



Department of
Education

GIFTED AND TALENTED IN PUBLIC SCHOOLS

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1 POLICY STATEMENT

The Department of Education (the Department) provides support for gifted and talented students to achieve their best possible learning outcomes.

2 BACKGROUND

Gifted and talented students are represented in all socio-economic and cultural groups and are part of the population of almost all schools. For varied reasons many of these students are at risk of not achieving to their full potential. For example:

- student abilities are not fostered through appropriate educational provision;
- identified students do not achieve to their potential due to physical, emotional, motivational and social factors or specific learning difficulties;
- some students are not identified; and
- gifts and talents may be masked by cultural or other background factors.

Giftedness can be viewed in multiple ways and children may be gifted in one or several ability domains.

A student's giftedness is not always apparent in regular curriculum areas and not always demonstrated in appropriate ways. While gifted students exhibit some common traits, no two gifted students possess the same characteristics.

It is important that students with exceptional potential are supported during their early childhood and middle childhood phases so that the development of specific gifts and talents continues as the students make their educational transition into secondary school.

It is also important that the abilities of gifted and talented students be accepted, valued and fostered by teachers, parents, peers and the community.

3 SCOPE

This policy applies to principals and teachers in public schools; and employees in the education regions and the Gifted and Talented branch.

4 PROCEDURES

4.1 IDENTIFICATION

Principals will plan and implement strategies to identify gifted and talented students.

Guidelines:

Identification measures are especially necessary for those who, for various reasons of disadvantage, may not be recognised. Early identification is important, as is intervention.

Identification processes for gifted and talented students should:

- *Be inclusive, so that gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, geographic location or gender.*

- *Be flexible and continuous to allow for the recognition of gifts and talents which may emerge or be recognisable at any stage of a student's education.*
- *Utilise information from a variety of sources, including classroom teacher observation and assessment, as well as knowledge obtained from other people (for example, parents and peers).*
- *Help the teacher identify a student's intellectual strengths, artistic or linguistic talents, and social and emotional needs which will form the basis for educational provision.*
- *Direct the quality of the teaching and learning environment to enable the outstanding abilities of students to emerge and be recognised.*

See the Gifted and Talented website for more information at <https://www.education.wa.edu.au/gifted-and-talented>

4.2 PROVISION

Principals will verify that teachers provide the necessary teaching and learning adjustments for identified gifted and talented students to achieve optimal education outcomes.

Guidelines

The provision of necessary teaching or learning adjustments occur in the following ways:

- *School-based - schools and teachers provide a challenging and extended curriculum to enable the gifts and talents of students to emerge, be recognised and be developed.*
- *Supplementary - the most gifted and talented students to interact with their gifted and talented peers in specific curriculum fields on a part-time basis.*
- *Selective schools - full-time provision for identified students, selected through rigorous assessment processes provide whole-school environments for talent development. Currently there are two selective secondary schools, one for academic and the other for arts-gifted students.*

4.3 MONITORING

Principals and employees in the education regions and the Gifted and Talented branch will monitor the identification processes and the effectiveness of provision to verify that the educational needs of gifted and talented students are being met.

5 RELATED DOCUMENTS

5.1 RELEVANT LEGISLATION OR AUTHORITY

Disability Discrimination Act 1992
Equal Opportunity Act 1984
School Education Act 1999
School Education Regulations 2000

5.2 RELATED DEPARTMENT POLICIES

Curriculum, Assessment and Reporting in Public Schools
Enrolment in Public Schools
Excursions in Public Schools
School Improvement and Accountability in Public Schools
Students at Educational Risk (SAER) in Public Schools

5.3 OTHER DOCUMENTS

Senate Employment, Workplace Relations, Small Business and Education Preferences Committee: The Education of Gifted Children, October 2001

6 DEFINITIONS

GIFTED

The possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain.

TALENTED

Outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity. Talent emerges from ability as a consequence of the student's learning experience.

References Committee: The Education of Gifted Children, October 2001

7 CONTACT INFORMATION

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8 HISTORY OF CHANGES

Effective date	Last update date	Policy version no.	TRIM no.	Notes
27 July 2010	27 August 2018	2.2	D18/0378791	Minor changes to include reference to Public Schools D18/0151652 and updated link D18/0378284.