiate the curriculum to challenge gifted students.**	**Teachers sometimes differentiate the curriculum to challenge gifted students.**	**Teachers often differentiate the curriculum to challenge gifted students.**	**Teachers always appropriately differentiate the curriculum to challenge gifted students.**
Indicators	*Schools functioning at this level typically have* **limited or no** *evidence of:* *Teachers whose usual practice is differentiation based on ability (usually whole-class teaching requires all students to complete same work). *Teachers who account for giftedness within the reporting system. *Teachers who pre-test, curriculum compact or subject accelerate. *Teachers who negotiate topics or provide higher order thinking challenges. *Teachers who seek gifted education training. *Teachers who share strategies for gifted education with others.	*Schools functioning at this level typically have:* *Teachers who sometimes recognise the need for students who have already mastered concepts to have qualitatively different work available for them. *Teachers who recognise that some students have different learning rates. *School leaders who sometimes encourage teachers to initiate learning about giftedness. *Attendees at school meetings who report on curriculum differentiation as a regular agenda item. *Teachers sometimes provide gifted students with more complex work after completion of core class work, usually as extension 'challenge' problems. *Gifted and talented contact person nominated.	*Schools functioning at this level typically have:* *Teachers who usually acknowledge that students who have already mastered concepts may be gifted. * Teachers who sometimes pre-test to determine mastery. * Teachers who sometimes attend gifted conferences and district/regional training days. *Teachers who share strategies at gifted education and other school meetings. *Teachers in each year level who sometimes plan and implement differentiation. *Teachers who are aware of principles of differentiation that benefit gifted students. *Teachers who provide gifted students with extension tasks as alternative to core curricula. *Gifted and talented coordinator appointed with timetable allocation.	*Schools functioning at this level typically have:* *All school staff having thorough knowledge of characteristics of gifted students, identification procedures and curriculum differentiation strategies across subject areas. *Teachers who pre-test, curriculum compact and subject accelerate. *Teachers who consistently recognise that gifted students have already mastered concepts and require greater depth and complexity to maintain their interest in learning. *Teachers who apply many forms of differentiation [1]. encouraging gifted students to make connections across learning areas while challenging their thinking with demands for flexibility and creativity. *Teachers who provide information about their differentiation strategies to parents as part of negotiating further extension. *Trained gifted education specialist teacher who is valued and accessed by staff. * Teachers who can present their differentiated programs at gifted education forums. *Gifted education staff who meet at cluster levels to plan and to share information.
Strategies to assist progression to next level	*Gifted and talented contact person provides teachers and school leaders with information about the need to identify and extend gifted students. *Teachers access professional development to develop gifted education skills. *Teachers plan some pre-testing before commencing new work to ascertain achievement levels. *Teachers plan for aspects of differentiation. [1]	*Teachers consider need to pre-test before commencing units of work, to ascertain achievement levels. *Teachers document planning which demonstrates structured flexible differentiation. [2] *Knowledgeable teachers provide independent projects and advanced materials for gifted students. [3] *Gifted education coordinators and specialists provide professional development on curriculum differentiation. *School leaders provide resources and allocate funding for access to expert training. *Gifted education coordinators and specialists assist all teachers to plan for differentiation prior to curriculum delivery.	*Teachers pre-test extensively as part of program development within all curriculum areas and make systematic adjustments to each gifted student's program to catering for interests, learning styles and rate of learning. *Teachers' planning and assessment documents support structuring of flexible differentiation that increases motivation for gifted students. [4] *Teachers provide meaningful projects with complex issues, problems and themes as part of ongoing provision [5] for achieving gifted students. *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. [6] *School leaders report to staff and region on their regular audit of needs of gifted students. *Gifted education specialists assist teachers to ensure that students receive appropriate differentiation and access alternative topics within subject areas.	

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.

3. Learning: Students

Students are aware of and manage their gifted capabilities and pursue excellence, master new bodies of knowledge and skills, and actively seek to become independent learners.

The extent of a school's achievement in this area can be gauged by assessment against the Indicators below. Achieving the next Level can be attained by application of the Strategies.

	Level 1	Level 2	Level 3	Level 4
Action Plan	**Students are unwilling to identify as 'gifted'.**	**Students have some awareness of their giftedness but 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, using some opportunities to extend their potential for outstanding achievement.**	**Students are aware of their giftedness and actively seek opportunities to realise their potential for outstanding achievement.**
Indicators	*Schools functioning at this level typically have **limited or no evidence of:** *Students and parents who understand the nature and characteristics of giftedness. *Students who believe that school staff who recognise exceptional achievement know this is a product of giftedness. *Students who affirm that school staff generally believe that there is a group of students who are gifted.*	*Schools functioning at this level typically have:* Students who are aware that a proportion (~10%) of the student cohort are gifted. *Staff who recognise that these students have special educational needs. [1] *Advisers, counsellors and teachers who have informed students of their high ability. *Parents who are aware of their child's gifts but are reluctant to treat them 'differently'. *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. [2] *Gifted students who are engaged in low-challenge competitions or are used as peer teachers.	*Schools functioning at this level typically have:* *Some students who are confident that they understand their giftedness and seek ways to develop their potential. [4] *Parents who actively encourage their children to develop their strengths both within and outside of school. *Some students who know their levels and areas of giftedness [5] and are able to make informed decisions about their learning program. [6] *Some gifted students who consistently strive to achieve their personal best and seek opportunities to be fully engaged and challenged. *Gifted underachievers and gifted students with learning difficulties who are identified for further specialised intervention.	*Schools functioning at this level typically have:* *Gifted students who are fully aware that a proportion of the school population requires qualitatively different learning experiences because of their exceptional capabilities. *Administrative and structural procedures that enable all gifted students to participate in curriculum planning and delivery and use their in-depth understanding of their giftedness to inform their choice of opportunities. [9] *All gifted students understanding their strengths and weaknesses and seeking ways to develop their abilities further, requesting individualised work programs to extend and challenge them. *Students who understand any areas of relative asynchrony [10] and are motivated to seek opportunities to maximise their learning and strive for outstanding achievement. *Students who seek challenges that involve problem finding and problem solving with like-minded peers using higher order thinking skills. [11] *All gifted students expecting support in taking risks, accepting challenges and overcoming difficulties to develop their gifts.*Staff who raise awareness by celebrating outstanding achievements of elite teams of gifted students. [12]
Strategies to assist progression to next level	*Gifted students sometimes request provision that requires the use of their gifts to demonstrate higher-than-class-average achievement levels. *Students and teachers reject 'more-of-the-same' curricular provisions. * Students with hidden gifts and underachievers are monitored and success is planned for through reigniting of their joy of learning. *Students are counselled about their abilities and areas of strength to improve self-awareness and social and emotional development. [1]	*Students display their giftedness within focused pre-testing activities to alert teachers to their understanding of concepts and their need for further challenges. *Students negotiate research topics to satisfy their need for depth and breadth of content and process within a supportive learning environment. *Students and teachers demonstrate that mental age, not chronological age, determines curricular provisions. *Students follow traditional areas of achievement [3] and modify these according to need. *Students welcome assignment to mentors who challenge them to high levels of mastery.	*All gifted students achieve at higher levels than the usual age-appropriate achievement levels through teachers' implementation of differentiation. *Students are involved in negotiated curriculum as part of their development as autonomous learners, with access to mentors to facilitate rigorous advanced learning and high achievement levels. *Students fast track through challenge programs that provide further opportunities to excel at the highest levels with no ceiling to their achievements, through the initiatives of staff. *All gifted students approach school staff and regularly renegotiate with all teachers for programs that cater for their areas of giftedness. *Students pursue areas of passion independently to increase their deep understanding of the topic. Students seek to relate this independent learning to other areas. [7] *School staff cluster groups of students according to ability regardless of chronological age. *Students are encouraged to practise to mastery, to achieve excellence and to accelerate their learning as exemplary best practice in gifted education. *Schools acknowledge students' achievements through access to expert audiences and expert challenges to support striving for mastery. [8]	

Footnotes

(1) Sensitivity, perfectionism, introversion, fear of risk taking, need for accelerated learning environment: all are common gifted characteristics. 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; school councillors, debating teams of mixed ability; leadership breakfasts.   (3) Academic including arts programs rather than innovative pathways.   (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) 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.   (8) Including scholarships, trophies, high intensity coaching, residential camps such as sporting and arts talent development programs.   (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 like-minded gifted students enter competitions such as Tournament of Minds and contribute their strengths within elite teams.

4. Assessment: Identification

Schools need to have rigorous and justifiable processes in place to assess ability and identify gifted students. These will include a comprehensive combination of techniques such as teachers' informed observations and professional judgments, information from parents/carers and students, and input from gifted education specialists and psychologists.

The extent of a school's achievement in this area can be gauged by assessment against the Indicators below. Achieving the next Level can be attained by application of the Strategies.

	Level 1	Level 2	Level 3	Level 4
Action Plan	**No processes currently in place**	**Minimal, non rigorous processes in place**	**Some rigorous processes in place**	**Rigorous and justifiable processes in place**
Indicators	*Schools functioning at this level typically have **limited or no** evidence of:* *School-based policy/plan outlining identification strategies. *Designated gifted and talented contact person. *Resources allocated for identifying gifted students. *Professional development about identification purpose and strategies.	*Schools functioning at this level typically have:* *Designated gifted and talented contact person. *Some school leaders and teachers who regard identifying gifted students as important to maximise student learning and student contribution to the school. *School leaders and teachers who consider some students to be gifted but there is little consistency in identification procedures. *Staff with inconsistent understanding of nature and degrees of giftedness. [3] *No reporting of specific areas of giftedness. [4]	*Schools functioning at this level typically have:* *School leaders and teachers who recognise the need for further training in gifted education to develop consistent identification procedures. *Administration of ability tests [6] to some groups or application of nomination procedures and above-level achievement testing to identify students. *Designated gifted and talented contact teacher (or coordinator) with timetable allocation. *Parent input on aspects of students' giftedness.	Schools functioning at this level typically have: *Policy planning that details identification strategies. *Clearly documented and widely accepted guidelines and resources for the identification, recording and monitoring of gifted students. *School leaders and teachers working together to develop and share consistent identification procedures within their student-profiling activities. *Access to trained gifted education specialist with budget and timetable allocation. *Administration of defensible ability testing to all students at appropriate educational stages. *Documentation and implementation of procedures for further individual psychometric testing (12) for students with asynchronous profiles to identify highly gifted, gifted learning disabled, and gifted underachievers. (13) *Testing that takes account of cultural differences, learning difficulties, and learning styles.
Strategies to assist progression to next level	*Teachers use nomination checklists [1] to identify gifted students. *Student ability profiles are constructed and documented. *School administrators allocate some resources to identification process. [2] *Parents report identification of giftedness from outside of the school environment. *Teachers discuss the concept of giftedness within professional interactions as a reality rather than a perception.	*Principals and other school leaders work with staff and parents to provide structures that support ongoing identification procedures for gifted students. *School policy establishes consistent transition reporting [5] to teachers in each new year level. *Schools construct student profiles to include some indicators of giftedness. *Schools conduct staff survey of attitudes to, and knowledge about gifted education. *Testing for giftedness is arranged when requested. *Principals, other school leaders and teachers seek additional testing to clarify the needs of gifted students.	*Teachers use recognised observation checklists for identifying gifted students and include parent input. [7] *Teachers consistently collect data to support observation checklists for identifying gifted students. [8] *Principals and other school leaders compare reliable and valid data on identified gifted students. *Parent and peer nominations are always embedded in procedures. [9] *Gifted education specialist teacher ensures testing procedures are rigorously applied and information is both accessible and safeguarded. *All teachers of gifted students in next year level and school are informed of gifted profiles. *Gifted education specialist provides input to database to include multiple sources of information on gifted students. [10] *School administrators ensure regularity of updates to student profiles detailing abilities. *Gifted student data are aggregated at school level each year. *Qualified staff regularly work with gifted students on issues related to their giftedness. [11]	

Footnotes
(1) Sayler's checklists, rating scales, UNSW Gerric resources. (See 2)   (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 SPM+ CPM APM, Nfer Verbal and NonVerbal, Coolabah, Wii Gaay, tests, rating scales or similar valid and reliable assessments.   (7) For example Sayler's *Things my young child has done.*   (8) Including underachievers, gifted students with learning difficulties those from other cultures.   (9) Saylers.   (10) Database includes psychologists' reports, parent, teacher and peer nominations and observations. Check for records of any of the following per nomination: ability tests, discussions with parents, gifted nomination forms, above-level achievement testing, class teacher checklists, psychometric assessment,   (11) For example Dabrowski's overexcitabilities, emotional sensitivity.   (12) WISC IV, WPPSI (for younger students), Stanford-Binet- SBLM and SB5.   (13) To identify gifted students with learning difficulties who will have asynchronous profiles, underachievers (eg: Whitmore's Checklist) and those who are highly/profoundly gifted.

5. Collaboration

Parents/Carers, Teachers, Principals and other education leaders work together to ensure that gifted students have extensive opportunities to realise their potential for outstanding achievement. All groups collaborate to provide gifted students with stimulating learning environments, with encouragement to pursue excellence, and monitor the availability of appropriate, comprehensive, ongoing opportunities.

The extent of a school's achievement in this area can be gauged by assessment against the Indicators below. Achieving the next Level can be attained by application of the Strategies.

	Level 1	Level 2	Level 3	Level 4
Action Plan	**No collaborative processes among stakeholders**	**Some collaboration among some stakeholders**	**Collaboration among most stakeholders**	**Collaboration among all stakeholders**
Indicators	*Schools functioning at this level typically have **limited or no** evidence of:* *Planning by school staff for collaboration about educating gifted students. *School committees (initiated by school administration) to allow sharing of information about gifted students across the school. *Sharing of information school-wide about different possibilities for gifted students.	*Schools functioning at this level typically have:* *Some parents, teachers and school leaders who value the sharing of information about individual gifted students and their issues. *Some school staff who support the establishment of collaborative committees for gifted education. *Teachers and school leaders who share information about available outside challenge programs on occasion.	*Schools functioning at this level typically have:* *Counsellors and school leaders who assist parents and teachers to resolve issues for gifted students. *School-based committees for gifted education that meet and are supported by regular membership and informed decision makers. *Some staff who work together to ensure their gifted students are able to access extension programs. [2] *Teachers who establish regular access to mentors for some gifted students.	*Schools functioning at this level typically have:* *Parents, teachers and principals who actively encourage, support and value advocacy, new ideas and programs for gifted students. *School leaders who ensure that school policies include clear role statements for gifted education specialists/staff. *Parents, teachers and school leaders who work together to provide extension and acceleration opportunities for gifted students. *Teachers who identify and share information about underachieving gifted students which could include those with learning difficulties. *School leaders and teachers who support early intervention for gifted underachievers. *All associated educators acknowledging that gifted committees and specialists are integral to whole-school effectiveness.
Strategies to assist progression to next level	*Some teachers provide gifted students with opportunities that improve their differentiated program. * Teachers contact mentors where appropriate and organise access to academic experts for some gifted students. [1] *School leaders disseminate information to their teachers about opportunities for gifted students. *School staff welcome the establishment of gifted education committee and include parent input.	*Some teachers and parents work together to structure extension opportunities for gifted students. *Teachers seek support and advice from school leaders on programming and access expert help to prevent ceiling-effect achievement. *Principals consistently support teachers in differentiation and program modification with time allocation and specialist advice as available. * School leaders contact teachers and parents of gifted students and maintain their support by funding teacher planning, and seeking access to mentors and experts. *Gifted education committee and parent group are well supported and seek research bases to inform action. *Gifted and talented coordinators and gifted education specialist teachers set up cluster-based acceleration programs.	*All teachers, parents and students work together to improve options for gifted students. [3] *Gifted education committees actively plan acceleration across year levels, subjects and campuses and document and review student progress. *Teachers share differentiation plans and program modifications that are evidence-based and defensible. *School leaders ensure all teachers and parents of gifted students collaborate to access challenging learning opportunities. *School leaders contact experts and mentors and maintain a coordination role. *Gifted education specialists track across-campus acceleration and document individual education plans for ascertained gifted students. *School is linked to community-based organisations such as the state gifted association and assumes an advocacy role for their gifted students.	

Footnotes

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