Ironbark Ridge PS Gifted and Talented Education Policy

1. Purpose of the Policy

The purpose of this Gifted and Talented Education Policy is to explain implementation and monitoring of identification and classroom strategies to address the learning needs of students with gifts and/or talents at Ironbark Ridge Public School. It is based on the DET document Gifted and Talented Education Policy (2004).

2. Philosophy underlying the Policy

Government schools have a responsibility to educate all students to their potential. This policy adopts the definitions of giftedness and talent based on Gagne’s (2003) "Differentiated Model of Giftedness and Talent":

Giftedness refers to potential distinctly beyond the average for the student’s age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional and physical domains. Talent denotes achievement distinctly beyond the average for a student’s age as a result of application to training and practice.

At Ironbark Ridge PS students it is an expectation that all students will be taught in a learning environment that reflects the pedagogy that underpins the Quality Teaching Framework. This framework promotes a high level of intellectual quality, insists on high expectations, establishes a high quality learning environment and generates significance by connecting students with the intellectual demands of their work.

Furthermore, this policy recognizes that students learn in different ways and have different learning styles. To this end, we incorporate strategies from De Bono, Gardner and Blooms in classroom programs to measure the needs of our students.

3. Implementation

This policy is for immediate implementation.

4. Policy Statement

4.1 Ironbark Ridge PS is committed to high quality educational outcomes for GAT students;
4.2 Ironbark Ridge PS provides a structure to develop effective and equitable identification procedures and appropriate programs to support gifted and talented students;
4.3 Provision of ongoing professional learning opportunities for all staff and community, utilising regional and state level support is a priority.

5. Responsibilities

5.1 School community:
- To identify gifted and talented students;
- To foster home-school partnerships to support gifted and talented students;
- To provide a range of opportunities and to monitor and evaluate programs for gifted and talented students.

5.2 Teachers:
- To utilise support to ensure that they identify gifted and talented students in their class as indicated in the IRPS GATs Implementation Strategy;
- To select and implement a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their class.

Gifted and Talented Policy (Educational Domain)
5.3 Regions and schools:
- To co-ordinate provisions for gifted and talented students when it is feasible for more than one school to share this responsibility;
- To provide staff development in the education of gifted and talented students for principals, teachers and other appropriate personnel.

6. Review

This policy will be reviewed in 2011.

7. References

- NSW DET, Policy and implementation strategies for the education of gifted and talented students (2004)
- NSW DET, Quality Teaching in NSW Public Schools (2003)