



Gifted Education Support Package



TASMANIAN
CATHOLIC
education office

TCEO Gifted Education Support Package

I came that they may have life, and have it to the full. John 10:10.

Purpose

The purpose of the TCEO Gifted Education Support Package is to sit alongside the TCEO Gifted Education Guidelines to assist schools in identifying, and catering for, the needs of gifted students in our Catholic schools and colleges.

Outline

This support package provides information regarding the identification of gifted students and the curriculum provisions that may be required to support them. This support package also outlines different forms of acceleration, including early entry to Kindergarten, and professional development opportunities available to teachers who wish to upskill in their understanding of the needs of gifted students and best practice when catering for them.

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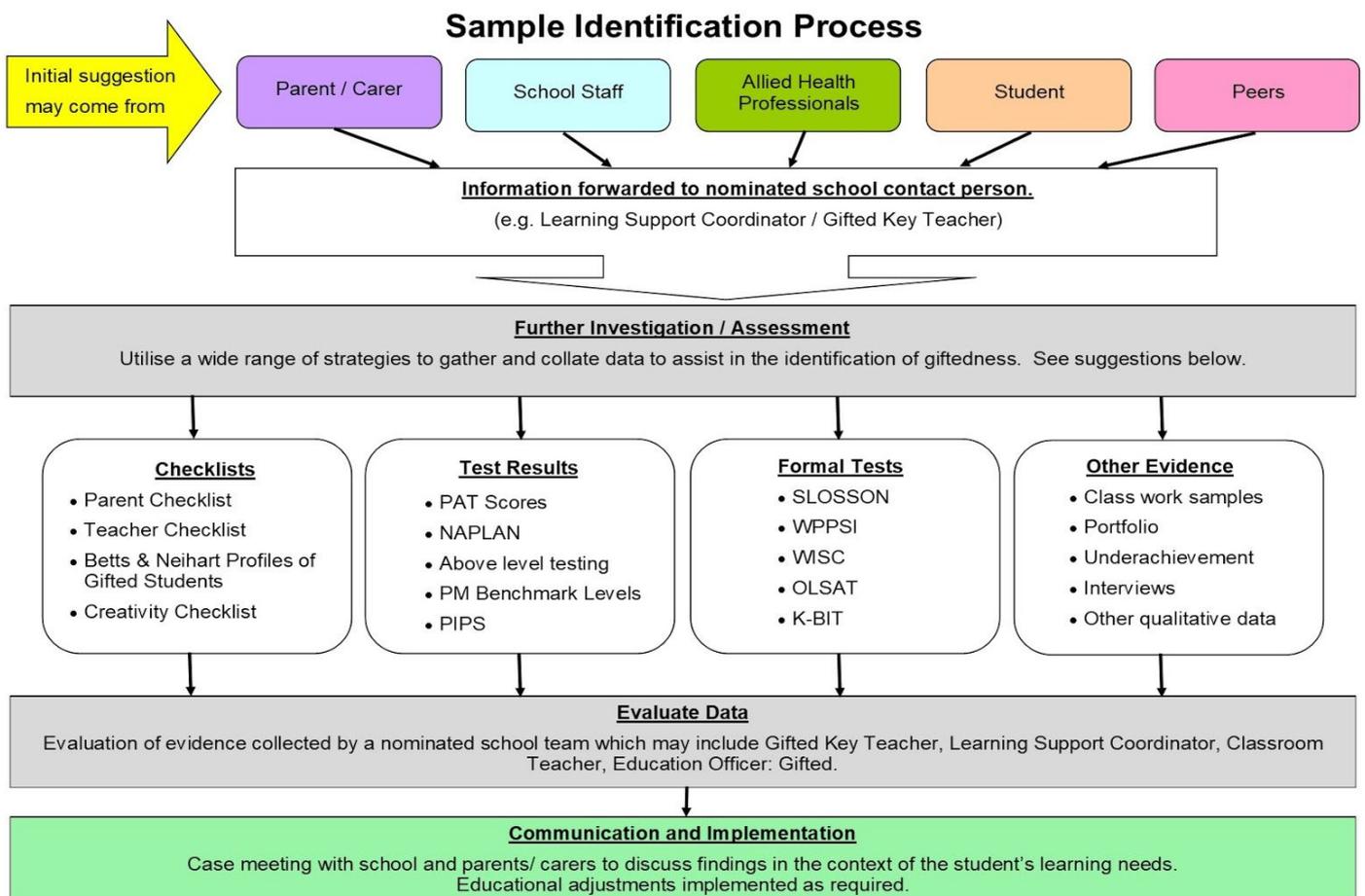
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1. Identification

Identification of gifted learners should not be an end in itself but be the impetus for implementing appropriate learning programs.

Catholic schools in Tasmania promote processes which:

- utilise information from a variety of sources, which may include parent/carer information, student self nomination, peer nomination, teacher observation, standardised assessment, psychological assessment, cumulative school history and anecdotal evidence;
- are inclusive, to ensure gifted students are not educationally disadvantaged on the basis of religious, racial, cultural or socio-economic background, physical or sensory disability, behaviour, perceived or actual level of achievement, geographic location or gender;
- are flexible and ongoing to identify potential and acknowledge achievement at any stage of a student's education;
- facilitate early identification;
- help the teacher identify a student's intellectual, creative or linguistic strengths and social and emotional needs, which will form the basis for personalised learning;
- inform the development of teaching and learning environments that enable the abilities of gifted students to emerge and be recognised.



2. Curriculum Adjustments

Students identified as gifted require educational programs adjusted to suit their individual capabilities and needs. Examples of personalised learning for gifted and talented students can be found in the student diversity section of the Australian Curriculum:

<https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/>

Provisions for students who are identified as gifted may include:

- Formation of a Learning Plan
<http://catholic.tas.edu.au/key-documents/guidelines/k-12-iep-guidelines/view>
- Acceleration (see below for details)
- Extension and enrichment programs
- Mentoring
- Differentiated curriculum or program within own class
- Cluster grouping with other gifted students
- Like-ability grouping in area of giftedness
- Curriculum compacting

When differentiating the curriculum for gifted students you can:

- Adjust tasks so they are required to process more complex and abstract information from a variety of sources. (Content)
- Use a faster pace - this still means providing clear instruction and scaffolding but with few repetitions. (Process)
- Challenge and support students to set learning goals and develop higher-order thinking skills including problem-solving strategies, critical and creative thinking, and self-reflection. (Process)
- Provide opportunities for students to demonstrate imaginative, innovative and rigorous responses that may involve extended outcomes. (Product)
- Encourage students to pursue their interests in independent inquiries and negotiated tasks. Provide flexible groupings to enable collaborative work with students of the same or higher ability; or with shared interests. (Learning environment).

[\(Queensland Department of Education Supporting information: Gifted and Talented Students\)](#).

3. Acceleration

The term acceleration encompasses a range of strategies and options to enable gifted students to progress at a faster pace, consistent with their ability.

It is recommended that a learning plan is implemented for students who are to be accelerated.

Appropriate acceleration, based on student needs, is recognised in research as having positive academic, social and emotional outcomes for gifted students:

- Long Term Outcomes of Academic Acceleration and Non-acceleration
<http://www.davidsongifted.org/Search-Database/entry/A10489>
- Releasing the Brakes for High Ability Learners
https://education.arts.unsw.edu.au/media/EDUCFile/Releasing_the_Brakes_Overview_A4_Nov2011.pdf

Acceleration options may include:

- subject specific acceleration
- clustering gifted students when deciding class allocations
- grade telescoping (utilising information from above level testing)
- compacting (utilising informative pre-testing)
- early entry to Kindergarten (see below for further details)
- withdrawal of targeted groups
- ability grouping for gifted students within the class
- independent study in advanced subject matter
- early enrolment in tertiary extension programs
- whole grade advancement

The IOWA Acceleration Scale has been developed as an objective tool to help schools make effective decisions regarding whole grade advancement, taking into consideration an individual student's aptitude, achievement, attitudes and social and emotional adjustment.

Assouline, S. Colangelo, N. Lupkowski-Shoplik, A. Lipscomb, J & Forstadt, L. (2009). *Iowa Acceleration Scale 3rd Edition Manual: A Guide for Whole-Grade Acceleration (K-8)*. Great Potential Press, Inc. Scottsdale, AZ.

4. Early Entry to Kindergarten

The Tasmanian Government and Catholic Education Tasmania recognise that there is a small group of children who are gifted and who may benefit from special consideration of the age at which they start school. To enable this, an application for a child to begin Kindergarten early on the grounds of being gifted, can be made to the Early Entry to School Cross Sectoral Placement Committee.

A child may be considered for entry to Kindergarten before the usual age of 4 years on or before 1 January in the year of enrolment, provided they meet both of the following criteria:

- assessed to be in the top two percent of the population for cognitive function, through an assessment by a registered psychologist, preferably using the Wechsler Preschool & Primary Scale of Intelligence – Fourth Edition Australian Standardised Edition (WPPSI-IV Australian), and
- be aged at least 3 years and 6 months as at 1 January of the year in which entry to kindergarten is requested.

For more information refer to the Early Entry to Kindergarten for Children who are Gifted Cross Sectoral Guidelines:

<https://documentcentre.education.tas.gov.au/documents/gifted-students-early-entry-to-kindergarten-guidelines.pdf>

5. Assessment and Reporting

Teaching and learning programs need to include formative assessment strategies to pre-assess knowledge, skills and understandings central to a unit or topic.

In order for gifted students to demonstrate their knowledge, skills and understanding, different forms of assessment may need to be provided. This is particularly true for gifted students who also have a learning disability or difficulty.

The reporting of achievement for gifted students should be aligned to the appropriate year level achievement standard. For the most, this will be the age appropriate achievement standard.

It should not be assumed that a gifted student will be an 'A'. See the TCEO A-E Matrix Document for more information.

<http://catholic.tas.edu.au/our-schools/curriculum/catholic-education-a-e-matrix/view?searchterm=assessment>

For some students performance will be assessed against the learning goals identified in a Learning Plan. An additional narrative report may be required as part of the reporting process.

6. Professional Development Opportunities

TCEO Professional Learning and Annual Gifted Key Teacher Day

Gerric Professional Development Package for Teachers

A free, self-directed online learning resource. Each of the six modules includes Professional Development, Extension, and Specialisation packages for Early Childhood, Primary, and Secondary in PDF format.

<https://education.arts.unsw.edu.au/about-us/gerric/resources/pd-package/>

Certificate of Effective Practice in Gifted Education

A one semester online course developed in New Zealand by leading gifted education specialist Rosemary Cathcart through the Reach Education Consultancy.

http://www.giftedreach.org.nz/teachers_certificate.htm

Graduate Certificate in Gifted Education

Formerly known as the COGE (Certificate of Gifted Education). A comprehensive graduate certificate program through the University of New South Wales. Courses are designed to be undertaken by working professionals and are available online and through face-to-face intensives during school holidays.

<https://education.arts.unsw.edu.au/about-us/gerric/for-educators/gradcertgifted/>

Graduate Certificate and Masters of Education (Gifted)

Universities offering online, postgraduate study specialising in Gifted Education:

University of New England, Armidale, NSW

Flinders University, Adelaide, SA

University of New South Wales

7. Information to Support Parents

Tasmanian Association For the Gifted (TAG)

TAG is a not-for-profit, parent based organisation, providing support for parents of gifted children

www.tasgifted.com

Sayler's Checklist For Parents: "Things My Child Has Done"

<http://www.tasgifted.com/wp-content/uploads/2016/08/Saylers-Checklist-for-Parents.pdf>

'How do I know if my child is gifted'

<https://www.tasgifted.com/is-my-child-gifted/>

Gifted children with learning disabilities

<https://kidslikeus.org.au/2e/>

Early Entry to Kindergarten- Information for Parents

<https://documentcentre.education.tas.gov.au/Documents/Early-Entry-Kindergarten-FAQ.pdf>

8. Additional Resources & Websites

ACARA Student Diversity - Gifted and Talented Students

<https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/>

NSW Department of Education and Training Policies and Strategies

<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/gifted-and-talented>

The Gifted Education Research, Resource and Information Centre (GERRIC), University of NSW

<http://gerric.arts.unsw.edu.au>

QLD Department of Education and Training Gifted Supporting Information

<http://www.education.qld.gov.au/curriculum/framework/p-12/docs/supporting-info-gifted-talented.pdf>

The Australian Association for the Education of the Gifted and Talented (AAEGT)

www.aaegt.net.au

The Tasmanian Association for Gifted (TAG)

www.tasgifted.com

Hoagie's Gifted Education

www.hoagiesgifted.org

National Association for Gifted Children, USA

www.nagc.org

Mensa for Kids: Lesson Plans

<http://www.mensaforkids.org/teach/lesson-plans/>

Teaching Children Philosophy

<https://www.teachingchildrenphilosophy.org/>

Nrich - Enriching Mathematics

<https://nrich.maths.org/>

Smith, K. (2016) *Challenging Units for Gifted Learners: Teaching the Way Gifted Students Think*. Waco, Texas: Prufrock Press.

<https://www.prufrock.com/Search.aspx?k=Challenging+Units+for+gifted+learners>

VanTassel-Baska, J., Stambaugh, T. (2015). *Jacob's Ladder Gifted Reading Program Comprehension Program*. Naperville, United Kingdom: Prufrock Press.

<https://www.prufrock.com/Search.aspx?k=Jacob%27s+Ladder>

Winebrenner, S., (2012). *Teaching Gifted Kids in Today's Classroom*. Minneapolis, Minnesota: Free Spirit Publishing.

<https://www.freespirit.com/gifted-and-special-education/teaching-gifted-kids-in-todays-classroom-susan-winebrenner-dina-brulles/>

9. Glossary

Acceleration

Encompasses a range of strategies and options to enable gifted students to progress at a faster pace, consistent with their ability.

Differentiated Curriculum

A curriculum that accommodates a wide range of learning styles, readiness and ability levels within a mainstream class. A differentiated curriculum is necessary for gifted students.

Curriculum Compacting

The process of identifying learning objectives, pre-testing students for prior mastery of these objects, and eliminating needless teaching practice if mastery can be documented.

Dual Enrolment

Involves students being enrolled in two separate, academically related institutions. Generally, it refers to high school students taking college courses.

Enrichment

Activities that add to, or go beyond, the existing curriculum. Students develop and apply their knowledge, thinking skills and attitudes to topics of personal interest — at a complexity beyond the learning expectations for their age peers. Enrichment may also be provided through extra-curricular activities.

Extension

Activities that allow students to explore areas of talent or interest in more depth, in place of repetition of mastered content. Extension deepens students' knowledge, understanding and skills through problem-solving tasks, use of digital tools and resources and flexible grouping.

Grade Telescoping

Providing instruction that entails less time than normal eg. a middle school student could complete the three years' curriculum of middle school in two years or a Kindergarten student could cover Kindergarten and Prep in one year.

Learning Plan

Learning Plan refers to an ongoing, collaborative, planning and review process. It describes the priority learning goals to be achieved by a student and / or necessary instructional or environmental adjustments.

Personalised Learning

The tailoring of pedagogy, curriculum and learning support to meet the unique needs of all students of all abilities, acknowledging that each have different learning needs. This is particularly relevant for students with disability and additional learning needs. For some students personalised learning will be implemented through a Learning Plan.

WISC

The Weschler Intelligence Scale for Children is an individually administered intelligence test for children between the ages of 6 and 16.

WPPSI

The Wechsler Preschool and Primary Scale of Intelligence is an intelligence test designed for children ages 2 years 6 months to 7 years 7 months.

Appendix A: Characteristics of Gifted Students

1. Characteristics of Giftedness

(Based on research compiled by Dr. J. Renzulli)

Learning characteristics

- Has unusually advanced vocabulary for age or grade level.
- Has quick mastery and recall of factual information.
- Wants to know what makes things or people tick.
- Usually sees more or gets more out of a story, film, etc., than others.
- Reads avidly on his/her own; usually prefers adult-level books; does not avoid difficult materials.
- Reasons things out for himself/herself.

Motivational characteristics

- Becomes easily absorbed with, and truly involved in, certain topics or problems.
- Is easily bored with routine tasks.
- Needs little external motivation to follow through in work that initially excited him/her.
- Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed and products.
- Prefers to work independently; requires little direction from teachers.
- Is interested in many "adult" problems such as religion, politics, sex and race.
- Stubborn in his/her beliefs.
- Concerned with right and wrong, good and bad.

Creativity characteristics

- Constantly asking questions about anything and everything.
- Often offers unusual, unique or clever responses.
- Is uninhibited in expressions of opinion.
- Is a high-risk taker; is adventurous and speculative.
- Is often concerned with adapting, improving and modifying institutions, objects and systems.
- Displays a keen sense of humor.
- Shows emotional sensitivity.
- Is sensitive to beauty.
- Nonconforming; accepts disorder; uninterested in details; individualistic; not afraid to be different.
- Is unwilling to accept authoritarian pronouncements without critical examination.

Leadership characteristics

- Carries responsibility well.
- Is self-confident with children his or her own age as well as adults.
- Can express himself or herself well.
- Adapts readily to new situations.
- Is sociable and prefers not to be alone.
- Generally directs the activity in which he or she is involved.

<https://www.us.mensa.org/learn/gifted-youth/insights-into-gifted-youth/gifted-characteristics/>

2. GERRIC Characteristics of Gifted Students: GAT Unit (2008) Curriculum K-12

<https://englishresources47.wikispaces.com/file/view/Characteristics+of+gifted+students.pdf>

3. Betts and Neihart Revised Profiles of the Gifted and Talented

<http://www.ingeniosus.net/wp-content/uploads/2010/11/PROFILES-BEST-REVISED-MATRIX-2010.pdf>

Appendix B: Checklists for Identification

1. A screening checklist for children with exceptional abilities (gifted learners)

This checklist is designed as a “screening tool”. It will NOT tell you *definitely* whether or not a child is gifted. However, it will help you decide whether a child should be looked at more closely.

To use this checklist, consider how you would describe the child in relation to each of the following categories. Then look at the evaluation notes which follow.

Category 1

Would you place this child among at least the top 10% in learning performance in at least one area of learning?

Category 2

Does the child fit any of the following descriptors, or do other people commonly describe her/him in any of these ways? Tick any which apply:

- A nuisance in class, over-active, a show-off, the class clown.
- A loner; does not fit in with other students; you may not be sure whether he/she prefers it that way or has just found others don't accept him/her.
- A day-dreamer, seems to be in a world of her/his own much of the time; may, however, still produce the right answers.
- Disruptive, uncooperative, resentful of authority.
- Anxious, seems excessively or too easily worried about her/his work, never a risk-taker.
- Work is generally fairly average, doesn't seem to try particularly hard, but every now and then produces flashes of brilliance that really surprise you.
- Written work is of average to poor quality, but orally is articulate, shows considerable imagination not expressed in written work.

Category 3

Which, if any, of the following characteristics would be strongly typical of this child?

- Has unusual or unexpected ideas, is an original or creative thinker and questioner.
- Is an analytical thinker, shows strong logical reasoning ability.
- Has a keen sense of his or her cultural identity; has a commitment to maintaining cultural values and practices.
- Is interested in/responsive to artistic, musical, dance, drama or language-related activities.
- Is determined, persistent when interest or feelings aroused.

[] Has a strong sense of right and wrong, “fair play”, not just for self but for others too.

[] Has a very quick sense of humour, is appreciative of the absurd.

[] Is self-critical, can expect too much of self and others, does not suffer fools gladly.

[] Can become deeply absorbed in something of interest – books, a project, etc.

[] Is observant, notices details others miss.

Category 4

[] You can't put your finger on it, but you just have a gut feeling that there's “something there”.

[] A parent has described to you unusually advanced early development and/or specific abilities you are not seeing at school.

Evaluation notes

Category 1: Children who are already performing close to the upper limits of the material we give them may be capable of going much further if we give them an opportunity to work with more demanding material. It is worth looking more carefully at any child who falls into this category, particularly if he or she also falls into either Category 2 or 3. However, it is equally important to note that many gifted children underachieve. Even a highly gifted child may not currently be performing in the top 10%.

Category 2: Children who behave in any of these ways are not necessarily gifted, but this category reminds us that gifted children whose needs are not being met and who are in consequence bored, frustrated, unhappy, confused and/or full of self-doubt WILL often display such behaviour as they try to cope with a situation they cannot change or control for themselves. If a child can be described in any of the ways listed in this category and also in at least one of the other categories, then you are justified in investigating this child a little further.

Category 3: This category reminds us how important it is to look beyond subject grades and test scores and to consider criteria other than measurable results. In particular it reminds us to consider how behaviour reveals a child's inherent traits and perceptions and how we can link these to what is known from research about traits typically associated with giftedness. If the child demonstrates three or more of the characteristics listed above, you are justified in exploring further.

Category 4: In either of these situations, it is worth exploring further. See if Categories 2 and 3 will help you in any way to clarify your gut feeling.

R. Cathcart/REACH Education 2011; www.giftedreach.org.nz

2. Teacher Nomination Form: Underachiever

Student's name: _____

Date: _____

If the student exhibits ten or more of the listed traits, several that are asterisked, individual intelligence testing may be recommended to establish whether he or she is a gifted underachiever.

- *Poor class test performance.
- *Achieving at or below grade level expectations in one or all of the basic skill areas; reading, language arts, mathematics.
- *Daily work frequently incomplete or poorly done.
- *Superior comprehension and retention of concepts when interested.
- *Vast gap between quality level of oral and written work.
- Exceptionally large repertoire of factual knowledge.
- Vitality of imagination: creative.
- Persistent dissatisfaction with work accomplished, even in art.
- Seems to avoid trying new activities to prevent imperfect performance; evidences perfectionism, self-criticism.
- Shows initiative in pursuing self-selected projects at home.
- *Has a wide range of interests and special expertise in investigation and research.
- *Evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom.
- Does not function comfortably or constructively in a group of size.
- Shows acute sensitivity and perceptions related to self, other and life in general.
- Tends to set unrealistic self-expectations: goals too high or too low.
- Dislikes practice work or drill for memorization and mastery.
- Easily distracted; unable to focus attention and concentrate efforts on tasks.
- Has an indifferent or negative attitude towards school.
- Resists teacher efforts to motivate or discipline behavior in class.
- Has difficulty in peer relationships: maintains few friendships.

Joanne Whitmore (1980) Giftedness, Conflict and Underachievement, Allyn and Bacon.

3. Merrick Primary and Secondary Teacher Nomination Form

<http://www.wmyc.vic.edu.au/wp-content/uploads/2015/06/Primary-Teachers-nomination-form.pdf>

4. Gifted and Talented Checklist for Teachers: Things this child has done

<http://www.tasgifted.com/wp-content/uploads/2016/08/Saylers-Checklist-for-Teachers.pdf>

5. Behaviour Checklist

<http://gifted.tki.org.nz/For-schools-and-teachers/Identification/Identification-tools/Informal-tools>

6. The Purdue Academic Rating Scales (PARS) - subject specific for secondary schools.

http://australiangiftedsupport.com/ccmword/wp-content/uploads/2014/12/Purdue_scales.pdf

7. Peer Identification of Gifted and Talented Students

<https://www.tasgifted.com/identification/>