Gifted Education Policy
Our Lady of the Rosary School Kenmore

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REFERENCES
1.0 Introduction

OLR (OLR), Kenmore is a Catholic school in the Archdiocese of Brisbane and so acknowledges and provides for its gifted students in order that they are educated to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners, empowered to shape and enrich our world.

1.1 Rationale

At OLR we acknowledge our responsibility to support the education of our students who are gifted and talented. Our school-based processes and strategies, including this policy, will assist the targeted education of these students.

1.2 Our learning community

OLR School aims to provide an inclusive life-long education which fosters the holistic development of students who are gifted within a positive, respectful environment. Our school motto is to “Know, Love & Serve” which encompasses our beliefs about all education at OLR.

Know
We promote a love of life-long learning, which challenges individual gifted students and which offers a meaningful education emphasising current best practice, relevance, quality and development.

Love
We develop loving relationships between families and staff arising from our Christian belief of respect for the individual. To this end learning is collaborative and occurs in a positive respectful environment.

Serve
We value child-centred partnerships that serve the unique needs of students by cultivating collaboration, commitment, dedication & cooperation in our daily living.

Appendix One: OLR Vision for Learners and Learning
Definition

Two widely accepted definitions of giftedness are those of Francoys Gagne and Dr Cathie Harrison.

Gagne’s (2008) Differentiated Model of Giftedness and Talent (Appendix 11) distinguishes between giftedness and talent:

- Giftedness is the possession and use of outstanding natural abilities to a degree that places an individual at least among the top 10% of age peers in one or more of the following ability domains: intellectual, creative, social, perceptual and physical.
- Talent is the outstanding mastery of systematically developed abilities called competencies, knowledge and skills in at least one field of human performance which is at least in the top 10% of age peers in that domain.

A student can be gifted without being talented. The purpose of gifted education is to develop the student’s potential into talented performance. Given the diversity of learners who are gifted, Gagne’s model highlights those students who may also be underachieving or unidentified and the factors that influence talent development.

Harrison (2003) defines a gifted child as one:

- who performs or who has the ability to perform at a level significantly beyond his or her chronologically aged peers and whose unique abilities and characteristics require special provisions and social and emotional support from the family, community and educational context.

Joseph Renzulli’s Three Ring Conception of Giftedness (Appendix 11) asserts that “gifted behaviours are developed but only witnessed when an individual possesses or is capable of interconnecting all three identifiable traits – above average ability, task commitment and creativity” (Grieves: 2014). Renzulli has proposed this theory as a philosophical basis for his Enrichment Triad Model.

The Social and Emotional needs of gifted students may be atypical to those of their class peers. They “may experience unique, often extreme, social and emotional needs” (California Association for the Gifted. A Position Paper: 2005, p1). Awareness of these needs by educators and by the students themselves is necessary. These needs may include Perfectionism, Imposter Syndrome and high frustration with unchallenging curriculum (Brisbane Catholic Education KWeb, Gifted Education and Social Emotional Focus: 2013).

**Appendix Three:**
2.0 Implications for the OLR Community

2.1 Staff Responsibilities

2.11 Teaching Staff

Teachers comprise Classroom Teachers, Curriculum Support Teacher (CST) and Specialist Teachers. In the case of acceleration of a student, the original Class Teacher is the “Referring Teacher” and the new class teacher is the “Receiving Teacher”.

- It is expected that Class Teachers will differentiate the regular classroom curriculum to cater for the diversity of all learners in their class using strategies such as the Maker Model.
- Teachers, in consultation with parents, are responsible for identification and referral to ST:GE.
- Teachers plan and differentiate the curriculum for students who are gifted (The Shape of the Australian Curriculum; BCE Model of Pedagogy) in collaboration with relevant members of the Gifted Education Team.

Teachers “are given opportunities to build and reflect on their capacity to meet the educational, assessment and social emotional wellbeing needs of students who are gifted and talented in consultation and collaboration with others” (2013, Brisbane Catholic Education, Gifted Education Position Statement p2). Consultation and collaboration will occur with students (negotiated learning), parents, Brisbane Catholic Education Consultants, Support Teachers: Inclusive Education, Guidance Counsellor, and Private Practitioners.

Appendix Three:

- Completing evaluations of gifted students.
- In the event of whole subject or year level acceleration, the primary responsibility for planning, learning and assessment and reporting is with the Receiving Teacher. This occurs in consultation with the Referring Teacher and in collaboration with the ST:GE and Brisbane Catholic Education Consultant.

2.12 Support Teacher: Gifted Education

Key components of the role of the Support Teacher: Gifted Education are:

- Profiling - Identification of students
- Partnerships and Networking
- Learning Opportunities
- Document Facilitation

Appendix 3: Role statement Support Teacher: Gifted Education
2.13 **Gifted Education Team**

This collaborative team includes Classroom Teachers, Guidance Counsellor and Support Teacher: Inclusive Education, Curriculum Support Teacher (CST) Support Teacher: Gifted Education and a Leadership delegate. They are responsible for:
- monitoring and evaluating school wide identification and provision processes for gifted and talented students at the school
- endorsing a course of action for each identified student.

2.14 **School Leadership**

School Leadership comprises the Principal, Assistant Principal: Religious Education, Assistant Principal: Administration. They:
- consider the needs of students who are gifted and talented in their whole school planning
- facilitate professional learning for staff of students who are gifted and talented.

*Appendix 3:*

2.2 **Identification of students who are gifted**

The community of OLR has developed processes to “identify the diverse range of students who are gifted and talented” (Appendix 2, p2). The purpose of identifying gifted and talented students is to provide appropriate curriculum and learning experiences for them.

Whole-school data analysis and Gifted Education Referral and Planning Procedure (Appendix 4) assist with identification of students who are gifted. Examples of data gathering tools are identified in Appendix 5.

(Merrick & Targett, 2004)

2.3 **Learning processes**

2.3.1 **Students**

In order to achieve new learning each year, every student is entitled to access curriculum which targets their specific learning ability in line with the Australian Curriculum. A range of possible differentiation strategies can be used including: Individualised, In-Class, School Wide and Community Wide.
Appendix 6: OLR School Differentiation Strategies.

2.32 Staff

Capacity building of staff involves prioritising the professional learning needs of the Support Teacher in Gifted Education (ST:GE), Gifted Education Team, and staff. This occurs through ongoing reflection, mentoring, collaboration with personnel and agencies, in order to meet the educational and social emotional needs of students who are gifted and talented (Appendix 2, p2). The school is committed to resourcing and reviewing Gifted Education to effectively meet the needs of these students.


2.33 Family

Parents are a vital part of a collaborative home–school partnership to jointly identify learning activities and opportunities in the community for their children who are gifted and talented. Home-school partnerships support students to become aware of their own giftedness and actively seek opportunities to develop themselves to realise their potential for outstanding achievement in their areas of interest (Appendix 3, p2).

2.4 Planning processes

Planning for students who have been identified as gifted is a whole school process encompassing identification, data gathering, referral, meetings, planning, review, documentation and transitioning (Appendix 4).

*Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals.*

(Australian Curriculum, Assessment and Reporting Authority: 2013, p19).

Teacher knowledge of their students is key to the provision of quality learning processes. These learning opportunities need to be flexible and may be targeted at a level, pace, degree of abstraction and complexity beyond their chronological age (Gerric, Module 1, p10). Teachers need to plan for enrichment through differentiation with possible acceleration (Gagne: 2012). There is a wide range of acceleration types including subject acceleration, grade skipping and telescoping the curriculum (Southern & Jones: 2004).

2.5 Resources and Activities:

This policy is supported at OLR through the provision of: teacher release for meetings, timetable flexibility, professional learning for staff and budget for materials.

Human resources outside of school staff include: Brisbane Catholic Education Officer: Curriculum (Gifted Education), Consultant: Inclusive Education, Private Practitioners.
Resources are accessed in accordance with the needs of the gifted learners.

Some optional activities require payment by parents eg: Educational Assessment Australia, International Competitions and Assessments for Schools (ICAS).

2.6 Continuity and Sustainability

Gifted Education at OLR maintains its sustainability through:

- Continual goal setting for Gifted Education in the School Renewal Plan through links to the Strategic Renewal Framework and Gifted and Talented Audit Tool.
- Continued operation of Gifted Education Team in the discernment processes of the identification of gifted and talented students and their educational provision.

2.7 The Review Process

This Gifted Education policy will be reviewed by the Gifted Education Team. Review will occur annually.

APPENDIX ONE OLR Vision for learning and learners

APPENDIX TWO: Brisbane Catholic Education Gifted Education Position Statement

APPENDIX THREE: Roles:

- Support Teacher in Gifted Education (ST:GE)
- Gifted Education Team.

APPENDIX FOUR: OLR School Gifted Education Referral and Planning Procedure.

APPENDIX FIVE: Data gathering (assessment) tools.

APPENDIX SIX: OLR Differentiation Strategies.
## APPENDIX THREE: ROLES AND RESPONSIBILITIES

**SUPPORT TEACHER in GIFTED EDUCATION (ST:GE)**

<table>
<thead>
<tr>
<th>Supports the identification of gifted and talented students (consider diversity of students)</th>
<th>Processes: Whole school class profile document, Teacher nominated, Parent nominated, whole-school audit document including NAPLAN and relevant report card information. <strong>Screeners</strong> eg: AGAT (language based), Raven’s (non-verbal), SAYLER- family based (checklists), TAG-IT (BCE), IOWA Acceleration Scale <strong>Testing:</strong> UNSW ICAS tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partnerships and Networking</strong></td>
<td>Planning with CST &amp; teachers Parent meetings Gifted Education Team meetings Staff professional development Team meetings as part of referral process Newsletter inserts Email to groups (OLR teachers, parents of G&amp;T students) Networking with other schools and local organisations Teacher networking Queensland Gifted And Talented Association</td>
</tr>
<tr>
<td><strong>Learning Opportunities</strong></td>
<td>Supporting Teachers to appropriately differentiate the curriculum Useful models include: working with target student groups, team teaching, demonstration and modelling (two way process), enquiry based activities Lunch time options eg: MineCraft club, Chess club, Opti-MINDS, Maths Olympiad Competitions</td>
</tr>
</tbody>
</table>

**GIFTED EDUCATION TEAM**

- Monitors and evaluates school wide identification and provision processes for gifted and talented students at the school
- Endorses a course of action for each identified student
APPENDIX FOUR

REFERRAL AND PLANNING PROCEDURE

This is a reiterative process and not necessarily linear: we build on what we know.

This procedure is intended to work in tandem with the “What do I do if I have a concern” (Learning Support).

Once a classroom teacher has planned, recorded and implemented differentiated learning processes in their classroom and further referral is required then the following procedure can be accessed.

<table>
<thead>
<tr>
<th>step</th>
<th>stages</th>
<th>responsibility</th>
<th>Elaboration (options)</th>
</tr>
</thead>
</table>
| 1    | Nomination | Instigated by Class Teacher (CT), Parents, Leadership Team, Support Teacher: Inclusive Education (ST:IE) or Guidance Counsellor | Previous year’s Class Profile  
  Transition from previous year’s CT using Learner Profile/ILP  
  Nomination gathered through interview, informal conversation and discussion with school personnel when reviewing work samples or as part of the Consistency of Teacher Judgment process.  
  Business Intelligence Tool (BI): NAPLAN, PAT M, Pat R, AGAT |
| 2    | Data collection (variety of data tools to reflect diversity) | CT, Parents, Support Teacher in Gifted Education (ST:GE), Support Teacher: Inclusive Education (ST:IE) | Previous year’s Class Profile  
  School Portal (eg: Report Card, Waddington, Torch)  
  Business Intelligence tool (eg: Pat M, Pat R, NAPLAN)  
  Administration file (medical, vision & hearing)  
  Red document wallet (samples of student work).  
  Discussion with student with possible survey and/ or Interest Inventory.  
  Discussion with Parents with possible surveys.  
  Discussion with School Officers. |
<table>
<thead>
<tr>
<th>step</th>
<th>stages</th>
<th>responsibility</th>
<th>Elaboration (options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Referral</td>
<td>CT, Parents, ST:GE</td>
<td>Complete referral form (with ST:GE if needed)</td>
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<td></td>
<td></td>
<td></td>
<td>Forward to ST:GE</td>
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<td></td>
<td></td>
<td>Arrange a meeting date</td>
</tr>
<tr>
<td>4</td>
<td>Meeting to devise an</td>
<td>CT, Parents, ST:GE, Guidance Counsellor (GC)</td>
<td>Release time for CT</td>
</tr>
<tr>
<td></td>
<td>Action Plan</td>
<td></td>
<td>May recommend Psychologist Report (if looking at possible acceleration)</td>
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<td></td>
<td></td>
<td>Write Action Plan at end of Referral document (may include curriculum planning)</td>
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<td></td>
<td>Include allocation of tasks for supporting personnel</td>
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<td></td>
<td>Parent/ student/ teacher checklists (Sayler, Tag-It)</td>
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<td>Set a review date (if necessary)</td>
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<td></td>
<td></td>
<td></td>
<td>International Standards document</td>
</tr>
<tr>
<td>5</td>
<td>Curriculum Planning</td>
<td>CT, ST:GE, Curriculum Coordinator (CST)</td>
<td>Identify a focus KLA and specific learning goals linked to the Australian Curriculum general capabilities.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>See Appendix 7: Differentiation Resources</td>
</tr>
<tr>
<td>6</td>
<td>Action Plan Review</td>
<td>This may include: CT, parents, ST:GE, CST, Support Teacher: Inclusive Education (ST:IE), member of Leadership Team</td>
<td>International Standards document</td>
</tr>
<tr>
<td></td>
<td>(this may be end of process)</td>
<td></td>
<td>IOWA acceleration scale</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Recommend additional data gathering</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Possible consultation with Brisbane Catholic personnel.</td>
</tr>
<tr>
<td>step</td>
<td>stages</td>
<td>responsibility</td>
<td>Elaboration (options)</td>
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<tr>
<td>7</td>
<td>ILP meeting</td>
<td>This will include: parents, CT, ST:GE and may include: CST, ST:IE, Principal or delegate, GC (if applicable)</td>
<td>Develop document:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Collate data</td>
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<td></td>
<td></td>
<td></td>
<td>• Set specific reviewable learning goals</td>
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<td></td>
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<td></td>
<td>• Meeting notes</td>
</tr>
<tr>
<td>8</td>
<td>Acceleration meeting</td>
<td>This will include: student (as appropriate) parent, Referring Teacher, Receiving Teacher, CST, ST:GE, Principal or delegate.</td>
<td>Develop document</td>
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<td></td>
<td></td>
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<td>International Standards document</td>
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<td></td>
<td></td>
<td></td>
<td>Psychologist Report</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>IOWA acceleration scale</td>
</tr>
<tr>
<td>9</td>
<td>Transition for Acceleration</td>
<td>Student, Referring Classroom Teacher, Receiving Classroom Teacher, ST:GE, CST</td>
<td>Purpose for Receiving Classroom Teacher:</td>
</tr>
<tr>
<td></td>
<td>(if required)</td>
<td></td>
<td>1. Knowledge of learner</td>
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<td></td>
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<td></td>
<td>2. History (documents)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Curriculum planning</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Transition for student:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Preparation eg; class visit, social story, checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 6 week review of acceleration plan</td>
</tr>
<tr>
<td>10</td>
<td>Acceleration Review</td>
<td>This may include: CT, parents, ST:GE, CST, Support Teacher: Inclusive Education (ST:IE), member of Leadership Team</td>
<td>6 week review of acceleration plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Relevant documents</td>
</tr>
<tr>
<td></td>
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<td>Feedback document: PMI</td>
</tr>
</tbody>
</table>
### APPENDIX FIVE: DATA GATHERING INSTRUMENTS

<table>
<thead>
<tr>
<th>Class profile (completed at the end of school year at a Staff Meeting)</th>
<th>Learner profiles (completed at the end of the school year and stored in Blue Learning Support folder)</th>
<th>Individual Learning Plan (ILP) (from a previous year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folios &amp; samples of work</td>
<td>Student file from previous year’s Class Teacher</td>
<td>Diagnostic tools:</td>
</tr>
<tr>
<td>Surveys:</td>
<td>Questionnaires (student, teacher, parent)</td>
<td>- Oxford Maths Assessment (OMA) (Yrs2-6)</td>
</tr>
<tr>
<td>- Multiple Intelligences</td>
<td></td>
<td>- I Can Do Maths (Prep -2)</td>
</tr>
<tr>
<td>- DeBono’s Hats</td>
<td></td>
<td>- Booker Profiles in Mathematics (Oxford University Press)</td>
</tr>
<tr>
<td>Standardised assessments:</td>
<td>Screeners:</td>
<td>Psychologist Assessment:</td>
</tr>
<tr>
<td>- Staff Portal, Business Intelligence, Learning and Teaching Eg: Pat Maths, NAPLAN</td>
<td>- Ravens- school based,</td>
<td>- Achievement Tests eg: Screeners, Waddington, Torch, Westwood Spelling, WIAT</td>
</tr>
<tr>
<td></td>
<td>- Checklists: SAYLER- family based, TAG-IT (BCE)</td>
<td>IOWA Acceleration Scale</td>
</tr>
<tr>
<td>Student Self nomination gathered through interview, informal conversation, discussion with school personnel when reviewing work samples.</td>
<td>Observation/ Anecdotal records:</td>
<td>Reports from:</td>
</tr>
<tr>
<td></td>
<td>- Teacher</td>
<td>- Medical specialists</td>
</tr>
<tr>
<td></td>
<td>- ST:GE</td>
<td>- Occupational Therapist</td>
</tr>
<tr>
<td></td>
<td>- ST:IE</td>
<td>- Speech Language Pathologist</td>
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<tr>
<td></td>
<td>- Guidance Counsellor</td>
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<td></td>
<td>- School Officer</td>
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</tbody>
</table>

**OLR STANDARDISED ASSESSMENTS SCHEDULE**
## APPENDIX SIX: DIFFERENTIATION STRATEGIES
### Our Lady of the Rosary school, Kenmore- 2014.

<table>
<thead>
<tr>
<th>Individualised Pathways</th>
<th>In-Class Provision</th>
<th>School Wide Provision</th>
<th>Community Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning contracts</td>
<td>Clustering/streaming – ability/interest groups</td>
<td>Australian Mathematical Trust Challenge for Young Australians (Challenge and Enrichment stages)</td>
<td>Mathletics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MineCraft Club Optiminds club Chess club Debating club Art &amp; Drama club</td>
<td>Guest speakers</td>
</tr>
<tr>
<td>Independent projects and studies.</td>
<td>Open-ended tasks eg: June Maker’s enquiry model differentiating Content, Process and/or Product OR use Belle Wallace’s TASC Problem Solving Model (See books)</td>
<td>Mathletics Maths Olympiad Thematic/integrated studies Problem Solving</td>
<td>Instrumental Music: piano and flute lessons Speech and Drama classes</td>
</tr>
<tr>
<td>Curriculum compacting</td>
<td>Higher order thinking skills e.g. Blooms (See Gerric Module 5: pp58-61), Scamper, Thinker Keys</td>
<td>Cross faculty/learning areas – specialist teaching/spaces Clustering/streaming – ability/interest groups Using problem solving activities eg: Orico OR Year level acceleration</td>
<td>Mentoring using internet, email OR Mentors in Residence Enrichment programs eg: Philosophical inquiry, ThinkFest programs, BrainWays workshops</td>
</tr>
<tr>
<td>Negotiated, self-paced investigations</td>
<td>Negotiated contracts/independent learning (See Gerric Module 5 p42-47)</td>
<td>Ability grouping within and across classes eg: electives offered across year levels or within year level</td>
<td>Holiday camps OR Vacation schools Brisbane City Council and State Library of Queensland workshops</td>
</tr>
</tbody>
</table>

- Ability grouping
- Clustering/streaming
- Negotiated contracts/independent learning
- Open-ended tasks
- Independent projects and studies
<table>
<thead>
<tr>
<th>Individualised Pathways</th>
<th>In-Class Provision</th>
<th>School Wide Provision</th>
<th>Community Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular programs</td>
<td>Compacting/ Telescopng (See Geric Module 5 p15)</td>
<td>Flexible timetabling eg: early morning tutoring, in breaks, after school, go to next year level LOTE and then work in small group or 1:1 with class teacher</td>
<td>Real life practice placement eg: attending a High School for Manual Arts or buddy ICT</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Subject acceleration e.g. maths, reading, writing, LOTE OR Thematic/Integrated Studies – Cross faculty learning areas eg: Year 5-6 targeted students working together on maths/ science unit</td>
<td>Enrichment Camps eg Writers, The Arts</td>
<td>Student exchange eg local, interstate, international</td>
</tr>
<tr>
<td>Early entry; Primary/secondary</td>
<td>Leadership opportunities eg: environmental club: recycling &amp; worm farm</td>
<td>Night time activity eg: night with the stars</td>
<td>Guest speakers</td>
</tr>
<tr>
<td>Subject Acceleration</td>
<td>Use of variation for presentation e.g. instead of PowerPoint use Prezi, create a blog, program an animation eg: Scratch</td>
<td>Premiers’ reading challenge</td>
<td>Outreach Centres eg: zoo, Botanical gardens, art gallery, science centre</td>
</tr>
<tr>
<td>Year level acceleration</td>
<td>Exploration of real-world global problems 1.1 or in small groups Eg: student could formulate rich enquiry question</td>
<td>Representative sport activities: netball, futsal, regional/ district sport</td>
<td>Sports Clinic Sports days District trials</td>
</tr>
<tr>
<td>Dual enrolment centres for excellence (e.g. sport, the arts)</td>
<td>Mathletics/ Scootle</td>
<td></td>
<td>ICAS Competitions: Mathematics, English, Information Technology etc</td>
</tr>
<tr>
<td>Individualised Pathways</td>
<td>In-Class Provision</td>
<td>School Wide Provision</td>
<td>Community Options</td>
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<tr>
<td></td>
<td>iMaths investigations</td>
<td>Kids teaching Kids week</td>
<td>Webquests &amp; Programming eg: Scratch Robotics</td>
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<tr>
<td></td>
<td>iMaths differentiated worksheets</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>iMaths games</td>
<td></td>
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<tr>
<td>Debating</td>
<td>Debating</td>
<td></td>
<td>Access to High School program.</td>
</tr>
<tr>
<td>Class liturgy/ mass</td>
<td>Planning using:</td>
<td>Representative cultural activities: Musical Wakakirri (dance eisteddfod) J Rock Dance Fever Choir (music eisteddfod) Arts Festival</td>
<td>Class meetings Assemblies</td>
</tr>
<tr>
<td></td>
<td>• Higher order thinking and questioning</td>
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<td></td>
<td>• Tiered activities</td>
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<tr>
<td></td>
<td>• Learning contracts and interest centres</td>
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<td></td>
<td>• Multiple intelligences</td>
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<td>• De Bono’s Hats of thinking</td>
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APPENDIX SEVEN:

DIFFERENTIATION RESOURCES:

- Learning resources
- Planning tools
- Books

LEARNING RESOURCES:

Origo Thinking Caps

Nrich

iMaths

Scootle

Mathletics

Books for students:

Maths Quest by David Glover

Maths (Horrible Histories)

School Portal: Effective Mathematical Questioning (KWeb), Mathematical Strategies

KWeb: Learning and Teaching – Gifted Education – Resources

Mathematics – Online Interview for Early Year (Pre-assessment) Dept of Education Victoria - similar to previous Qld Year 2 Net

First Steps differentiated learning activities
PLANNING TOOLS

Brisbane Catholic Education KWeb, Learning and Teaching, Gifted Education Portal

Solo planning model, research based effective positive influences (strategies) linked to *Visible Learning* by John Hattie

FIRST STEPS proforma: a variety of levels

Inquiry Learning Format adapted from Religious Education planning format (in Staff Portal)

Gardner’s Multiple Intelligences

Blooms taxonomy pyramid

De Bono’s hats

June Maker’s inquiry learning model: Content, Process, Product

Joseph Renauli’s Enrichment Triad Model

Gifted Education Resources Research Information Centre (GERRIC) University of NSW: (6 modules at 3 expertise levels covering: early childhood, primary, secondary)

Module number 5 Curriculum Differentiation for Gifted Students - planning proformas include:

- Pre- testing using Blooms Taxonomy and Williams Model
- Compacting – Methods 1 & 2
- Concept Mapping
- Planning using Blooms Taxonomy, Williams Model and Kaplan Model

Universal Design for Learning (UDL)

Understanding by Design (class overview)
BOOKS:


Think Ahead! Developing Through Music/ Visual Arts/ Drama. NFER Nelson Education.


REFERENCES

Australian Curriculum, Assessment and Reporting Authority (2013). Student Diversity and the Australian Curriculum. ACARA, Sydney.


Brisbane Catholic Education (2013). The Shape of the Australian Curriculum, Version 4.0; BCE Model of Pedagogy.

https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Gifted%20Education/Definition/Pages/default.aspx
International Standards document
