

Edmonton School

Procedure Gifted and Talented Education

All students regardless of race, age or gender, by virtue of their dignity as human persons, have a right to an education that is suited to their particular needs and adapted to this ability.

Edmonton School celebrates diversity and is committed to fostering the dignity, self-esteem and integrity of each child. Edmonton School provides an education that is challenging, engaging and intentional.

DEFINITION

Gifted and talented students at Edmonton School are those who demonstrate exceptional performance and flair in relation to their peers of the same age, or who have potential outstanding ability in one or more of the following areas:

- General or specific academic aptitude
- Creative ability
- Leadership ability/social skills
- Visual or performing arts, including cultural arts
- Physical ability
- Technological ability

As a multicultural, we acknowledge the special abilities that our children may have within the cultural and spiritual domains.

IDENTIFICATION

Identification of students is in line with the school definition, using the school identification multi-dimensional process. It is a means to an end and not an end in itself.

Identification will include :

- School checklist
- asTTle results / Running records / GLOSS/JAM/PAT/PACT
- Teacher knowledge / anecdotal evidence

It may also include :

- Parent input
- Student portfolios / products
- School assessments
- Peer nomination

Identification is inclusive, flexible, unobtrusive and seen as a natural part of the student's learning environment.

A register will be compiled of identified children and their gifts and talents. The SENCO will be responsible for regular updates of this register.

CURRICULUM

Provision for gifted and talented students will be made through three curriculum components: curriculum differentiation, acceleration and learning beyond the classroom.

A variety of different strategies for gifted and talented students will be used, including:

- differentiation of: curriculum content, learning processes, resources, products, and environments
- opportunity for independent, self-directed learning
- opportunities for accelerated and advanced learning
- flexible programmes that provide choice, variety and challenge
- enrichment for talent development through broader or deeper investigation of real-life problems and situations
- extra-curricular and extra interest groups, clubs and competitions that develop talent, e.g. Gardening Club, musical group, Chess Club, Drama Club, TravelWise, inter-school sports, cultural groups, basketball, rugby league, Tongan language, recorder, ukulele, diving, swimming

ROLES AND RESPONSIBILITIES

- The board of trustees will provide staff development to ensure all staff understand the needs of their gifted students and are assisted to implement appropriate programmes within the classroom setting.
- Teachers' planning will show clear evidence of differentiation and acknowledge how these students are being challenged and extended.
- A team approach support system is in place for teachers and gifted and talented students.
- The school community will ensure that the strengths and successes of these students are celebrated in a safe, supportive environment.
- The senior leadership team will ensure ongoing evaluation of programmes for gifted and talented students.
- The senior leadership team will be responsible for regular communication between home and school to raise awareness of the processes involved in the identification of gifted and talented students and provision of programmes for those students in the school community.

Additional documents:

Identification Checklist for Gifted and Talented Students
Summary of Gifted and Talented Checklist

Special Education Needs Policy