

Tuggerah Public School



Enrichment Class Policy

Last amended: October 2019

Rationale

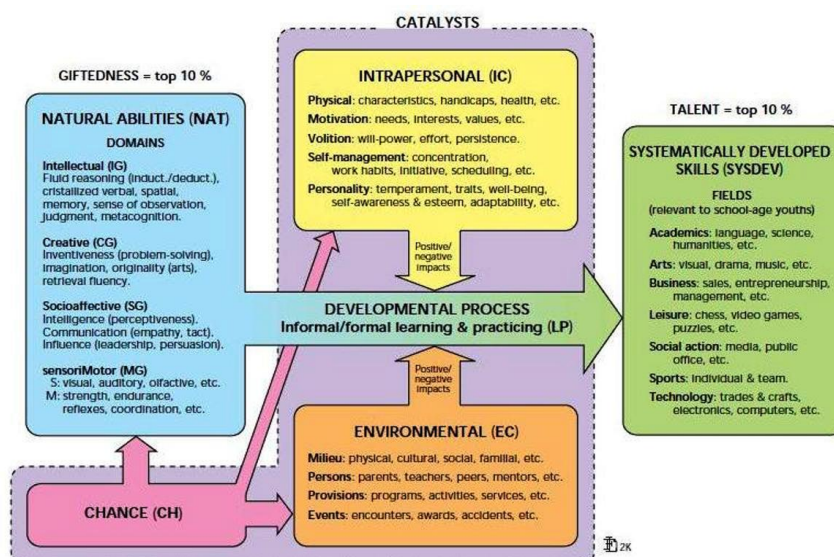
Tuggerah Public School is responsive to the educational needs of all students. We aim to provide a safe, challenging and accepting environment for all of our students. Teaching and learning experiences are planned to allow each student to aspire to achieve individual success.

Enrichment programs are provided for students who typically require a differentiated curriculum that is sensitive and responsive to their diverse styles of learning. Self-contained 'Enrichment' classes for gifted and talented students will be established in 2017 in Stage 2 and Stage 3, with the purpose of offering a flexible and enriched curriculum across all areas of learning. This includes accelerated programs in Literacy and Numeracy, together with enrichment programs in Science and Technology, Humanities, Artistic and Cultural Studies.

Definitions and Characteristics

Gagnés (2003) Differentiated Model of Giftedness and Talent (DMGT) has been adopted in the revised DET policy. This model provides research-based definitions of giftedness and talent that have a logical connection to identification and curriculum programs.

- **Gifted students** are those whose **potential** is distinctly above average in one or more of the following domains of human **ability**: intellectual, creative, social and physical.
- **Talented students** are those whose **skills** are distinctly above average in one or more areas of human **performance**.



An important feature of the DMGT is that there is a distinction between giftedness and talent. **Giftedness becomes talent as a result of training and practice.** A gifted person will not become talented without application.

Characteristics of Gifted and Talented students

Distinguishing features of the gifted become apparent from an early age. Silverman (1993) provided a useful generalisation of the intellectual and associated personality characteristics of the gifted group. Not all of these features are exclusive to gifted students, but such students possess them to a greater degree.

Intellectual traits Personality traits

Intellectual Traits	Personality Traits
Exceptional reasoning ability	Insightful
Intellectual curiosity	Need to understand
Rapid learning rate	Need for mental stimulation
Facility for abstraction	Perfectionism
Complex thought processes	Need for precision/logic
Vivid imagination	Excellent sense of humour
Early moral concern	Sensitivity/empathy
Passion for learning	Intensity
Powers of concentration	Perseverance
Analytical thinking	Acute self-awareness
Divergent thinking/creativity	Nonconformity
Keen sense of justice	Questioning rules/authority
Capacity for reflection	Tendency to introversion

Objectives - NSW Department of Education

1. School communities have a responsibility to identify their gifted and talented students.
2. School communities have a responsibility to foster collaborative home–school partnerships to support gifted and talented students.
3. School communities have a responsibility to provide a range of opportunities and to monitor and evaluate programs for their gifted and talented students.
4. Teachers, with support, have a responsibility to identify the gifted and talented students in their classes.
5. Teachers have a responsibility to select and implement a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their classes.
6. Regions and schools have a responsibility to co-ordinate school provisions for gifted and talented students when it is feasible for more than one school to share this responsibility.

7. Regions and schools have a responsibility to provide opportunities for staff development in the education of gifted and talented students for principals, teachers and other appropriate personnel.

8. The Director-General has a responsibility to account for the implementation of Government policy and to report on the outcomes of schooling for gifted and talented students in NSW

Objectives – Tuggerah Public School

Curriculum

1. Recognise and provide for the creative, academic, performing, social and emotional needs of Gifted and Talented students appropriate to their different rates of personal growth and development.

2. Developing positive attitudes amongst students and teachers toward gifted and talented students and their divergent needs.

3. Design flexible curriculum structures to meet specific needs through a variety of learning experiences both inside and outside the school.

Teaching and Learning Practice

4. Create an awareness of the characteristics and needs of the gifted and talented student.

5. Development in the skills of identification of gifted and talented students and knowledge of support personnel available.

6. Implementation of programs which demonstrate strategies catering for a wide range of gifted and talented abilities.

7. Develop strategies to critically evaluate effectiveness of Gifted and Talented programs.

Community

8. Encouragement the development of knowledge and skills and practices in recognising and assisting gifted and talented students.

9. Awareness about who to approach for assistance in providing support.

10. Encouragement to help assist those students whose special needs cannot be provided for in the school environment eg: mentor programs.

Roles and Responsibilities

The Principal and Executive will:

- Establish an environment of acceptance for gifted and talented students.
- Monitor policy implementation and ensure information about gifted and talented students/programs is part of whole school management, the School Excellence Framework and the School 3 Year Strategic Plan.
- Ensure gifted and talented students who are underachieving are recognized and cater for.
- Review the selection process for candidates for the Enrichment Classes.

The Gifted and Talented Committee will:

- Monitor the ongoing progress and needs of students in the Enrichment Class.
- Provide staff with up to date information and current research/programs in the area of gifted and talented education.
- Provide information/run information sessions for parents where requested.
- Oversee the formative assessment of candidates for the Stage 2 and 3 Enrichment Classes.

The Learning Support Team will:

- Contain a member from the Gifted and Talented Committee to act as an advocate for gifted and talented students.
- Undertake LST referrals for gifted and talented students to identify their needs and ensure they are being sufficiently catered for.

Enrichment Class Teachers will:

- Monitor the ongoing progress of students who are part of enrichment classes.
- Gather information about students from a variety of sources using a range of assessment strategies.
- Cater for gifted and talented students in everyday teaching and learning through a range of innovative strategies and curriculum differentiation.
- Provide regular opportunities for students to demonstrate excellence.

Enrichment Class Identification Procedures

The Stage 2 and 3 Enrichment Classes at Tuggerah Public School are about providing the opportunities for students with high academic potential/performance in one or more academic areas to come together and be challenged in an enriched environment of 'like minds'.

The aim of the Enrichment Class is to extend the mandatory curriculum and explore new areas and open new horizons. It is important to note the Enrichment Classes are not 'Gifted Classes'. Gagne proposes that only approximately 10% of the student population is gifted.

Effective educational provision for gifted and talented students depends heavily on appropriate and accurate identification. The variety of identification methods employed in selecting candidates for Enrichment Classes at Tuggerah Public school will include:

- ❖ Cognitive Assessments
- ❖ Standardised Testing (NAPLAN, PAT etc)
- ❖ Teacher Observation and Nomination
- ❖ Commitment to learning
- ❖ School performance Data
- ❖ Enrichment Team Committee Nomination
- ❖ School Counsellor Recommendation
- ❖ Performance in external tests

Tenure in the Enrichment Class

Once students are offered a position in the Enrichment Classes at Tuggerah Public School, the student and their parents will sign a contract stating that they understand and accept the conditions of acceptance into the class – i.e. students need to demonstrate an ongoing commitment to learning and operate at their personal best in order to maintain their placement.

Students' attitudes and effort will be closely monitored throughout the year. If a student does not display a commitment to learning the selection panel may recommend they be moved to a mainstream class and their position in the Enrichment Class may be offered to another student. This may occur at any stage of the year and is a school-based decision.

Students and their parents will be notified if the student is not performing to the expected level and they will be then given the opportunity to make the necessary improvements needed to maintain their position in the class.

Students who accept a placement in the Enrichment Class for Year 5 will continue their placement in Year 6 providing the conditions of the contract are met.