



**Australian
Association for the
Education of the
Gifted and
Talented**

GIFTED POLICY

**of the Australian Association for the
Education of the Gifted and Talented**

Version 1 | May 2022

www.aaegt.net.au

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Purpose, Principles, and Procedures

Purpose

Students who are gifted are considered to display characteristics at home and school that are significantly different to the characteristics of other students of their age. This document outlines a policy exemplar that acknowledges that every gifted student is entitled to access rigorous and relevant learning opportunities aligned with their individual educational and wellbeing needs.

This policy sets out the principles and processes that Australian schools are recommended to follow when developing a learning plan for gifted students. In so doing, it advocates for a uniform approach to decision-making across Australia for students who are gifted, while allowing school-based interventions, acceleration and enrichment models to co-exist. Furthermore, it recognises that gifted students have advanced learning capacity compared to age peers and that specific learning needs must be met to allow high achievement, the realisation of potential, and positive wellbeing outcomes.

This policy promotes the dual goals of equity and excellence, and recognises students with high potential across all backgrounds. Moreover, this document encourages Australian schools to draw widely on available resources from within and outside of Australia to provide equity of opportunity.

Scope

This policy is an exemplar developed by the Australian Association for the Education of the Gifted and Talented (AAEGT) to support Australian schools to provide for gifted students. It should be used in conjunction

with other policies, legislation and guidelines in gifted education that are applicable to individual schools. The implementation of the principles and procedures that are outlined in the document is not mandated.

Principles

The AAEGT:

- supports equitable principles that seek to ensure that gifted students are not educationally disadvantaged
- supports the development of a shared understanding of giftedness in all educational settings
- is committed to enabling all students to achieve their potential by providing appropriate opportunities through a range of flexible options
- celebrates each student's uniqueness and embraces all students as respected and valued members of the learning community
- seeks to support key stakeholders to ensure that all gifted learners can develop the skills and values for participation as active members of the community
- supports targeted professional learning in gifted education for all teachers and school leaders
- aims to support teachers to empower students with the knowledge, skills, capabilities, and confidence to embrace opportunities and challenges
- supports gifted students of diverse backgrounds, including on the basis of race, culture, socio-economic background, disability, geographic location and gender
- seeks to work collaboratively with affiliate organisations

Procedures

It is recommended that schools adopt the following procedures:

1. Define giftedness and talent.

1.1 A schoolwide definition of giftedness and talent should be established to support all stakeholders in understanding giftedness.

1.2 Regular professional learning opportunities should be provided for staff (i.e., teaching, and non-teaching staff) on the definition of giftedness and talent as a basis to explore how best to support gifted students.

2. Establish a gifted education committee.

2.1 The committee should review all program opportunities available to gifted students using data that is both internal and external to the school.

2.2 The committee should promote a commitment within the school to support the talent development of gifted students.

2.3 The committee should ensure that teaching and learning programs are available to support the needs of gifted students.

3. Support all domains of giftedness.

3.1 Support should be provided for gifted students across all domains of giftedness (i.e., intellectual, creative, social-emotional and physical).

4. Support the social and emotional needs of gifted students.

4.1 Learning environments that support the social-emotional development of gifted students should be provided.

4.2 Learning environments should allow gifted students to experience intellectual safety, agency, and the ability to achieve their educational potential.

4.3 The social and emotional needs of gifted students should be supported and facilitated through collaborative efforts between students, parents/carers, teachers, and the community.

5. Implement professional learning.

5.1 Professional learning should support educators to abide by the relevant legislative requirements relating to their individual education system.

5.2 Professional learning should support engagement with quality research.

5.3 Professional learning should build educator capability to facilitate growth and achievement for all K-12 gifted students.

5.4 Professional learning should evaluate and build on existing strengths, along with weaknesses, based on internal and external data.

6. Establish an identification/assessment process.

6.1 The identification process should incorporate the use of multiple instruments that are valid and reliable.

6.2 The identification process should promote the collection of comprehensive data that allows for a rigorous evaluation of the abilities of students in all domains.

6.3 The identification process should promote the collection of comprehensive data that allows for a rigorous evaluation of the abilities of students in all gifted student subgroups.

6.4 After identification, the achievement of gifted students should continue to be assessed and monitored on a regular basis.

6.5 The programs and provisions offered to gifted students should be regularly assessed for their effectiveness.

7. Implement appropriate educational programs and provisions, from a range of options.

7.1 Acceleration (e.g., early school entry, subject specific acceleration, full grade skipping, curriculum compacting, telescoping, dual enrolment).

7.2 Ability grouping.

7.3 Curriculum differentiation.

7.4 Enrichment/Extension.

7.5 Mentorships.

7.6 Other rigorous programs and provisions.

8. Support subgroups of gifted students.

8.1 Gifted students from disadvantaged backgrounds (e.g., low socio-economic status, English as an Additional Language/Dialect, Indigenous background, racial/ethnic/cultural minority status, social disadvantage, rural background and lesbian, gay, bisexual, transgender, queer and intersexed (LGBTQI)).

8.2 Twice exceptional students (also sometimes called gifted students with a disability) or multi exceptional students.

8.3 Gifted students who are highly, exceptionally and profoundly gifted.

8.4 Gifted students who are underachieving.

9. Collaborate to support gifted students.

9.1 Schools should work collaboratively with the parents/caregivers of gifted students.

9.2 Schools should work collaboratively with a range of other organisations in accordance with the specific needs of gifted students.

9.3 Schools should work collaboratively with other stakeholders in the education of gifted students.

Glossary

Acceleration: Progress through an educational program at rates faster or ages younger than conventional (Pressley, 1949, p.2).

Ability grouping: Grouping students of similar ability for learning and teaching.

Differentiation: An approach to instruction that acknowledges the different abilities/interests/needs of students, and therefore allows students to achieve similar success criteria using different pathways, progressions, and time frames.

Enrichment: Broadens the learning experience for all students e.g., guest speakers, virtual excursions.

Extension: Increases the depth and challenge of learning for students who have met grade level standards and can also include pull-out programs e.g., debating.

Giftedness: The possession and use of untrained and spontaneously expressed natural abilities (called outstanding aptitudes or gifts), in at least one ability domain, to a degree that places an individual at least among the top 10 per cent of age peers (Gagné, 2004, p. 120).

Talent: The outstanding mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual at least among the top 10 per cent of age peers who are or have been active in that field or fields (Gagné, 2004, p. 120).

Twice exceptionality: The simultaneous possession of one or more areas of giftedness with one or more disabilities.

Underachievement: The non-fulfilment of one's potential.

Legislation and Regulations

Disability Discrimination Act 1992 (Commonwealth) (DDA)

Disability Standards for Education (2005) (Commonwealth)

Alice Springs (Mparntwe) Declaration (2019)

Resources

Useful gifted education resources may be accessed via the following link: <https://www.aaegt.net.au/resources>

References

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